

American Mathematical Association of Two-Year Colleges

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November 3, 2022

Dear AMATYC Delegate.

The 2022 Delegate Assembly will be held on **Saturday, December 3rd, 2022, 3:00 - 5:00 PM EST, 2:00pm to 4:00pm CST, 1:00pm to 3:00pm MST, 12:00 pm to 2:00pm PST** virtually using the Zoom platform.

Attached are the 2022 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 **in the Regional Zoom link 30 minutes before the scheduled start time of the Delegate Assembly**. You will then access the Delegate Assembly using a different Zoom link. The Delegate Assembly will start on the hour, so please check in at least five minutes prior to the start of the meeting. Be sure to have access to the attached packet of information during the Delegate Assembly.

This year the main items of business are reviewing reports from the President, the Treasurer, and the Foundation. Delegates will also be given the opportunity to review the results of the survey of delegates completed in spring 2022 regarding preferences for an in-person or a virtual Delegate Assembly.

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 laura.watkins@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,

Laura Watkins
President

AMATYC DELEGATE ASSEMBLY MOTION FORM

TO: 2022 AMATYC DELEGATE ASSEMBLY

FROM:

SUBJ:

DATE SUBMITTED:

1. MOTION:

2. RATIONALE:

Action taken by Delegate Assembly on December 3, 2022.

_____ Approved

_____ Postponed until

_____ Withdrawn

_____ Disapproved

_____ Returned for further study

_____ Other

COMMENTS:



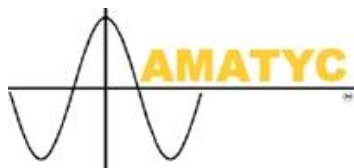
2022 DELEGATE ASSEMBLY
AGENDA
THE AMERICAN MATHEMATICAL ASSOCIATION
OF TWO-YEAR COLLEGES
Virtual
Saturday, December 3, 2022
3:00 pm EST

- I. Call to Order** – 3:00 p.m. EST
- II. Welcome and Introductions**
Parliamentarian and Timekeeper
2022-2023 Executive Board Members
- III. Announcement of Quorum** Nancy Rivers
- IV. Motion to Approve the Rules of Conduct**
- V. Motion to Approve the Agenda**
- VI. 2021 Delegate Assembly Minutes** (Informational item only)
- VII. Motion to Approve the 2022 Minutes Review Committee**
- VIII. Reports**
 - A. President Laura Watkins
 - B. Treasurer Barbra Steinhurst
 - C. AMATYC Foundation Kathryn Kozak
 - D. Strategic Planning George Hurlburt
 - E. Conference Site Selection George Hurlburt
- IX. Committee Reports**
 - A. Delegate Assembly Survey report Alvina Atkinson
Report is available in the Delegate Assembly community in myAMATYC.
- X. Old Business**
 - A. Placement and Assessment Committee: *Initial Placement of Students into the Mathematics Curriculum Position Statement* is currently being revised following the position statement timeline.
- XI. New Business**
- XII. 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.

XIII. Announcements

XIV. 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
Last Updated November 2021**

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 Executive Board, with dues and levels of benefits determined by the Executive Board.
- B. Associate membership: individual, non-voting members, with one or several subcategories determined by the Executive Board, with dues and levels of benefits determined by the Executive Board. Associate members must not also be a full- or part-time teacher, and must be endorsed by a regular member.
- 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 Executive Board.

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. 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 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. For new members, the membership beginning date shall be the day the dues are paid.

Section 4 Dues

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

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

Article IV Affiliated Organizations

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

Section 2 An affiliated organization has the following responsibilities:

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

Article V Elected Officers

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

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

Section 3 Terms of Office

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

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

Section 4 Duties of elected officers

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

A. President:

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

B. President-Elect

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

C. Immediate Past President

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

D. Secretary

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

E. Treasurer

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

F. Regional Vice-Presidents

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

Section 5 Elections

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

process shall be used to determine the winner.

Section 6 Vacancies

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

Article VI Executive Board

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

Section 2 Duties of the Executive Board

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

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

Section 4 Regular meetings of the Executive Board may be called by the President or seven members of the Executive Board two of which must be national officers. Written or electronic notification of all regular meetings must be given to all Executive 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 Executive 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 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.

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
 - **Article III Membership and XIII Amendment** revised and approved at Delegate Assembly November 6, 2021

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 wishes to speak to a motion, they will submit a request through a Google Form. The link to the form will be provided in the meeting chat. A delegate will enter their name, select their delegate type, and whether they wish to speak for a motion (pro), speak against a motion (con), or ask a process question (such as call the question). Process comments will be taken before pro and con comments. Process questions are used to make an original motion, to call for the question, to clarify, or to rise to a point of order. Pro or con comments will alternate until all comments are made. If there are delegates wishing to make comments (either pro or con), and there are no comments on the opposing side, comments will be heard from all delegates wishing to speak until all have been heard or the question has been called. Amendments and motions to table are considered “con.” Each delegate who wishes to speak must be recognized by the President.

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.

2021 Delegate Assembly Minutes – with Attachments

American Mathematical Association of Two-Year Colleges

DELEGATE ASSEMBLY MINUTES

November 6, 2021

3:30 – 6:24 pm (EST)

Via Zoom

I. Call to Order

President Kathryn (Kate) Kozak called the meeting to order at 3:30 pm (EST).

II. Welcome and Introductions

President Kozak welcomed the delegates and announced that Donn King 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
- Nancy Rivers – Secretary
- Barbra Steinhurst – Treasurer
- Sophia Georgiakaki – Northeast Vice President
- Dennis Ebersole – Mid-Atlantic Vice President
- Alvina Atkinson – Southeast 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 126 out of 253 delegates and stated that there was a quorum.

IV. Approval of the Rules of Conduct

Without objection the Rules of Conduct (page 38 of the Delegate Assembly Packet) were approved.

V. Approval of the Agenda

The Agenda included in the Delegate Assembly Packet (pages 3 – 4) was updated as follows:

- Item 6: Change 2020 to 2021. Item should read Motion to approve the 2021 Minutes Review Committee.
- Item 9: H should read Article III. Item should read Motion: Bylaw change for Article III – Eddie Tchertchian.

Without objection the (Updated) Agenda (pages 3 – 4 of the Delegate Assembly Packet) was approved.

VI. Approval of the 2021 Minutes Review Committee

Motion: That the membership of the Minutes Review committee for the 2021 AMATYC Delegate Assembly be approved as listed in the attachment. (Attachment A)

The committee consists of:

- Sophia Georgiakaki, Northeast Vice-President, Chair
- Jonathan Weisbrod, State Delegate
- Lusi Stephens, Affiliate Delegate
- Marty Kellum, Affiliate President
- Nancy Sattler, AMATYC Past President
- Nancy Rivers, 2020 – 2021 AMATYC Board Secretary, will serve in an *ex officio* capacity.

Without objection the 2021 Minutes Review Committee was approved as presented.

VII. 2020 Delegate Assembly Minutes

President Kozak reported that the minutes from the 2020 Delegate Assembly (beginning on page 21 of the Delegate Assembly Packet) held virtually were reviewed, revised, and approved by the 2020 Delegate Assembly Minutes Approval Committee, chaired by Sophia Georgiakaki, Vice-President, Northeast.

VIII. Reports

A. President's Report

The report was received in the Delegate Assembly packet (pages 41-42).

Additional items to include:

- There were 595 registrants for the in-person component of the conference, including guests. For the virtual component of the conference the total registration was an additional 113.

B. Treasurer's Report

The report was received in the Delegate Assembly packet (pages 43-49).

C. AMATYC Foundation

The report was received in the Delegate Assembly packet (pages 50-51).

D. Strategic Planning

The 2018 – 2023 Plan was received in the Delegate Assembly packet (pages 52-61).

E. Conference Site Selection

There was no site selection this year due to our agreeing to return to Spokane when last year's in-person conference was cancelled. We plan to return to Spokane in 2027 (page 62 of the Delegate Assembly packet).

IX. New Business

A. Position Statement on *Initial Placement of Students into the Mathematics Curriculum*: Rachel Bates

Motion: That the AMATYC Delegate Assembly return the position statement entitled *Initial Placement of Students into the Mathematics Curriculum* back to committee. (Attachment B)

Motion made by Rachel Bates (Chair), Placement and Assessment Committee.

Question called by Linda Blanco, State Delegate, Illinois, Midwest Region.
Seconded by Kathryn Van Wagoner, Affiliate President Delegate, Utah, West Region

Motion to Call the Question approved

Motion defeated

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled *Initial Placement of Students into the Mathematics Curriculum*. (Attachment B)

Motion made by Rachel Bates (Chair), Placement and Assessment Committee

Motion to Amend: To amend the motion to say “That the AMATYC Delegate Assembly approve the position statement entitled *Initial Placement of Students into the Mathematics Curriculum* but ask the committee to revisit and provide feedback next year”. (Attachment B)

Motion made by Linda Blanco, State Delegate, Illinois, Midwest Region. Motion was seconded by Kelly Spoon, State Delegate, California, West Region.

