

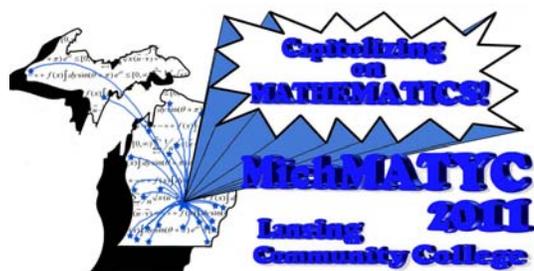
MichMATYC Sum-Times



Two-Year College Mathematics in Michigan

Edited by Jack Rotman, Lansing CC

February 2011



MichMATYC Conference Lansing October 7 – 8, 2011 "Capitolizing on Math"!

Yes, we know how to spell. Lansing is the capital, and the state capitol is here. The 'capital' spelling is also about money, as in 'caplitalizing'; math allows students to gain employment skills and therefore capital. So, we hope you will join us for our conference near the 'capitol' and learn about 'capitolizing'.

The conference day is October 8 (Saturday), with workshops the afternoon of October 7 (Friday).

Other sessions? Proposals are due by April 20; will you share with your colleagues?

We hope to see you ... and many of your colleagues. In particular, we are eager to see more adjunct faculty.

Look for more information on the MichMATYC web site (<http://michmatyc.org>) within the next few weeks. We'll have a link there that will lead you to the "proposal" form.

Michigan MAA – MichMATYC joint meeting

May 7 – 7, 2011 at Western Michigan University

The Program Committee is delighted to announce a speaker list that includes plenary addresses by Erik Demaine (Pólya Lecturer, Massachusetts Institute of Technology), Michael Dorff (Brigham Young University), Dan LaDue (Michigan Department of Education), Ivars Peterson (MAA), and Paul Zorn (President of the MAA, St. Olaf College).

In addition, we look forward to local invited talks given by our Michigan colleagues Teena Gerhardt (Michigan State University), Michael Merscher (Lawrence Tech University), David Murphy (Hillsdale College), Jack Rotman (Lansing Community College), and Ping Zhang (Western Michigan University).

<http://www.calvin.edu/~mdb7/2011MAA/>

INSIDE THIS ISSUE

1	MichiganMAA – MichMATYC Joint Spring Meeting
2	Treasurer's Report
2	Awards: Teaching Excellence, and Student Scholarship
3	Greetings from AMATYC Midwest Vice President
3	Campus News
3	Conferences & Events
4	Mathway & Statway

MichMATYC Treasurer's Report (2009– 2010)

Beginning Balance as of 10/09/ 2009 \$4293.85

RECEIPTS (10/10/2009 - 10/14/2010)

HFCC (membership dues paid with conference registration)	\$470.00
HFCC (scholarship contributions made with conference reg)	\$510.00
HFCC (raffle tickets toward scholarship fund)	\$141.00
Membership renewal dues (Received by Treasurer)	\$65.00
Student Scholarship Contributions (Received by Treasurer)	\$180.00
HFCC Conference Registration fees (not including scholarship donations and membership dues)	\$2960.00
HFCC Social Event Revenue	\$925.00
Friday Professional Development Activity	\$160.00
Vendor Contributions	\$800.00

Total Receipts \$6211.00

DISBURSMENTS

HFCC Friday Night Event	\$1160.00
HFCC Conference Food Services (breakfast, lunch, & snacks)	\$2259.22
Other Conference Expenses: (soft drinks, water, stationary, gift cards, sweets, electronics items for the raffle)	\$569.2
Contribution to Conversations Among Colleagues Conference	\$100.00
Domain Name Renewal (1 yr)	\$15.00
Keynote Speaker (Airfare and accommodation)	\$239.60
Social Event Refunds	\$50.00
Newsletter (mailing and printing/ Lansing CC)	\$71.20
Professional Networking and Hospitality (AMATYC 2009)	\$100.00
Student Scholarship Awards (1 recipient)	\$500.00
SML Award (one award / 1 st place recipient)	\$100.00
Miscellaneous Items (mailing labels)	\$31.80

Total Disbursements \$5196.08

FUNDS AVAILBLE *\$5308.77
as of 10/14/2010

* Balance includes \$621.00 from scholarship fund

Prepared by Sam Bazzi

MichMATYC Secretary/ Treasurer

MichMATYC Teaching Excellence Award

Nominations are due March 20; see

<http://michmatyc.org/awards.html>

The MichMATYC Teaching Excellence Award was established to recognize the high quality of instruction occurring at Michigan's two-year colleges. The selection criteria used for the award are:

- Instructional Effectiveness and Support of Students
- Professional Involvement and Professional
- Interaction with Colleagues
- Service to the Departments/Division/College

A nominee must be a MichMATYC member currently employed as a classroom instructor in a two-year college or other institution granting only associate degrees. A nominee must have a minimum of 5 years of teaching experience. Individuals can win the award only once..

