

NCMATYC NEWS

Spring 2012

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The President's Message

by Nancy Rivers, Wake Technical CC



Has it really been almost two years since I took office? Some of you may remember that the original plan was for me to be completing my two years as president-elect and to be preparing to take the office of president at the end of this semester, but circumstances changed those plans. Soon I will move into the role of past-president and Ann DeBoever will become our president. It has been a great pleasure to serve as president and work with this board. When we took office, the only returning member of the board was Suzanne Williams. We faced quite a learning curve but, armed with determination and a desire to work for this organization, we forged ahead and have accomplished a great deal in these two years.

We have seen the attendance at our conferences increase. We had 185 registered at our conference this year! At last year's conference we were honored to have Donna Saye and Rob Farinelli who were, at that time, serving as AMATYC Southeastern Region Vice President and President, respectively. This year we had the pleasure of Karen Gaines of St Louis Community College presenting her workshop "Math Crime Scene Investigation" as well as speakers from UNC-Charlotte, East Carolina University, and NC State University. We ended our conference this year with a closing session sponsored by Freeman Publishing at which we held the drawing for a Kindle using the vendor checklist forms. A big thank you to Cape Fear Community College for hosting this year's conference in beautiful downtown Wilmington. Our 2013 conference will be held March 14 and 15 at Haywood Community College in Clyde, NC.

Increasing our membership has been a goal of the board. I would like to thank Valerie Melvin for working so hard on this effort. Keeping on top of memberships that all have their own expiration dates is a true challenge and Valerie has managed it well. Through her efforts, the decision to add a non-member surcharge to our conference registration at the same rate as a yearly membership, efforts by our campus reps and our improved website which is providing timely information for members, our membership is over 300 for the first time in years.

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The NCMATYC NEWS is an official publication of the North Carolina Mathematics Association of Two-Year Colleges. Articles for publication and comments should be submitted electronically to dzemanek@email.pittcc.edu. The deadline for the fall issue is November 20, 2012.

The President's Message

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At our spring 2011 conference NCMATYC held its first Calculus I and II level competition. Three schools participated. In November 2011 the second Calculus I and II level competition was held at Durham Technical Community College. Five schools participated. At both competitions the students really enjoyed themselves. Plans are now being made for the third annual competition. Please, start working with your students now in preparation for this great opportunity. If you are interested in helping with this competition, or just want more information, contact Chris Mansfield from Durham Tech.

We continue to provide Teaching Excellence and Mathematics Excellence Awards, alternating one a year. The winner of our state award is nominated for AMATYC's national honor. NCMATYC provides travel scholarships to our annual conference for a few instructors who have not attended in the past, particularly focusing on schools that have been under-represented at previous conferences. We also provide a scholarship for one of our members to attend the AMATYC Conference. AMATYC covers the registration for our awardee and we provide funds for travel, housing and some food. The deadline for applying for the AMATYC Travel Award is April 30.

During the past two years the North Carolina Community College System has been redesigning developmental math. NCMATYC made sure that your voices were heard. We had several people on the redesign task force, leading the way. Updates on the work of the redesign task force have been posted on our website to keep our membership informed. In addition, large group information sessions were held at the past two conferences further updating our membership on the redesign effort.

Of the eight current board members, six are returning although three of us will be in somewhat different roles. I am excited about handing over the presidency to Ann DeBoever. I know she has great ideas for furthering our organization. I would like to extend a welcome to our new board members, Jeanne Hollar (Western VP) and Calvin Salsbury (Eastern VP). This hand over of duties will take place at the board retreat that will be held at Wake Tech's Northern Campus at 10:00 on Saturday, April 28.

It has been a great pleasure to serve as your president for the past two years and I look forward to serving as President-Elect. Together we will make NCMATYC an even better organization. Spread the word to your fellow instructors that NCMATYC is a great professional organization and that membership is truly beneficial and a bargain. Help your organization grow!

New NCMATYC Board Members



Valerie Melvin (Secretary), John Bakken (Treasurer), Christopher Mansfield (Central Vice-President), Jeannie Hollar (Western Vice-President), Nancy Rivers (Past President), Ann DeBoever (President), Glynis Mullins (President Elect), and Calvin Stansbury (Eastern Vice-President) not pictured here.

A HUGE Success!!! Those are words I use to describe our 2012 conference. Thank you to everyone who presented sessions, our Executive Board, the Site Coordinators, the Math Department at Cape Fear Community College (CFCC), the Student Math Club at CFCC, our vendors, and everyone who attended.