Question called by Carolyn Sampson, State Delegate, Florida, Southeast Region. Seconded by Lisa Feinman, Affiliate Delegate, MMATYC, Mid-Atlantic Region.

Motion to Call the Question approved

Motion to amend approved

Question called by John Bennett, State Delegate, North Carolina, Southeast Region. Seconded by Viki Todd, State Delegate, North Carolina, Southeast Region.

Motion to Call the Question approved

Amended motion approved

B. Position Statement on *Corequisite Mathematics Courses*: Kathryn Van Wagoner

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled *Corequisite Mathematics Courses*. (Attachment C)

Motion made by Kathryn Van Wagoner (Chair), Developmental Mathematics Committee.

Motion approved

C. Position Statement on *Mathematics Pathways*: Helen Burn

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled *Mathematics Pathways* with minor edits as noted. (Attachment D)

Motion made by Helen Burn (Chair), Pathways Subcommittee.

Motion approved

D. Position Statement on *Proctored Testing and Controlled Assessments for Courses Taught at a Distance*: Jennifer Ackerman

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled *Proctored Testing and Controlled Assessments for Courses Taught at a Distance* with minor edits as noted, and have it replace the position statement called *Proctored Testing for Courses Taught at a Distance*. (Attachment E)

Motion made by Jennifer Ackerman (Chair), Innovative Teaching and Learning Committee.

Motion to Amend: Delete the sentence on lines 87-88 that reads " These assessments should comprise a meaningful portion (50% or more) of the course grade".

Motion made by George Alexander, State Delegate, Wisconsin, Midwest Region. Seconded by Vicky Todd, State Delegate, NCMATYC, Southeast Region.

Question called by Jeff Herrin, Affiliate President Delegate, KYMATYC, Midwest Region. Seconded by Linda Blanco, State Affiliate, Illinois, Midwest

Motion to Call the Question approved

Motion to Amend defeated

Motion approved

E. Position Statement on *Course Materials for Teaching and Learning Mathematics*: Jeff Thies

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled *Course Materials for Teaching and Learning Mathematics* with minor edits as noted, which replaces the position statement called *Undergraduate Textbooks* and the resolution called *Resolution Regarding Textbooks*. (Attachment F)

Motion made by Jeff Thies (Chair), Task Force which developed the position statement.

Motion approved

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

Motion: That the AMATYC Delegate Assembly approve the attached position statement entitled *Academic Preparation of Faculty Teaching Mathematics in The First Two Years of College* as presented. (Attachment G)

Motion made by Christine Mirbaha (Leader), Division and Department Leadership ANet.

Motion to Amend: In lines 59 and 65, insert "supported by a Bachelor's degree in Mathematics or the equivalent" after "math education" (in both spots).

Made by Leslie Banta, Affiliate Delegate, CMC3, West Region. Seconded by Kelly Spoon, State Delegate, California, West Region.

Question called by Patrick Wilcher, State Delegate, Mississippi, Southeast Region. Seconded by Chris Ward, Affiliate President Delegate, WVMATYC, Mid-Atlantic Region.

Motion to Call the Question approved

Motion to Amend defeated

Question called by Patrick Wilcher, State Delegate, Mississippi, Southeast Region. Seconded by Dennis Ebersole, Mid-Atlantic vice president.

Motion to Call the Question approved

Motion approved

G. Bylaws Change Article XIII

Motion: That the AMATYC Delegate Assembly approve the attached proposed amendment to Article XIII, Amendment, of the AMATYC Bylaws. (Attachment H)

Motion made by Nancy Rivers, AMATYC Secretary

Motion approved

H. Bylaws Change Article III

Motion: That the AMATYC Delegate Assembly approve the attached proposed amendment to Article III of the AMATYC Bylaws. (Attachment I)

Motion made by Eddie Tchertchian, AMATYC West Vice President

Motion approved

X. Items for Discussion – Open Microphone

- Jeff Herrin, Affiliate President Delegate, KYMATYC, Midwest Region: Commended Pat Riley on the great job he has done on the webinar controls but urged AMATYC to hold the Delegate Assembly in person in Toronto next year.

- George Alexander, State Delegate, Wisconsin, Midwest Region: Suggested the organization consider a position statement on proctoring in the future that is independent of delivery format.
- Ben Aschenbrenner, Affiliate President Delegate, INMATYC, Midwest Region: Urged AMATYC to consider the procedure on the order of the chat, if the Delegate Assembly continues to be held virtually, and the process on Calling the Question.
- Marty Kellum, Affiliate President Delegate, AlaMATYC, Southeast Region: Suggested that it behooves delegates to review parliamentary procedure before a Delegate Assembly and supported the idea of an in-person Delegate Assembly.
- Sophia Georgiakaki, Northeast Vice President: Stated that in an in-person Delegate Assembly those non-delegates in attendance could speak. With the non-members only viewing this Delegate Assembly via YouTube this is not possible.
- Nicole Lang, State Delegate, Minnesota, Central Region: In light of the bylaws change that just passed, she urged the paying of full dues as it is beneficial to the organization.
- Nancy Resseguie, State Delegate, Nebraska, Central Region: While a Delegate Assembly in person would be good, a virtual Delegate Assembly allows those not able to attend an in-person conference to participate as a delegate.
- Vicki Todd, State Delegate, North Carolina, Southeast Region: Suggested a Hy-Flex Delegate Assembly with an in-person meeting but such that others can participate virtually.
- Christine Mirbaha, State Delegate, Maryland, Mid-Atlantic Region: Urged delegates to future Delegate Assemblies to tap into their constituents so that they represent them and not just their personal stances. In addition, she requested that the Delegate Packet be sent out earlier to allow for the gathering of constituents' opinions.
- Tim Chappell, State Delegate, Missouri, Central Region: Consider more than a simple majority vote required for passing a position statement.

XI. Announcements

A. Award winners were announced:

The 2020 AMATYC Mathematics Excellence award recipient was:

Rikki Blair

The 2021 Herb Gross Presidential Award recipients were:

George Hurlburt and Judy Williams

The 2021 AMATYC Teaching Excellence Award Winners were:

Jessica Bernards

Fan Chen

Jennifer Travis

B. The members of the 2022 - 2023 Nominating Committee are:

- Chair: President Kathryn (Kate) Kozak
- Barbara Leitherer, Member-at-large
- Pete Wildman, Member-at-large
- Christine Mirbaha, Member-at-large
- Pat Riley, Member-at-large
- Alexander Atwood, Northeast
- Ellen Matheny, Southeast
- Tiane Ellis, Midwest
- Chamila Ranaweera, Central
- Sonia Petch, Southwest
- Sandra Wildfeuer, Northwest
- Ben Moulton, West

C. The 2023 Teaching Excellence committee has been selected:

- Chair: President-elect George Hurlburt
- Bridget Dart, Northeast
- Carol Howald, Mid-Atlantic
- Vicki Todd, Southeast
- Ben Aschenbrenner, Midwest
- Sarah Davenport, Central
- Seth Daugherty, Southwest
- Celeste Petersen, Northwest

- Kari Arnoldsen, West
- Rachel DeAlejandro, Adjunct

D. The members of the 2022 Mathematics Excellence Committee are:

- Chair: Jim Ham, Past President
- 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

E. The 2022 – 2023 AMATYC Executive Board was announced:

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

F. A Special Announcement was made by Kathryn Kozak, President

“The AMATYC Board voted to move the 2026 conference from Orlando due to a new Florida law that violates the diversity clause that AMATYC includes in its contracts with hotels. We are currently looking for a new city to hold our 2026 conference. We will update everyone once the site for the new 2026 conference

is finalized. We are sorry to leave Orlando, but the state of Florida has enacted a law that negatively impacts our faculty and students and is in direct conflict with our organization's values, mission, and our Policy on a Welcoming Environment.”

XII. Adjournment

President Kozak recognized and thanked the Local Events Coordinator for the Phoenix Conference, Ana Jimenez, and her local team for all the work they performed for the Phoenix conference. 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 conference in Phoenix and the virtual component to us this year.

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

The meeting adjourned at 6:24 pm (EST).