The nomination form and further details available online at <http://michmatyc.org/awards.html> . ■

MICHMATYC STUDENT SCHOLARSHIP

Each year, MichMATYC awards one or two scholarships (\$500 each) to students who began their mathematics at a community college. Nominations are due March 20!

CRITERIA: THE STUDENT MUST HAVE

- Completed a minimum of 12 credit hours, with 6 hours from a Michigan community college , overall college GPA of 3.2
- Completed at least two of the following courses at a two-year Michigan community college: Trigonometry, Statistics, Calculus and/or Above Calculus
- Maintained a 3.5 cumulative G.P.A. in all community college mathematics courses
- Attended a Michigan community college this year

Forms and further details are available on our web site at <http://michmatyc.org/awards.html>

Greetings from the Midwest Vice President of AMATYC, Nancy Sattler

I would like to share some information with you about the American Mathematical Association of Two Year Colleges (AMATYC). AMATYC is the only professional organization whose goal is the improvement of mathematics education in two-year colleges in the United States and Canada. If you are already a member, then you are aware of the many activities and resources that membership provides. If you are not member, I would like to invite you to join AMATYC to take advantage of professional development opportunities with mathematics educators from across the continent which include Traveling Workshops, Institutes and webinars, as well as networking through the various committees that meet virtually to discuss issues such as assessment, dual enrollment, placement and teacher prep. A listing of these committees can be found on AMATYC's website – <http://www.amatyc.org> This year the various committees will be offering free webinars. Watch the AMATYC website for more information.

If you attended the 36th Annual AMATYC conference in Boston in November, you are probably aware of the fact that AMATYC is updating our Strategic Plan. The five draft priorities were discussed at a Forum at the conference and include: providing professional development activities; promoting and evaluating research on student learning in two year college; promoting the development of two-year college mathematics curriculum; building and promoting communities of educators; and communicating the vision, core values, mission and goals of AMATYC. Watch the AMATYC website for further information about AMATYC's Strategic Plan. If you are interested in presenting at the 37th Annual AMATYC conference in Austin November 10 through 13, 2011, please be sure to apply on the website by February 1. If you would like to be a presider, you can also apply on the website.

AMATYC is a great organization and offers many opportunities to its members. I have been a member of AMATYC for over 20 years and enjoy the benefits of being a member. I contribute regularly to the AMATYC Foundation and invite you to do the same! The AMATYC Foundation has unveiled a major campaign to support the purpose, goals and projects of AMATYC. You can make a one-time donation or an ongoing donation through the new Sustained Giving Program. You can even remember AMATYC in your will as I have done. The AMATYC Foundation supports project ACCESSS, a mentoring and professional development initiative for two-year college mathematics faculty. The project's goal is to provide experiences that will help new faculty become more effective teachers and active members of the broader mathematical community. Applications for Cohort 8 for 2011-2012 will be accepted in spring of 2011. Check <http://www.amatyc.org> for more details.

Campus News

Henry Ford Community College (Rep: Jeff Morford)

The Math Division at HFCC has moved to our Health Education Center to occupy space formerly used by our Nursing Division before they moved to a satellite campus. Renovations are ongoing. Eventually we will have additional classrooms and an improved adjunct faculty work space. So far things look great and it is wonderful to work from a space where everything is newer. Plus, all the offices in this area have windows!

Mid Michigan College (Rep: David Kedrowski)

Here at Mid Michigan CC we welcomed Robert Elmore to our full-time ranks. He fills a new position that was funded by the college this past summer. We currently have six full-time positions (one which is unfilled due to a retirement), which we hope will allow us to better deal with the 100%+ enrollment growth we've experienced over the last decade. We're also in the process of putting together our first program review in seven years. We're looking forward to the result (if not the process) so we can get a good snapshot of where we are and then talk about where we would like to go as a department.

St Clair County Comm College (Rep: Cindie Wade)

We hired another Full time instructor, Jeff VanHamlin. This will really help with our scheduling, bringing us up to 6 full-time people.