I heard wonderful comments from the out-of-state attendees. They were impressed by the number of sessions presented and the quality of those sessions. Many were also surprised at the number of members attending the conference. This is a testament to the dedication of NCMATYC members to make our conference the best it can be each year.

And, of course, our attending members were very pleased with the conference. It is a great opportunity to learn from other instructors who have the same concerns, to share ideas, and to re-connect with friends.

Start making plans now for our 2013 conference which will be held at Haywood Community College in Clyde, NC, on March 14 and 15. Share with members of your department that were not able to attend this year that this is an event worth attending. Begin thinking about the teaching strategies that are successful in your classroom and how you can share them with other instructors.

See you in March 2013!

NCMATYC Conference 2012 - Stories to Tell

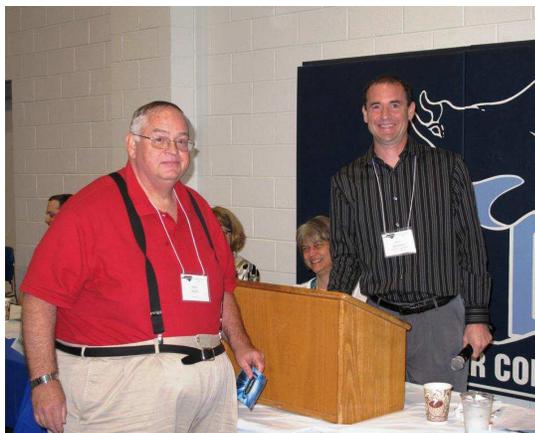
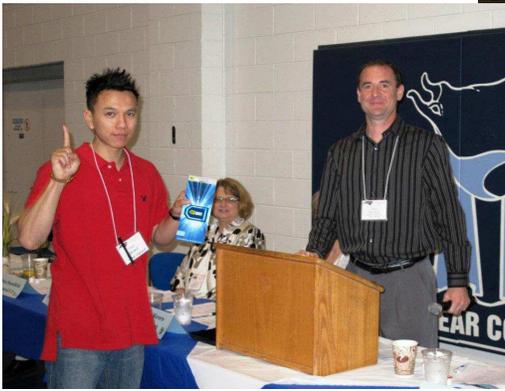
by Sharon Welker, Wake Technical CC

Storytelling is good for our students as we experienced with Vasilica Marhao's session. As we share some of the behind-the-scenes historical notes for different concepts and find creative ways to aid memory and understanding, students can become more engaged with the content. It can be as simple as drawing a stick figure. It can be slightly more involved by taking advantage of technology to make a quick video, not just for showing steps of a problem, but for creating interest. We saw how easy it is to find a favorite website, then use it for finding graphics and historical notes of interest to include.

Storytelling is also good for colleagues, and we thank Cape Fear Community College and the Board for creating good opportunities to learn and discuss. Time to talk helps create and strengthen relationships, makes coming to the annual conference a priority. After the wonderful sessions of the day, it's important to have a chance to share some of the new ideas. What a bonus to get to explore a beautiful city and relax with a good meal.



Images from 2012 NCMATYC Annual Conference
Cape Fear Community College
Wilmington, NC
March 15-16, 2012





NCMATYC Conference 2012

by Louise “Ginger” Pack, the recipient of the 2012 NCMATYC Travel Assistance Award, Rowan-Cabarrus CC

Several of my colleagues at Rowan-Cabarrus Community College have been members of NCMATYC, but I said I was busy enough. Last year, I decided to join, and began receiving the newsletter. From reading the articles, I became very interested in NCMATYC, and decided to attend the 2012 Conference in Wilmington. My students routinely tell me that I surely drink too much caffeine because of my energetic personality, but now, I am bouncing off the walls with excitement over the “new tools” I have to bring to the classroom!

I attended two sessions presented by Luke Walsh, “Seeds of Math Enrichment” and “Go Get Yo Calc On.” Though I teach Developmental Mathematics, my students could still enjoy and identify with the YouTube video, “I Will Derive.” Now, that’s a great way to wake up students for an 8 am class! We could discuss the familiar terms of slope mentioned in the video, and see the use of the TI-84 calculator. The fun acting and music created a good energy to start our lesson. I will definitely be using resources from the CVCC YouTube Channel. This session was affirming to some things I already incorporate in my courses such as having guest speakers that expose students to math used in the “real world.” YouTube is a wonderful exposure to students for math resources such as Khan Academy and many others. As a tutoring director (and classroom instructor), I encourage students to email me websites they find for “math help” so I can post these on our tutoring webpage, and incorporate into a “virtual library of resources” I created in Blackboard. The concept of S.O.M.E. truly does identify the value of sharing resources for the benefit of students and educators.