Nancy Rivers, Secretary, 2020-2021

Kathryn Kozak, President, 2020-2021

Attachment	Title	Page
A	Minutes Review Committee, 2021 AMATYC Delegate Assembly	15
B	<i>Initial Placement of Students into the Mathematics Curriculum</i> position statement	16
C	<i>Corequisite Mathematics Courses</i> position statement	19
D	<i>Mathematics Pathways</i> position statement	21
E	<i>Proctored Testing and Controlled Assessments for Courses Taught at a Distance</i> position statement	24
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H	Article XIII Amendment, of the AMATYC Bylaws	36
I	Article III Membership, of the AMATYC Bylaws	37

Attachment A: Minutes Review Committee, 2021 AMATYC Delegate Assembly

The Minutes Review committee for the 2021 AMATYC Delegate Assembly:

The committee consists of:

- Sophia Georgiakaki, Northeast Vice-President, Chair
- Jonathan Weisbrod, State Delegate
- Lusi Stephens, Affiliate Delegate
- Marty Kellum, Affiliate President
- Nancy Sattler, AMATYC Past President
- Nancy Rivers, 2020 – 2021 AMATYC Board Secretary, will serve in an *ex officio* capacity.

Attachment B: “Initial Placement of Students into the Mathematics Curriculum” position statement

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). <https://amatyc.org/page/PositionInterAlg>

Blair, R., Kirkman, E. E., & Maxwell, J. M. (2018). Conference Board of Mathematical Sciences (CBMS) 2015 Survey Report. American Mathematical Society. <http://www.ams.org/profession/data/cbms-survey/cbms2015>

Call for Information: INFORMED Self-placement: Ut Dana Center. The University of Texas Dana Center. (n.d.). <https://www.utdanacenter.org/cfi-informed-self-placement>.

National Academies of Sciences, Engineering, and Medicine. (2019). *Increasing Student Success in Developmental Mathematics: Proceedings of a Workshop*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/25547>.

Saxe, K., & Braddy, L. (2015). *A common vision for undergraduate mathematical sciences programs in 2025*. Mathematical Association of America. <https://www.maa.org/sites/default/files/pdf/CommonVisionFinal.pdf>

Scott-Clayton, J., & Stacey, G. W. (2015). *Improving the accuracy of remedial placement*. New York, NY: Columbia University, Teachers College, Community College Research Center.

*Placement and Assessment Committee. Adopted by Delegate Assembly Fall 2002
Reaffirmed by the Placement and Assessment Committee, Spring 2013
Next review, March 2018*

Attachment C: “Corequisite Mathematics Courses” position statement

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.
 -

References

American Mathematical Association of Two-Year Colleges (AMATYC). (2018). *IMPACT: Improving mathematical prowess and college teaching*.

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Bailey, T. R., Jaggars, S. S., Jenkins, D. (2015) *Redesigning America's community colleges*. Harvard University Press.

Ganga, E., & Mazzariello, A. (2018) *Math pathways: Expanding options for success in college math*. Education Commission of the States.

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Perry, M.; Bahr, P. R.; Rosin, M.; & Woodward, K. M. (2010). *Course-taking patterns, policies, and practices in developmental education in the California community colleges*. EdSource.

Attachment D: “Mathematics Pathways” position statement**Mathematics Pathways****Position Statement for the American Mathematical Association of Two-Year Colleges**

September, 2021

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

Rationale

Historically, intermediate algebra has been the default prerequisite course for most gateway mathematics courses, with college algebra being the default college-level gateway or general education mathematics requirement. However, an increasing number of programs of study use mathematical topics that differ from those addressed in traditional high school and college algebra courses (Bickerstaff, Chavrin, & Raufman, 2018; Ganga & Mazzariello, 2018). Furthermore, although many students in two-year colleges overcome seemingly insurmountable obstacles, the majority attempt just one mathematics course or even none at all in their first two years. Many of these students are placed into multiple, required developmental courses which only a small fraction complete (Bahr, 2010; Mills, 2016). Moreover, students who do complete tend to exhibit low levels of competence in algebra (Stigler, Givvin, & Thompson, 2010). Mathematics pathways represent a structural solution to building equity in college mathematics by providing students with a strong mathematical foundation for their program of study while removing obstacles created unintentionally by mathematics courses (AMATYC, 2018; Hartzler & Blair, 2019).

Therefore, AMATYC makes the following recommendations for mathematics programs around implementing mathematics pathways at their college based on AMATYC (2018) and research

on implementing mathematics pathways (Bickerstaff, et al., 2018; Ganga & Mazzariello, 2018; Hartzler & Blair, 2019):

- Offer mathematics pathways for students in all programs of study, if possible, particularly the STEM, statistics, and quantitative reasoning pathways.
- Secure institutional funding for faculty and staff professional development to design, scale, and monitor mathematics pathways collaboratively and to improve classroom instruction within different pathways.
- Ensure that college-level, credit-bearing mathematics courses within each pathway transfer and apply to intended programs of study at regional transfer institutions.
- Align advising and placement practices to promote mathematics pathways and ensure accurate placement of students into the initial course(s) in their pathway.
- Promote student completion of the gateway mathematics course within one year by aligning developmental courses to college-level mathematics courses in the pathway and ensuring tutoring and instructor office hours are easily available and accessible to students.
- Respond to campus needs that emerge around mathematics pathways including determining whether bridges between the pathways are working or even necessary.
- Evaluate mathematics pathways through an equity lens to make changes based on what is or is not working, centering the consideration of differing outcomes for students marginalized on the basis of race/ethnicity, gender, and/or other marginalized categories, and equitable student representation and outcomes in the algebra-intensive mathematics pathway for STEM majors.

Mathematics pathways support students in learning mathematics aligned to their career and academic goals. Promoting timely completion of gateway mathematics courses and centering equity in the design and implementation of mathematics pathways ensures that students can apply their mathematics learning to future coursework.

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Attachment E: “Proctored Testing and Controlled Assessments for Courses Taught at a Distance” position statement

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

on

Proctored Testing and Controlled Assessments for Courses Taught at a Distance

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

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

Distance Education

Distance education is defined as “Education that uses one or more technologies to deliver instruction to students who are separated from the instructor and to support regular and substantive interaction between the students and the instructor synchronously or asynchronously” (National Center for Education Statistics [NCES], 2018, para. 67).

Controlled Assessments

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

Proctored Testing

“*Proctored tests or examinations* are managed by a person [the instructor or designee] or service that administers and monitors assessments other than the instructor. A proctor or proctoring service has the responsibility of verifying the identity of the test

taker, ensuring appropriate test conditions are met, and monitoring the actual tests or exams” (South Alabama University [SAU], 2012, para. 5).

Non-Proctored Testing

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

Rationale

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

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

Such controlled assessments give credibility to and respect for the grade students earn in their distance learning courses as well as to the distance learning program itself. Some institutions may not accept mathematics classes taught at a distance as transfer credit without documented proctored tests (i.e. University of Arizona [2019]). When colleges stop allowing credit transfers from other colleges without proctored tests, it is a serious indicator of the need for controlled assessment. It is important that guidelines and position statements such as this one are published, and that colleges create regulations that verify student identity.

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

To this purpose AMATYC makes the following recommendations.

Expectations of Institutions

1. Provide professional development for faculty on distance education assessment, access, and equity.
2. Work collaboratively with faculty and staff to develop institutional and departmental standards for proctored testing and controlled assessments.
3. Provide for proctored testing with flexibility of method and scheduling for students and the timely return of exams to the instructor. All proctoring options must be accessible and equitable for all students. These options must include the potential for appropriate real-time human intervention (not relying solely on artificial intelligence), monitoring, verified identity, and continuous line of sight with the test taker. Minimally, institutions should provide access to at least one of the following:
 - a) An in person, on-campus testing facility
 - b) A remote synchronous proctoring solution
 - c) Third-party proctoring, pre-approved by the institution and/or faculty, taking into consideration the following
 - i. FERPA guideline
 - ii. Financial burden for students and institutions
 - iii. Connections or reciprocal agreements with other institutions
 - iv. Issues of student privacy and profiling with artificial intelligence
 - v. Data security and ramifications of data breaches (for students' personal identification data)
4. Clearly articulate and communicate proctoring guidelines and institutional and departmental standards to faculty and staff.
5. Inform students of established institutional proctoring guidelines and standards as well as required technology and additional expenses prior to course registration. Whenever possible, also inform students of departmental proctoring guidelines and standards prior to registration (HLC, 2019)

Expectations of Departments

1. Establish departmental policies for the percentage of proctored or controlled assessments in the computation of a final course grade. Proctored and controlled assessments include, but are not limited to, tests in a proctored setting and class projects that demonstrate mastery of the course material and verify student identity and authorship. These assessments should comprise a meaningful portion (50% or more) of the course grade.

2. Set clear expectations for verification of student identity and authorship on graded assessments.
3. Inform faculty and staff (advisors, registrar, counselors, etc.) of established departmental proctoring guidelines and standards as well as required technology, ensuring access and equity for all students.