CONFERENCES & EVENTS

MICHMAA & MICHMATYC SPRING CONFERENCE

PLACE WMU DATE MAY 6 – 7

[HTTP://WWW.CALVIN.EDU/~MBB7/2011MAA/](http://www.calvin.edu/~mbb7/2011MAA/)

MICHMATYC ANNUAL CONFERENCE

PLACE LANSING CC DATE OCTOBER 7 – 8

<http://michmatyc.org/>

AMATYC 37TH ANNUAL CONFERENCE

PLACE AUSTIN, TX DATE NOVEMBER 10 TO 11

<http://www.amatyc.org/Events/conferences/2011Austin/index.html/>

Update on Statway and Mathway: Continuing the Collaboration

by Julie Phelps and Jack Rotman (AMATYC Pathway Liaisons) in collaboration with Karon Klipple and Jane Muhich (*Statway/Mathway* Directors with the Carnegie Foundation)

AMATYC continues to collaborate with the Carnegie Foundation and the Dana Center on both *Statway* and *Mathway*.

Question: What Are Statway and Mathway?

Statway and *Mathway* are alternative mathematics pathways for non-STEM college students administered by the Carnegie Foundation for the Advancement of Teaching.

Statway is a year-long sequence that takes students to-and-through college-level statistics. *Statway* begins by immersing students in high-level thinking and reasoning within a context of statistics. The curriculum is designed in such a way that developmental mathematics topics are motivated by statistics content and integrated throughout the course.

Mathway is a one-semester quantitative reasoning course that incorporates fundamental numeracy and algebraic literacy. This course is designed to prepare students for a college level transferable non-STEM mathematics course such as mathematics for the liberal arts.

Outcomes for both *Statway* and *Mathway* were established by members of the leading professional organizations including MAA, AMS, ASA, and AMATYC.

Question: What connection does AMATYC's Developmental Mathematics Committee's (DMC) New Life Project have to Statway and Mathway?

New Life is an initiative of AMATYC's DMC and shares several of the same goals with the Pathways. Both seek to provide new opportunities for student success in developmental mathematics by re-envisioning developmental mathematics outcomes and accelerating students' progress through those outcomes. Both are designed to provide students with meaningful mathematics literacy that make them better consumers of information and advocates in today's society.

The student learning outcomes are very similar between New Life and the Pathways. In the New Life project, these outcomes are seen as the basis for starting the conversation about courses, while in the Pathways these outcomes have been used to develop specific curriculum materials for courses for non-STEM students.

The people involved in the two projects are well-networked with each other, and collaboration has been extensive. The DMC has other projects, in addition to the New Life project. Some of these activities support the goals or processes of both New Life and Pathways.

Question: Have articulation agreement conversations occurred for the Pathways?

In 2011-2012, *Statway* is being piloted in 5 states: California, Texas, Washington, Connecticut and Florida; *Mathway* is being piloted in 3 states: Georgia, New York, Ohio. Both Pathways are receiving enthusiastic support from four-year institutions. Various stages of negotiating articulation agreements have been discussed in all the states piloting the Pathways, and in each state responses are very positive.

Carnegie and its partners know that such issues must be handled with care, as it is imperative to protect the interest of the students while at the same time allowing for innovation in curriculum and pedagogy designed to advance the state of mathematics education.

Question: What kind of research is Carnegie planning for the Pathways?

A crucial characteristic of Carnegie's Pathways is its philosophy of continuous improvement. This means that continuous quantitative and qualitative analyses will be designed in order to learn from the efforts, good and bad, and review the work processes. From a quantitative perspective, Carnegie will collect relevant data on an ongoing basis, analyzing students in real-time that are completing (or not) homework assignments, reading the online materials, succeeding in end-of module assessments, etc. This will allow those involved in the initiative to understand the context in which each pathway has shown to be effective, and to learn from that implementation experience. These "hard" data (e.g., academic achievement, etc.) will be complemented with qualitative analyses of how student perceptions of their own abilities and motivation change as they engage with Carnegie's Pathway. This type of information will provide a deeper understanding of how a pathway is able to shift student non-cognitive skills, and therefore provide a different angle of intervention.

Question: Where can faculty find out more about the Pathway Initiatives?

Visit the Carnegie Foundation website at www.carnegiefoundation.org, specifically, carnegiefoundation.org/statway to find videos by Uri Treisman, Myra Snell, Carol Lincoln, Byron McClenney. Also, for topics ranging from how students learn mathematics, to what can be done to help them succeed, go to carnegiefoundation.org/statway/statway-resources. A website section specific to *Mathway* is coming soon!

Question: If a college/state affiliate is interested, how can they get involved?

Please check out the Carnegie Foundation website to learn more. Join the mailing list to be among the first to learn about new developments, carnegiefoundation.org/statway/mailling-list or email Karon Klipple and Jane Muhich at pathways@carnegiefoundation.org.

If you have any questions about the information shared, please do not hesitate to contact either Julie Phelps (jphelps@valenciacc.edu) or Jack Rotman (rotmanj@lcc.edu)

Editor's Note: "Mathway" has been renamed "Quantway" effective February 1, 2011.