Ann DeBoever’s presentation on “Partial Credit” was very enlightening because I realized that I am a pretty strict grader. I gained some new insights in how to review a student’s work in a new way ensure the focus of the skill graded stays specific. In this session, I also realized how much Calculus I had forgotten!

The afternoon session on Storytelling was very affirming to me because I am extremely passionate about addressing students’ math anxiety. Ms. Marhao’s encouragement to incorporate one’s personality into transforming a math skill into a story was invaluable. In developmental math, I find it challenging at times to find an analogy that has some humor and real world application that isn’t too juvenile for the students ages 18 and up. Finally, I just decided to “be me” and, for example, explain slope with “driving directions” and metric conversions with a “bunny hop.” Now, I know that’s okay, AND, I’m not the only instructor using this strategy as learning aides. Just yesterday, I passed an older adult student who thanked me for helping him better understand parabolas and related equations with the use of a humorous “story.”

Many thanks to Cape Fear Community College for hosting the event. The conference booklet had all the information presented in a fashion to easily guide one to sessions and other events. There were plenty of “hosts” at the ready to guide anyone with a lost look on their face to their desired destination. After hearing about the national conference, I plan to attend AMATYC in the fall if possible. Who would guess that a newsletter for a math organization would spark interest to attend another conference – but that’s what sold me, and having attended my first NCMATYC Conference, I will mark my calendar to see everyone again next year!

NCMATYC Conference 2012

by Peter Cho, the recipient of the 2012 NCMATYC Travel Assistance Award, Rowan-Cabarrus CC

As a new math faculty at Rowan-Cabarrus Community College, it was my first experience to attend the NCMATYC conference. I wanted to know how the developmental math redesigns modules going on. I attended several impressive and well prepared sections. Among them, Math Redesign task force members’ detailed explanation was most useful.

Beautiful and warm weather in Wilmington and delicious food and good campus environment was also good. I really enjoyed the conference and excited with meeting with many colleagues around the NC.

NCMATYC Conference 2012

by Verna “Caz” Chambers, the recipient of the 2012 NCMATYC Travel Assistance Award, Carteret CC

I have always had a curiosity about organizations that claim to be about educators and helping educators to do a better job. However, I have never attended an NCMATYC conference. So, on hearing that I could be eligible for a travel grant I applied and held my breath. When I got the news that I was a recipient to the 2012 conference at Cape Fear Community College, Wilmington NC, I was indeed thrilled.

Now, I was anxious to find out what this was all about. Would I learn anything? How would this be beneficial to me and allow me to become a better instructor?

After arriving at Wilmington and settling into conference mode, I discovered there was no reason for anxiety. For starters, the venue was perfectly located. However, there were way too many sessions that I wanted to attend and just could not because there is only one of me. There were all interesting and inviting topics for each session, too difficult to decide on one. So I opted to pick one and “hop to it” for each session. I tried to share ideas and do some gleaning from participants in other sessions but it was not the same as if I had attended myself.

Information in varying forms could be found everywhere, throughout the two day period. Whether it was a formal session or just chatting with colleagues while eating some good food, the information was flowing. It was like information immersion. There were discussions, and presentations on matters related to our content area. There were presentations on how to use technology to enhance the teaching and learning experience. One presentation on projects for Precalculus and Calculus courses, showed the talent and possibly budding interest, of one student, in videography, maybe film production as she learnt about conics in nature.

In one session, I discovered that the best way to do textbook selections was through involvement by all faculty members within a department. Well, at least it should be a team effort. Selecting a good text is more involved than I had thought. There is not just the quantitative aspect of the exercise but the qualitative as well.

Amidst the abundance of information, there was fun. Good fun and good conversation about the present as well as the future of our students and education. Thanks to the Faculty Mathematics League competition. This was eye opening for much of our mathematics faculty. To the vendors, presenters, planners, and coordinators of this event, let it be known that my expectations were exceeded. I really enjoyed the conference and I look forward to the next NCMATYC conference, I’ll be able to attend. Thanks, y’all.

Lenoir’s Welch Tops Field at 7th Faculty Math League Competition

by Chris Mansfield, Central Region Vice-President, Durham Technical CC

The 7th annual Faculty Math League competition was held at the NCMATYC conference at Cape Fear Community College in March. First-time participant Alva Welch of Lenoir Community College took first-place honors by answering thirteen of the fifteen Student-Math-League-style questions correctly in the 45 allotted minutes for a score of 26 points. Past winner Cao Nguyen of Central Piedmont Community College took second place with a score of 24, and Mary Pearce kept Wake Tech Community College in the top three with her score of 21, though her school didn’t manage to sweep the awards like they did last year.