Expectations of Faculty

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

Expectations of Students

1. Exhibit academic integrity and honesty by completing original work on all assessments.
2. Adhere to the steps, policies and procedures given by the instructor for all assessments.
3. Meet the procedural, technical, and financial requirements for proctored assessments. Support may be available through the student's institution or other resources.
4. Plan for assessments in such a way to consistently meet deadlines, even when unforeseen problems arise.
5. Communicate any necessary personal proctoring information, including any institution approved ADA accommodations, with the instructor within an established timeframe for approval purposes.
6. Use only the approved tools (scratch paper, whiteboard, etc.) as determined and stated by departmental/instructor standards for the purpose of showing student work. Submit work per instructor directions.

Access and Equity

Lack of access for proctored testing is an equity issue. Every effort must be made to ensure that each student in an online class has access to proctored (or controlled) assessments that provide accommodations approved by the appropriate institutional personnel. Issues, such as

reliable internet and access to required equipment (for example, a webcam, headset, microphone), affect student access. Institutions, departments, faculty and students must work together to enable students to meet the procedural or technological requirements for proctored testing. Institutions, departments, and faculty should adhere to best practices in access and equity (See AMATYC's (2020) Position statement on Diversity, Equity, and Inclusion).

Standards and Integrity

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

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

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Attachment F: “Course Materials for Teaching and Learning” position statement**Course Materials for Teaching and Learning Mathematics**

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

Quality

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

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

Inclusivity

Following the recommendations of AMATYC’s position statement *Diversity, Equity and Inclusion in Mathematics*,² course materials should support faculty members’ efforts to humanize student learning. In particular, such materials should foster a sense of belonging, provide diverse illustrations and examples, and employ accessible and inclusive language. Confronting racial, ethnic, gender, and other inequities in the mathematical sciences warrants the selection of materials that avoid stereotypes in both text and illustrations. Materials should include the

strategic use of multiple representations, mechanisms for vocabulary development, and other supports for English learners. To ensure equity, course materials must be accessible to all students and should employ universal design for learning principles.³

Affordability and Transparency of Costs

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

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

Additional Ethical Considerations When Selecting Course Materials

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

In conclusion, course materials are essential contributors to students' learning, motivation, engagement and success. Faculty must prioritize high quality, inclusivity, accessibility and affordability when selecting course materials for teaching and learning in order to ensure a positive and rich impact on students' academic experiences.

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1. American Mathematical Association of Two-Year Colleges. (2018). *IMPACT: Improving mathematical PROWESS and college teaching*. Orange, M. B., & Sattler, N. J. (Eds.). https://cdn.ymaws.com/amatyc.site-ym.com/resource/resmgr/impact/impact_links.pdf
2. American Mathematical Association of Two-Year Colleges. (2020). *Diversity, Equity, and Inclusion in Mathematics*. <https://amatyc.org/page/PositionDiversityEquityInclusion>
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4. American Mathematical Association of Two-Year Colleges. (2018). *Addressing Factors Critical to Student Success*, <https://amatyc.org/page/PositionStudentSuccess>

Attachment G: “Academic Preparation of Faculty Teaching Mathematics in The First Two Years of College” position statement

**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 a leading professional mathematics organization that represents mathematics instruction in the first two years of college, AMATYC is responsible for promoting the integrity of the profession and the quality of mathematics instruction in the first two years of college. Our goal is to provide guidelines that reflect the wisdom and expertise of post-secondary mathematics educators regarding appropriate preparation for mathematics educators at the two-year college level.

Rationale

Many college students experience mathematics anxiety and core mathematical misconceptions, which can be reinforced or exacerbated through poor mathematics instruction. Properly prepared faculty can positively impact students’ knowledge of, beliefs about, and attitudes toward mathematics.

Appropriate preparation for teaching college-level mathematics can be broader and more inclusive than what have been the traditional requirements for teaching in the first two years of college. Today’s students benefit when faculty can support their cognitive and affective needs. In line with AMATYC’s position statements *Diversity, Equity, and Inclusion in Mathematics* (AMATYC, 2020) and *Mathematics and Global Learning* (AMATYC, 2020) the use of collaborative teaching strategies, the ability to teach diverse populations, and the implementation of socially responsive andragogy and global perspectives are skills that should be valued in addition to mathematics knowledge. Most importantly, faculty should have a passion for teaching mathematics. Excellent teachers of mathematics come from various preparation backgrounds as noted in AMATYC’s (2018) *IMPACT: Improving Mathematical Prowess and College Teaching* document. Institutions and departments are encouraged to be inclusive in selecting faculty, while maintaining standards of excellence.

Definitions

The term *faculty* refers to persons who teach students taking courses considered to be at the level of 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. It does not include developmental or pre-college mathematics.

Recommendation

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

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

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, and yet provide institutions flexibility in identifying qualified faculty. These guidelines, defined below, are divided into these parts: minimal preparation and standard preparation.

Minimal Preparation

It is recommended that preparation include at least 18 semester hours (27 quarter hours) of graduate-level mathematics, mathematics education, applied mathematics, and/or statistics, and/or a related field. Course work in pedagogy/andragogy, and/or teaching experience in mathematics is desirable.

Standard Preparation

It is recommended that all full-time mathematics faculty meet the minimum preparation (see above) and possess at least a master's degree in mathematics, mathematics education, applied mathematics, statistics, and/or a related field. Course work and/or training in mathematics pedagogy/andragogy is recommended. In addition, departments should consider

mathematics teaching experience at the secondary and/or post-secondary level. Prior teaching experience may include supervised teaching such as that obtained as a graduate student.

Adjunct and Dual Enrollment Faculty

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

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

Resources

American Mathematical Association of Two-Year Colleges (AMATYC). (2018). *Position statement: Best practices in employment of adjunct faculty.*

<https://amatyc.org/page/PositionAdjunctEmployment>

American Mathematical Association of Two-Year Colleges (AMATYC). (2020). *Position statement: Diversity, equity, and inclusion in mathematics.*

<https://amatyc.org/page/PositionDiversityEquityInclusion>

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<https://amatyc.org/page/PositionMathematicsGlobalLearning>

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 H: Article XIII of the AMATYC 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 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.

Attachment I: Article III of the AMATYC Bylaws

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. ,

B. 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. Associate members must not also be a full- or part-time teacher, and must be endorsed by a regular member

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.

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. 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 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. For new members, the membership beginning date shall be the day the dues are paid.

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.

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: 2022 AMATYC DELEGATE ASSEMBLY

FROM: Laura Watkins, AMATYC President

SUBJ: Delegate Assembly Minutes Approval Committee

DATE SUBMITTED: September 15, 2022

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.

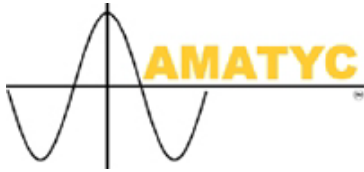
Action taken by Delegate Assembly on December 3, 2022.

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

COMMENTS:

**Proposed members of the Minutes Review Committee
for the 2022 Delegate Assembly**

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



President's Report 2022 AMATYC Delegate Assembly Laura Watkins

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 2022.

Toronto Conference: I am very excited that the AMATYC Annual Conference in Toronto is taking place in person this year. Recently, Canada dropped their COVID vaccination and testing requirements so I am hopeful that more members are able to join us in person. If in-person is still uncomfortable for some there is the virtual component to the conference again this year. The delegate assembly is considered part of the virtual component of the conference. The conference committee has worked hard to produce a wonderful conference opportunity, November 17 - 20, and the virtual days December 2 - 3. I want to thank Turi Suski, Michael Pemberton, Julie Gunkelman, Nathalie Vega-Rhodes, Crystal Wiggs, and Todd Stein for all their effort in producing a wonderful conference experience.

Looking forward, there will not be a virtual component to the 49th AMATYC Annual Conference in Omaha, NE. The Executive Board is currently discussing whether the delegate assembly in 2023 will be in person or virtual.

Fiscal Issues: With the loss of the income from canceling the 2020 conference in Spokane and the smaller in-person conference 2021 conference in Phoenix, AMATYC has had to use its reserve funds to cover operating expenses. As of November 2, 2022, AMATYC had to use \$235,000 of its reserve funds to cover these 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 challenges of navigating through a global pandemic. Typically, an in-person Strategic Planning and Orientation (SPO) meeting is held in person with ANet chairs being invited to join the Board. This year the Board held SPO virtually which created substantial savings for the organization.

Monthly Meetings: The Executive Board has piloted having two-hour monthly meetings in months where SPO, SBM, or FBM *are not* scheduled, also we do not meet in December. These meetings have provided the board the opportunity to be more responsive to the needs of AMATYC.

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. In an effort to help AMATYC be more fiscally sound, Megan Breit-Goodwin, April Ström, and the Office have drafted a proposal to submit to the National Science Foundation to increase our indirect cost rate. This increase would direct additional funds to the organization for projects where

AMATYC is the fiscally responsible entity (Level 2 support) as compensation for managing the project.

AMATYC currently has two Level 2 NSF-funded projects. The *Teaching for PROWESS* project 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, and is in its third year. AMATYC is the grant administrator for this grant. Additionally, AMATYC along with the Two-Year College Chemistry Consortium (2YC3) and American Association of Physics Teachers (AAPT) received a grant titled *Facilitating Accessibility in STEM at Two-Year Colleges Conference* to host a workshop, to be held Summer 2023, focused on creating a community of practice where STEM faculty can share knowledge and techniques that make their classes more accessible for all students.

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 19 member-organizations on the Conference Board of the Mathematical Sciences (CBMS). Participation in CBMS has created closer relationships with other mathematics-focused organizations such that we are able to explore new opportunities for collaboration.

Thank you: I want to thank Anne Dudley, Executive Director, the AMATYC Office, the 2022-2023 AMATYC Executive Board, and Turi Suski, Conference Coordinator, for all their work this year. You made my job much easier.

AMATYC
Balance Sheet
December 31, 2021

ASSETS

Current Assets

AMATYC Checking	71,827.59	
Accounts Receivable	80,041.97	
Merrill Lynch	1,922,694.91	
AMATYC Foundation Investments	<u>548,664.84</u>	
Total Current Assets		2,623,229.31

Other Assets

Prepaid Expense	51,135.10	
Prepaid Insurance	6,975.43	
Computer Equipment	20,672.81	
Office Furniture	899.98	
Accumulated Depreciation	<u>(18,781.62)</u>	
Total Other Assets		<u>60,901.70</u>
Total Assets		<u><u>2,684,131.01</u></u>

LIABILITIES AND NET ASSETS

Liabilities

Prepaid Income	29,128.50	
Accounts Payable	60,976.54	
Total Liabilities		90,105.04

Net Assets

Net Assets	1,897,271.80	
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Net Assets: With Donor Restriction

Other Foundation	282,586.27	
Endowments	323,033.17	
Change In Net Assets	<u>91,134.73</u>	
Total Net Assets		<u>2,594,025.97</u>
Total Liabilities & Net Assets		<u><u>2,684,131.01</u></u>

AMATYC INCOME STATEMENT AS OF 12/31/2021

INCOME

DUES

Regular Membership	85,903.00
Adjunct Membership	2,784.00
Retired Membership	2,592.00
Institutional Membership	57,430.00
Associate Membership	440.00
Library	855.00
Life Membership	7,425.00
WebScription	150.00
Discount Membership	(380.00)
Total Dues	\$ 157,199.00

INTEREST

Checking	32.47
Investment Income	186,631.33
Total Interest Income	\$ 186,663.80

OTHER INCOME

Educator Advertising	0.00
Other Advertising Income	10,281.00
Student Math League	1,310.00
Student Research League	350.00
Donations/Contributions	11,500.00
Merchandise & Miscellaneous Income	5,029.53
Grants	184,725.11
NSF Indirect Recovery	5,977.91
Total Other Income	\$ 219,173.55

CONFERENCE INCOME

Registration	154,695.00
Virtual Conference Registration	4,700.00
Exhibitors	31,230.00
Exhibitor Product Presentation / Focus Groups	0.00
Commercial Presentations	5,940.00
Hospitality Donations	3,000.00
Symposia/Workshop	0.00
Conference Program Advertising	0.00
In-The-Bag Advertising	1,200.00
Conference Advertising Opportunities	3,000.00
Corporate Partnership	32,000.00
Other Conference Income	25,955.00
Conference Donations	0.00
Total Conference Income	\$ 261,720.00

FOUNDATION INCOME

General Development	\$	31,784.22
Foundation Investment Income	\$	30,740.01
Marketing Promotions	\$	-
Beyond Crossroads	\$	-
Student Math League	\$	749.00
Student Research League	\$	2,683.00
AMATYC Project ACCESS	\$	3,370.00
Developmental Mathematics	\$	42.00
Grants	\$	75.00
Standards	\$	207.00
Presidential Student Scholar	\$	50.00
Regional Scholarship	\$	600.00
Research in Mathematics	\$	360.00
Leila & Simon Peskoff Award	\$	2,000.00
Margie Hobbs Award	\$	850.00
Endowments	\$	5,689.00
	\$	<u>79,199.23</u>

TOTAL INCOME \$ 903,955.58

COSTS AND EXPENSES**GENERAL OFFICE EXPENSES**

Clerical & Casual Labor	17,916.00
Contract Labor	79,074.82
Executive Director Salary	29,065.56
Executive Director Travel	0.00
Staff Development	0.00
Reassigned Time	13,000.00
Legal Expenses	2,737.50
Accounting Expenses	7,750.00
Servicemark Fee	0.00
Consulting Fees	8,000.00
Postage & Delivery	951.73
Telephone	2,750.05
Transportation	0.00
Office Supplies	2,119.17
Duplication Expense	0.00
Membership Services	278.30
Payroll Preperation Charges	1,692.25
Bank Service Charges	86.41
Credit Card Services	5,535.02
Miscellaneous Service Charges	172.01
Computer Hardware & Supplies	1,176.52
Bad Debt	0.00
Depreciation Expense	1,744.00
Licensing Fees	590.00

Other General Office Expense	1,266.50
OnLine Database	12,148.48
Software Annual Fees	4,726.81
Insurance	10,817.22
Southwest Tennessee CC Expenses	10,000.00
Total General Office Expense	\$ 213,598.35

SPRING OFFICERS' MEETING

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

STRATEGIC PLANNING/ORIENTATION

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

ANNUAL CONFERENCE

CONFERENCE PLANNING

Advance Planning Visit	2,546.63
Site Selection Visits	0.00
Telephone	0.00
Program Preparation Expense	0.00
Spring Officer Meeting	0.00
Supplies	0.00
Conference Marketing	676.90
Conference Logo Design	325.00
Exhibit Marketing	954.24
Conference Enhancements	0.00
Conference Coordinator	0.00
Total General & Future Conf. Planning	\$ 4,502.77

CONFERENCE EXPENSES

Speaker Fees/Expense	3,500.00
Conference Space Rental	0.00
Exhibit Space Carpet & Drayage	4,478.00
Shuttle Bus & Workshop/Mini Transportation	0.00
Audio Visual/Computer Rental	59,864.64
Other Rentals	0.00
Computer/Email Access	6,992.55
Internet - Registration	831.47
Symposia/Workshops	0.00
Conference Insurance	0.00
Registration Equipment & Materials	10,489.66
Stationery, Supplies, Duplication	678.90

Postage, Delivery & Shipping	2,703.57
Credit Card Services	12,915.06
Photography	970.20
Conference Release Time	18,000.00
Staff Salaries	146,853.21
Clerical and Casual Labor	0.00
Registration Workers	1,078.31
Security Guards	1,734.89
Prof. Conf. Planning Organization	21,072.07
Anets	425.52
Transportation	14,995.53
Lodging	47,294.07
Food	5,903.00
Telephone	0.00
Friday Event	15,157.58
Saturday Breakfast	23,679.38
Local Emphasis	1,440.00
Affiliate Presidents Luncheon	2,150.28
Leadership Dinner	3,649.87
ACCESS Food	0.00
Appreciation Reception	668.68
Hospitality	3,138.99
Awards	195.00
Other Annual Conference	5,900.12
Total Conference Event Expenses	\$ 416,760.55

CONFERENCE PUBLICATIONS

Advertising/Exhibitor Folder	0.00
Call for Papers & December Flyer	1,926.21
Miniprograms	8,676.76
Conference Programs	0.00
April Flyer	2,248.90
Conference Publications Expense	\$ 12,851.87
TTL Annual Conf Event	\$ 434,115.19

PUBLICATIONS

The MathAMATYC Educator	31,744.15
The Newsletter	11,144.86
Other Publications	0.00
Total Publications	\$ 42,889.01

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	699.00
Membership Committee	0.00
Grants Committee	0.00
Crossroads Coordinators	0.00
Beyond Crossroads	0.00
Student Math League	0.00
Student Research League	4,321.00
Summer Institutes & Workshops	0.00
Traveling Workshops	0.00
Nominating Committee	0.00
ME & TE Awards	1,621.50
Regional Meetings	0.00
Grant Seed Fund	0.00
Total Committee & Institutes	<u>\$ 6,781.89</u>