Seventeen intrepid solvers took this year’s test and they all met with some measure of success, even if they didn’t do as well as Mr. Welch. The actual test is printed below; give it a try and consider taking it when you come out to Haywood Community College on March 14th and 15th next year for the 2013 NCMATYC Conference.

2012 Faculty Math League Competition Test

1. A palindromic number is a number that is the same written forwards or backwards, such as 385583. How many 21st century dates written in MMDDYYYY format are palindromes? (Note: the date Jan 1st, 2000 would be written as 01012000).
- A. 12 B. 24 C. 99 D. 100 E. 365
2. A circle's area is n times its circumference. In terms of n , what is the circle's radius?
- A. n B. $2n$ C. n^2 D. πn E. $2\pi n$
3. If $f(x) = \frac{2}{3}(x-1)^3 + 4$, then $f^{-1}(x) =$
- A. $\frac{2}{3}\sqrt[3]{x-4} + 1$ B. $\sqrt[3]{\frac{2}{3}(x-4)} + 1$ C. $\frac{3}{2}\sqrt[3]{x-4} + 1$
- D. $\sqrt[3]{\frac{3}{2}(x-4)} + 1$ E. $\sqrt[3]{\frac{2}{3}(x+1)} - 4$
4. Find the area (in square units) of polygon ABCDEFGH with vertices on the x-y plane A (1,4), B(5,9), C(9,7), D(8,5), E(9,3), F(6,0), G(4,1), and H(2,0).
- A. 46 B. 46.5 C. 47 D. 47.5 E. 48
5. Let a , b , and c be three-digit numbers such that together they consist of nine different digits. b is four times a and c is twice b . Which digit does not appear in any of the three numbers?
- A. 5 B. 6 C. 7 D. 8 E. 9
6. Find the determinant of $\begin{bmatrix} 0 & 2 & 0 & 0 \\ 2 & 1 & 0 & 0 \\ 0 & 0 & 1 & 2 \\ 0 & 0 & 2 & 0 \end{bmatrix}$
- A. -16 B. -4 C. 0 D. 4 E. 16
7. Which of the following statements is true of a 3rd-degree polynomial?
- I. It intersects the x-axis either exactly once or exactly three times
 II. It is symmetric to the origin
 III. It has at least one local maximum or minimum
- A. I only B. III only C. I and II only D. I and III only E. None of the statements are true
8. If a and b represent distinct digits, which one of the following numbers is a perfect square?
- A. $8a8b22$ B. $8aa42b8$ C. $a8ba84$ D. $b8a4420$ E. $a80b445$

9. Find the largest possible period for $y = \sin ax + \sin bx$, where a and b are integers.

- A. $\frac{2\pi}{a} + \frac{2\pi}{b}$ B. $\frac{2\pi}{a+b}$ C. $(a+b)\pi$ D. $ab\pi$ E. 2π

10. Let AB_9 be a two-digit number in base 9. How many such numbers have the property that when their digits are reversed, the number formed is the base 7 number with the same value as AB_9 ?

- A. 0 B. 1 C. 2 D. 3 E. 4

11. A cylinder of length 20 feet and radius 5 feet is lying on its side, partially full of water. If the depth of the water at its deepest point is 3 feet, find the volume of the water in the cylinder to the nearest cubic foot.

- A. 396 B. 398 C. 400 D. 402 E. 404

12. In the following multiplication problem, each letter stands for a unique digit. Find the value of $A + B + C + D$.

$$\begin{array}{r} ABC \\ \times AB \\ \hline DEF \\ +BDF \\ \hline CEEF \end{array}$$

- A. 14 B. 16 C. 18 D. 20 E. 22

13. Which of the following is necessarily true: The sum of a 12-digit binary number and a 3-digit hexadecimal number is necessarily...

- I. A 13-digit binary number
- II. A 4-digit hexadecimal number
- III. A 4-digit decimal number

- A. III only B. I and II only C. I and III only D. II and III only E. I, II and III

14. Let $f(x) = x^3 + Bx^2 + Cx + 6$ have three distinct rational roots. If B and C are both negative, find $B + C$.

- A. -3 B. -5 C. -7 D. -9 E. -11

15. In the game of “Bonkers”, a turn consists of rolling a six-sided die over and over. For each roll, if you get any number other than 1 you score the number the die is showing and you get to roll again. If you get a 1, you score nothing for that roll and your turn is over. Your score on a given turn is the sum of the scores on each roll. Find the probability that you get a score of at least five in a given turn.