LIAISON

CBMS	2,776.82
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	0.00
Affiliate Give-aways	324.97
Affiliate Services	0.00
Affiliate Liaison	0.00
National & Community Relations	0.00
Other Liaison	0.00
Total Liaison Expense	<u>\$ 3,101.79</u>

INDIRECT COST - SPECIAL PROJECTS

Indirect Cost	<u>\$ (5,977.91)</u>
Total Indirect cost	(5,977.91)

SPECIAL PROJECTS

Project GAINS	95.00
Project ACCESS	10,000.00
NSF Project Slope	44,331.20
NSF ACCESS Research	7,290.24
NSF TFP Grant	121,986.57
Total Special Projects Expenses	<u>\$ 183,703.01</u>

AMATYC FOUNDATION

General Foundation	\$	7,359.76
Beyond Crossroads	\$	-
Project ACCESS	\$	2,396.63
Student Math League	\$	-
Student Research League	\$	1,430.00
Developmental Mathematics	\$	-
Grants	\$	1,332.00
Presidential Student Scholar	\$	1,000.00
Leila & Simmon Peskoff Award	\$	3,800.00
Margie Hobbs Award	\$	500.00
Total Foundation Expenses	\$	<u>17,818.39</u>

Grand Total Expenses **\$ 896,029.72**

Change in Net Assets (before investments) **\$ 7,925.86**

Investment Income

AMATYC Investment Unrealized Gain/Loss	\$	54,856.15
Foundation Investment Unrealized Gain/Loss	\$	28,352.72
Total Income less Expenses on Investments	\$	<u>83,208.87</u>

Total Income with Investments **\$ 987,164.45**

Total Expenses with Investments **\$ 896,029.72**

Total Change in Net Assets **\$ 91,134.73**



AMATYC Foundation
2022 Delegate Assembly Report
 Submitted by Kathryn Kozak
 October 25, 2022

AMATYC Foundation Board Members: Cheryl Cleaves, Ernie Danforth, Anne Dudley, Kate Kozak (Chair), Fred Peskoff, Bill Steenken, Barbra Steinhurst, Sarah Pauley, Laura Watkins

The Foundation Board meets monthly via ZOOM. Here are some actions we have taken or items we have been working on in 2022:

- **Wanda Garner Presidential Student Scholarship (WGPSS):** Based on input from the affiliate presidents, to encourage more nominations, and to increase equity, the PPM language for the WGPSS was modified to allow any AMATYC member to nominate a student for the scholarship. There were 24 students nominated for the scholarship. The Foundation decided to award two \$1000 scholarships this year. Nominations are due on October 15. The awardees were randomly chosen at the October Foundation meeting. The awardees are Curtis Ryan Alexander of Santa Fe College and Isaac Goodspeed of Georgia State University Perimeter College.
- **Leila & Simon Peskoff Award:** The Leila and Simon Peskoff award was awarded to Megan Breit-Goodwin.
- **Hobbs Award:** Margie Hobbs award was awarded to Jason Farrington.
- **Regional Scholarships:** The Foundation agreed to fund an additional 8 Regional Scholarships for Toronto above the 8 supported by the Executive Board. The Foundation also put in the 2023 Foundation budget to fund 8 Regional Scholarships for Omaha in addition to any scholarships the Executive Board funds.
- **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 2021 fundraising drive was not as successful as was hoped, but it was a fair amount given the attendance at the AMATYC Annual Conference in Phoenix. Donations to the Foundation in 2021 totaled more than \$23,000. The number of donors was up from the number in 2020.

History of Donations

Year	2021		2020		2019		2018		2017	
	\$	#	\$	#	\$	#	\$	#	\$	#
Total	23,145.14	217	\$40,536	148	\$28,475	314	\$30,549	630	\$33,375	537

2016		2015		2014	
\$	#	\$	#	\$	#
\$30,709	487	\$28,843	575	\$34,966	519

- **2022 Fundraising Campaign:** The Foundation has set the fundraising goal for this year to be \$40,000 and has been a yearlong fund-raising campaign in 2022. The fundraising started with “Show your Love Campaign” in March. The “Show your Love Campaign” raised \$2200. This

campaign will be repeated next year. The “dot campaign” will return to the conference, which starts with an email fundraising campaign in October and ending on the Friday of the conference. The idea is to encourage members who cannot attend the conference to still donate to the Foundation. After the conference there will be emails encouraging members to donate to the Foundation as an end of the year donation for a tax right off. Please consider contributing to the general fund, the endowment funds, or one of AMATYC’s designated funds. Every dollar makes a difference!

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- **Newsletter Articles:** The Foundation submits 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, encourages monthly donations, and highlights Amazon Smiles and purchasing AMATYC merchandise through the AMATYC Store. 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 2021, 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!**

Priority I: Advocate for mathematics educators and mathematics students.

A. Expand the visibility of AMATYC.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Develop a plan for and increase presence of AMATYC on social media	Ongoing	Social media Committee
Promote AMATYC webinars	Ongoing	Professional Development coordinator, webinar coordinator
Reach out to local four-year institutions and universities near the location of the Annual Conference, including graduate schools	Ongoing	VP whose region the conference is in
Make swag available at conferences of partner organizations	Ongoing	ED, membership committee
Promote our position statements by making them more visible and available to all stakeholders	Medium	Board
Create a clearing house of all position statements of sister organizations and AMATYC	Medium	ED, President
budget \$3,000 to contract with YourMembership.com to redesign the AMATYC website, making it mobile-friendly	Completed	Board, Webmaster
Expand presence in graduate programs in Mathematics.(CIRTL) and mathematics education and encourage participation in local affiliate meetings	Medium	VP
Support more grants	Ongoing	Board, grant coordinator
Recruit more four-year college instructors into AMATYC	Medium	(Membership Committee)
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	Membership Committee

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

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Continue the work with TPSE Math	Ongoing	President
Continue our involvement with CBMS, MAA, AMS, NCTM, NOSS, AMTE, NCSM, JMM, ASA, TODOS, etc.	Ongoing	President and ED
Encourage AMATYC members to participate in other organization's conferences and invite their members to our conference	Ongoing	ED
Publicize the connects with other organizations through the Collaboration Corner in <i>AMATYC News</i>	Ongoing	Board

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

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Continue our partnership with TODOS	Ongoing	President and ED
Approve our position statement on Equity	Medium	Equity Committee
Continue the AMATYC Project ACCCESS Program	Ongoing	board
Create an Equity Committee	Complete	Board
Have a separate program key for equity	Short	Conference Committee and board
Invite a national speaker on equity to give a non-reviewed presentation at an AMATYC Annual Conference	Ongoing	President

D. Attract and retain students into mathematics intensive fields, particularly students from under-represented groups.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Encourage students involved in SML and SRL to become members of AMATYC	Short	Student Leagues Leaders
Continue door prize donation to Mu Alpha Theta	Ongoing	Liaison to Mu Alpha Theta
Continue work with JCW	Ongoing	Liaison to JCW

Collaborate with National Hispanic Caucus	Medium	Equity Committee
Explore grants to promote mathematics majors to elementary and middle school students	Long	Board and grant coordinator
Establish a relationship with Math Counts (middle school national mathematics competition), https://www.mathcounts.org/	Long	ED
Use IMPACT Live as a repository of ideas of how you encourage underrepresented minorities into mathematics	Short	IMPACT group
Promote equity issues through presentations, webinars, and articles	Ongoing	Equity Committee
Provide special equity training for AMATYC board (This is also on V initiative C.)	Short	Board
Provide Professional Development that focuses on inclusive teaching and applications of mathematics of interest to under-represented groups.	Long	PD Coordinator, Travelling Workshop Coordinator, Program Committee
Expand involvement in NCTM, including information sharing on college expectations/preparations of students	Long	ED, President

E. Advance seamless course and program articulation.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Facilitate conversations between two-year and four-year (and universities) institutions, focusing on articulation	Long	President, VP, ED
Support Pathways work	Ongoing	Pathways Joint Committee
Encourage community colleges and universities to facilitate reverse transfer	Long	President, VP, ED
Encourage block transferring of lower division common courses	Long	President, VP, ED

F. Develop and maintain standards for mathematics education in the first two years of college.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Disseminate and Promote Crossroads, Beyond Crossroads, IMPACT	Ongoing	Board
Position statements reviewed, updated and new ones written	Ongoing	Board
Promote current position statements.	Ongoing	Board
Create a new way to hold position statement forums; electronic review and input, perhaps	Short	Board and Conference Committee
Investigate developing a position statement on multiple measures of success/completion	Short	Board
Promote IMPACT and IMPACT Live!	Ongoing	Board
Review the standards of <i>Crossroads</i> and <i>Beyond Crossroads</i> to see if they are still applicable	Ongoing	Standards Committee

- G. Educate the public on the AMATYC IMPACT standards and other AMATYC or national initiatives.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Promote AMATYC IMPACT and other standards documents to other organizations and colleges- NCTM, MAA, ASA, TODOS, National Hispanic Caucus, JCW, etc.	Ongoing	President, ED
Promote AMATYC on social media platforms, such as Facebook, Instagram, and Twitter	Ongoing	Social Media Committee
Write press releases and post them on social media	Ongoing	Social Media Committee
Invite media to AMATYC conferences	Short	Conference committee and Board

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.

Strategies	Timeline - Short, Medium,	Responsible Party

	Long, Ongoing	
Continue Project ACCCESS	Ongoing	AMATYC Board, AMATYC Foundation
Encourage committees/ANets to present co-sponsored webinars	Ongoing	Committee/ANet Chairs, Professional Development Committee
Promote affiliate conferences, webinars, and traveling workshops as additional forms of professional development	Ongoing	VPs, President- Elect, Affiliate Presidents
Encourage and develop grant opportunities that provide professional development	Long	Grants Coordinator, AMATYC Executive Board, Committee Chairs
Develop, offer, and promote traveling workshops	Ongoing	Traveling Workshop Coordinator, Professional Development Committee, Committee Chairs
Provide professional development on contemporary issues in mathematics education	Ongoing	IMPACT Live!

B. Offer professional development focused on mentoring new faculty teaching mathematics in the first two years of college.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Continue to support Project ACCCESS	Ongoing	AMATYC Executive Board, AMATYC Foundation
Support the “ <i>Mobile NExT</i> ” grant	S (Ongoing if get grant)	AMATYC Executive Board
Encourage affiliates to create and promotion mentoring projects similar to ACCCESS for their local affiliates	Long	Regional VPs, Project ACCCESS Coordinator
Offer webinars targeted toward new faculty teaching mathematics in the first two years of colleges		Committee Chairs
Develop faculty learning communities targeted		Committee Chairs

toward new faculty teaching mathematics in the first two years of colleges		
Develop a structure at the AMATYC Annual Conference for first-time attendees to network with returning attendees	Long	Executive Board, Conference Committee
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.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Survey AMATYC members to get feedback on what they would like to see for professional development opportunities	Short and long	Professional Development Committee
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	Committee Chairs, Grants Coordinator
Disseminate PD position statements.		
Encourage Affiliates and Institutional Members to use AMATYC’s YouTube Channel as a form of professional development	Medium	Conference Committee, Affiliate Presidents, Social Media Committee
Develop new initiatives to increase awareness of existing PD opportunities for adjuncts	Long	Adjunct Faculty Issues ANet
Increase our capacity to offer more webinars by training more hosts.	Long	Webinar Coordinator
Curate a professional development library	Long	IMPACT Live!

D. Collaborate with other organizations to provide professional development opportunities.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Collaborate with other organizations on designing professional development (MAA - Project NEXt)	Ongoing – if get grant	Executive Director, President, Grants Coordinator

Encourage other organizations to jointly sponsor sessions/webinars together	Ongoing	Executive Director, President
Training IMPACT Ambassadors to be involved with other national organizations on sharing resources, research, and networks	long	IMPACT Live!
Cooperate with CBMS (17 organizations) to see if we can come up with joint initiatives		Executive Director, President
Investigate what other organizations are doing with respect to professional development	short	Executive Director, President
Research funding opportunities to expand programs and offerings	long	Executive Director, President, Grants Coordinator
Continue support of existing partnerships	Ongoing	Executive Director, President

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.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Hold a research pre-session on Wed ahead of conferences (currently RMETYC supports this on Thurs nights - Symposium format).	Ongoing	RMETYC
Continue encouraging research-based talks during conference	Ongoing	RMETYC, AMATYC News, email blasts
Investigate different possibilities of using the <i>MathAMATYC Educator</i> 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	Editorial board, RMETYC, Student Research League

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	RMETYC, AMATYC Board
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B. Train and support faculty who are interested in conducting research and classroom research.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Hold targeted webinars on research methods in mathematics education research.	Ongoing	RMETYC, Webinar Coordinator, Statistics Committee, PD Coordinator
Hold periodic virtual meetings for dissemination of research practices and findings, as well as mentoring early researchers.	Ongoing	RMETYC
Develop research associates (as described in the PPM) through projects such as Project SLOPE.	Long	Project Director (if available), Project ACCESS Coordinator, AMATYC Executive Director
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	RMETYC

Provide avenues for continuous improvement in the area of writing articles with quality research for the <i>MathAMATYC Educator</i> based upon a list of attributes for successful publications provided by the editorial team.	Ongoing	RMETYC, MathAMATYC Educator Editors
Investigate the usefulness of attending organizations such as AACC and/or ASHE.	Short	AMATYC Executive Director, RMETYC Chair

C. Pursue grants and other means of financial support for classroom research on teaching and learning.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Seek out and encourage potential grant projects that promote research in mathematics education (e.g., Project SLOPE, AI@CC, Project ACCESS).	Ongoing	AMATYC Grants Coordinator, RMETYC, AMATYC Executive Director, AMATYC Foundation Board
Disseminates grant opportunities, funded grant projects, and research references for faculty via IMPACT Live!	Ongoing	Grants Coordinator
Collaborate with other organizations to partner on grant project.	Ongoing	AMATYC President, Past-president, Executive Director, Grants Coordinator

Leverage research associates from Project SLOPE to help bring in researchers and disseminate research results.	Ongoing	Lead of Project SLOPE, RMETYC Chair
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D. Continue to improve instructional resources based on classroom research.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Leverage Project ACCESS fellows for disseminating project outcomes.	Ongoing	Project ACCESS Coordinator
Promote and encourage implementation of IMPACT/IMPACT Live.	Ongoing	Standards Committee, AMATYC Board
Investigate future special issues for the MathAMATYC Educator that connect to current trends.	Long	Editorial board
Consider a position statement addressing research-based instructional resources.	Medium	RMETYC Chair, Committees and ANets

E. Advocate for the continued improvement of placement processes based on program assessment.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Hold webinars on placement processes and program assessment	Ongoing	Placement and Assessment Committee

Provide Placement and Assessment Themed Session at annual conference.	Ongoing	Placement and Assessment Committee
Consider revising position statements on placement and on program assessment.	Ongoing	Placement and Assessment Committee

F. Assist faculty, departments, and colleges to institute innovative practices informed by research.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Conduct webinars on innovative practices informed by research.	Ongoing	AMATYC Committees
Highlight the IMPACT research chapter through email blasts, webinars, conference sessions, etc.	Ongoing	Standards Committee, RMETYC
Continue to support Project ACCESS and their mission to help colleges improve instructional practices.	Ongoing	Project ACCESS Coordinator, AMATYC Board
Promote and encourage implementation of IMPACT/IMPACT Live.	Long	Standards Committee, AMATYC Board

G. Disseminate resources and model practices for research-based teaching and learning.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party

Promote AMATYC's Student Research League and disseminate student research projects.	Ongoing	SRL Team
Create website for researchers to disseminate research work	Long	RMETYC
Use AMATYC publications to showcase ways to incorporate research in the classroom.	Ongoing	Editorial Teams, RMETYC
Use IMPACT Live! Hot Topics to disseminate research ideas.	Ongoing	Standards Committee, Digital Coordinator Chair
Develop a repository of research-based resources in IMPACT Live!	Ongoing	RMETYC
Investigate ways to disseminate and promote IMPACT ideas through alternative approaches (e.g., MOOC and online professional development venues).	Ongoing	Standards Committee, Professional Development Coordinator
Encourage collaboration among AMATYC committees and ANets.	Ongoing	Committee Chairs, ANet Chairs

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.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Adopt a position statement on Liberal Arts Mathematics Courses	Short	Mathematics for Liberal Arts ANet

Prioritize the work of the Pathways Subcommittee	Short	Pathways Subcommittee
Offer travelling workshops that demonstrate the position statement on Intermediate Algebra	Short, Medium	TW Coordinator
Promote data science and analytics curricula in the first two years of college	Medium, Long	Data Science Subcommittee
Use IMPACT Live! to highlight curricular innovations.	Short, Medium	IMPACT leaders
Advocate against terminal math courses. Instead advocate for mathematics courses that are designed to promote a next mathematics class.	Ongoing	Pathways JS
Promote math curricula that supports new programs for STEM and non-STEM majors.	Ongoing	Academic Committees
Develop a Position Statement on Nursing Math	Long	Ad hoc committee or MAC Committee subgroup

B. Design and refine pathways for both STEM (Science, Technology, Engineering, and Mathematics) and non-STEM students.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Promote the development and value of the STEM and non-STEM pathways.	Ongoing	Pathways JS
Develop transition paths for students who change from one pathway to another.	Medium, Long	Pathways JS
Plan a themed issue <i>for MathAMATYC Educator</i> on mathematical pathways.	Short	Journal Team
Survey existing courses and articulation agreements concerning Associate of Applied Science in Data Science/Analytics	Short	Data Science Subcommittee
Invite speakers to conferences that address Pathways and new curricular.	Short, Medium	Pathways JS
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	Pathways JS
Facilitate discussions of pathways and successful implementation of pathways via IMPACT Live!	Ongoing	Pathways JS, IMPACT Team
Promote vertical articulation models.	Ongoing	Affiliates

Create a library of effective Pathways models. Advocate for scaling up the most promising models.	Ongoing	Pathways JS, IMPACT Team
Update the position statement on initial placement of students	Short	Placement and Assessment Committee

C. Promote the appropriate instruction and assessment of curricula.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Promote evidence-based practices in the teaching mathematics	Ongoing	IMPACT Live! Team
Promote meaningful alternative course assessment.	Ongoing	Placement and Assessment Committee
Continue to utilize AMATYC's Webinars and Travelling Workshops to provide relevant professional development opportunities.	Ongoing	TW Coordinator
Update the position statement on assessment of student learning and mathematical programs	Short, Medium	Placement and Assessment Committee
Encourage mathematics departments to update curricula.	Ongoing	Division/Department Issues ANet
Survey the needs of our non-math disciplinary leaders to seek new and innovative curriculum.	Long	Ad hoc committee
Use IMPACT Live! to share assessment best practices.	Ongoing	IMPACT Live! Team
Promote the ongoing assessment of the Pathways to determine if they achieve what we want them to achieve.	Long	PJS

D. Encourage the appropriate use of technologies to enhance student learning.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Increase the participation of innovative-technology-related IGNITE sessions.	Ongoing	ITLC Committee
Categorize innovative uses of technology on <i>IMPACT Live!</i>	Short, Medium	IMPACT Team!

Promote sessions at the conference that effectively emphasize using modern technology to enhance student learning	Short, Medium	Conference Committee
Include <i>MathAMATYC Educator</i> articles that encourage the appropriate use of technologies to enhance student learning.	Short, Medium	Journal Team
Promote more conference sessions on online homework management systems and open educational resources (OER).	Short, Medium	Conference Committee
Encourage the use of statistical software and real data to enhance student learning.	Ongoing	Statistics Committee
Review the position statement on the Use of Technology, particularly as it relates to Calculus, Differential Equations, etc.	Short, Medium	ITLC, Math Intensive Committees
Provide Professional Development (conference/traveling workshops/webinars) on using technology in active learning.	Ongoing	TW Coordinator, Webinar Coordinator, Conference Committee
Facilitate discussions on utilizing current technologies with an awareness of its impact on our students (development of the students' mathematical understanding), including cost.	Ongoing	ITLC

E. Facilitate the communication of successful curricular innovations that improve student learning.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Collaborate with other institutions such as CCRC, Dana Center, CCESSSE, and Carnegie/WestEd.	Ongoing	Board members
Disseminate the work of other organizations to AMATYC members.	Ongoing	News Editor, Journal Team, Social Media Committee
Encourage the implementation of using evidence-based practices in the classroom through articles in the <i>MathAMATYC Educator</i>	Ongoing	Journal Team
Give conference vendors a venue to share and promote high quality innovative curricular products.	Ongoing	Conference Committee

Seek involvement with gamification into the instruction.	Long	ITLC or other committees
Use AMATYC programs to advance member professional development.	Ongoing	TW Coordinator, Webinar Coordinator
Disseminate the work of the Innovative Teaching and Learning Committee and its members.	Ongoing	ITLC
Disseminate research findings on mathematics in the first two years of college on IMPACT Live!	Ongoing	IMPACT Live! Team
Promote AMATYC position statements to members, member colleges, partner organizations, and affiliates	Ongoing	Board
Use IMPACT Live! to share successful innovations.	Ongoing	IMPACT Live! Team

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

A. Enrich relationships with and provide support for AMATYC affiliate organizations.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
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	President-Elect
Improve communication with affiliates	Ongoing	VPs, President-Elect, Affiliate Presidents
Extend an invitation to affiliates to use traveling workshops to strengthen and expand the relationship between AMATYC and affiliate organizations	Ongoing	Traveling Workshop Coordinator
Attendance at affiliate conferences by AMATYC VP's or other board member to promote <i>AMATYC IMPACT</i>	Short Ongoing	Vice-Presidents
Continue communication between the AMATYC Board and the affiliate presidents	Ongoing	President-Elect

Encourage small, perhaps struggling, affiliates to work with bordering state affiliate, local NCTM affiliate or local MAA section.	Ongoing	Vice-Presidents
Yearly attendance if possible, for each VP to attend the affiliate conferences.	Long	Vice-Presidents
Offer travelling workshops	Ongoing	Professional Development Committee
Offer affiliate scholarships to the AMATYC Annual Conference	Ongoing	Executive Board
Advertise affiliate conferences and leadership	Ongoing	Website
Encourage inter-affiliate activities	Ongoing	Vice Presidents
Create a directory on the <i>IMPACT Live</i> website so states can contribute information about state wide Math initiatives.	Long	<i>IMPACT Live</i> Digital Coordinator

B. Support and increase participation in AMATYC’s Academic Committees and AMATYC networks (ANets).

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Videotaping of committee chairs to be used in an upcoming webinar.	Completed Revisit every two years	Professional Development Coordinator
Encourage all committees and ANETs to hold at least one meeting after the conference	Ongoing	Committee Chairs, ANET Leaders, liaisons
Encourage AMATYC committees and ANets to post information on AMATYC affiliated social media	Ongoing	Committee Chairs, ANET Leaders, liaisons
Consider creating new Committees and ANets as new trends emerge	Ongoing	Executive Board
Offer travelling workshops	Ongoing	Professional Development Committee
Provide Committee and ANet members conference sessions of interest and meeting agendas.	Ongoing	Committee Chairs and ANet Leaders
Offer training on leadership expectations and responsibilities to Committee Chairs and ANet Leaders	Ongoing	Executive Board

Provide AMATYC 101 training at the affiliate conferences about the mission and purpose of AMATYC	Ongoing	Vice Presidents
Create and post videos of ANet Leaders or Committee Chairs advertising their committees and happenings and post them on the Facebook pages	Ongoing	Committee Chairs and ANet Leaders

C. Extend opportunities for local, national, and international networking to those interested in mathematics in the first two years of college.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party
Host 2018 National Mathematics Summit	Completed	DMC and educational partners
Creation of Traveling Workshops for promotion of <i>AMATYC IMPACT</i>	Completed	PDC and Standards Committee Chair
Continue participation in CBMS and encourage collaborations with other CBMS organizations	Ongoing	Executive Director and President
Sharing of position statements among mathematically minded organizations	Ongoing	Executive Director and President
Encourage international involvement for AMATYC members	Ongoing	International Math Network leader
Encourage AMATYC members to make presentations about IMPACT at other professional organization conferences	Ongoing	Standards Committee
Provide funding to send people to international conferences	Ongoing	Executive Board
Share best practices related to what can we learn from what other countries do in the classroom	Ongoing	International Math ANet
Organize preconference's with organizations that have similar interests	Ongoing	Executive Board, Committees and ANets

D. Promote a diverse community of mathematics educators which recognizes and welcomes the unique contributions of all participants.

Strategies	Timeline - Short, Medium, Long, Ongoing	Responsible Party

Continue collaboration with sister organizations to promote AMATYC IMPACT.	Ongoing	Executive Director and President
Seek professional development opportunities to encourage diversity and equity in within STEM fields	Ongoing	Professional Development Coordinator
Investigate grants that address the issues of diversity, equity, and social justice	Ongoing	Grants Coordinator
Development of new faculty through Project ACCESS	Ongoing	AMATYC organization
Promote accomplishments of individual AMATYC members through the AMATYC News and MathAMATYC Educator.	Ongoing	Newsletter Editor and Educator Editor
Promoting and emphasizing that we are the mathematics “in the first two years of college”.	Ongoing	Executive Board

Conference Site Selection Report
George Hurlburt, AMATYC President-Elect
October 27, 2022

The Conference Coordinator and President-elect visited potential sites for the 2026 Annual Conference. We are currently in negotiations with one of the sites and hope to have a contract in place soon.

Here is a listing of future conferences sites:

November 9 - 12, 2023, **Omaha**, NE
November 14 - 17, 2024, **Atlanta**, GA
November 13 - 16, 2025, **Reno**, NV
November 19 - 22, 2026, TBD
November 11 - 14, 2027, **Spokane**, WA
November 9 - 12, 2028. **Phoenix** AZ