- A. $\frac{3}{4}$ B. $\frac{7}{12}$ C. $\frac{13}{18}$ D. $\frac{25}{36}$ E. $\frac{161}{216}$

NCMATYC 2012 Teaching Excellence Award Winner, Mary Bradley by Jeanne McGinnis, Western Region Vice-President, Catawba Valley CC

Mary Bradley, Southwestern Community College, received the 2012 Teaching Excellence Award from NCMATYC. This award honors mathematics educators who have made outstanding contributions to the teaching of mathematics at a two year college.

The award committee was honored to select Mary Bradley based on the following criteria from AMATYC's Teaching Excellence Award: innovative teaching strategies, alternative assessment methods, curriculum development, accessibility to students in and out of the classroom, active participation in professional organizations, service to the college community, and interaction with colleagues.

As a passionate teacher of developmental mathematics at Southwestern Community College, Mary not only exemplifies all of the qualities listed, but inspires colleagues from across the state to reach these standards as well. We look forward to submitting Mary's nomination for the AMATYC 2013 Teaching Excellence Award. Congratulations, Mary!

An Interview with Mary Bradley, the Recipient of the NCMATYC 2012 Teaching Excellence Award by Daniela Zemanek, Newsletter Editor, Pitt CC

DZ: The committee and the NCMATYC board are pleased to honor you with this award. Mary, thank you for giving us the chance to learn more about you by participating in this interview for the NCMATYC newsletter. What special significance does this award have for you?

Mary: To be recognized by NCMATYC as a “teacher of excellence” is indeed an honor. I did not start my college education in the field of mathematics, or even in the education field, but I have been passionate about learning since childhood. I have been an educator for 33 years, serving students in middle school, high school and community college environments since 1979. I have been passionate about teaching non-traditional students in developmental mathematics for the past 17 years, and truly hope that change is on the horizon, as NC implements the redesigned curriculum. Our future depends on people knowing math and being able to think critically and problem solve, and my reward is that I might have helped to make a difference in someone's life or created a pathway that helped them to have a second chance for a better life. Especially now, I feel as if I am in a position to better advocate for the student.

DZ: Please tell us a little bit about yourself.

Mary: I have always enjoyed sewing, crafts, flower gardening and landscaping, as hobbies. Within the past five years, I took a quilting class to reduce stress in my life, and as a result, I think I have a new addiction. I have made several quilts for gifts, donated some to Hospice for fundraisers, and currently donate children's quilts to the Ronald McDonald House on a regular basis.

I have spent the past 30 plus years “making a living” at what I love, which is teaching others by touching lives. As I approach a different chapter in my life, I see younger teachers taking on more leadership roles, which will allow me to spend more quality time with my grandchildren.

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DZ: How did you become involved in the NCMATYC organization?

Mary: When I began teaching developmental mathematics at Southwestern Community College, as an adjunct instructor in 1995, I felt like I had finally arrived at my true calling. The community college setting opened doors for me to actually “teach” and my students seemed eager to learn. It was such a positive environment that both students and faculty could flourish. In my first full-time summer, Southwestern Community College paid for me to attend the Kellogg Institute in Boone, and my passion for Developmental Education and the students we serve came alive. Southwestern Community College always supported the math adjuncts professionally, and encouraged us to attend professional development opportunities. Our math department has always encouraged attendance at NCMATYC and was willing to pay for adjuncts to attend when the budget would allow. When I became a full-time community college instructor and the lead instructor in developmental mathematics in 2003, I started attending NCMATYC and have not missed a conference since. I have also served on the board as the Western regional Vice President. Southwestern Community College continues to provide financial support so our math adjuncts are able to attend this one conference. I have encouraged our adjuncts to become involved in our organization as a great professional development opportunity and resource for becoming a better instructor.

DZ: How do you see NCMATYC in the future?

Mary: NCMATYC continues to be a voice for community college math teachers in NC. Membership in NCMATYC is how we allow our voices to be heard across the state and nation. Please continue to support your organization and your profession, as we play a part in the shaping of our future. Our conference is one of the finest in the country, mainly because we share and support each other by sharing what works with our students. We continue to learn from our students and each other.

DZ: Who/what influenced you to pursue a career in math?

Mary: As a high school student, the math seemed to come easy for me, and I enjoyed the math classes. I was also fortunate to have an excellent math teacher in high school, and wished I could command respect as she did, without saying a word. She truly had eyes in the back of her head; she never raised her voice, but once threw an eraser at one of my classmates. I fondly remember homeroom as a time to peer tutor. My fellow classmates would tell me that I explained the algebra and geometry better than some of our teachers. I started college as a pre-pharmacy major but soon lost my passion for the sciences. I switched to the other side of the campus where the fun labs were, and was one semester shy of finishing my degree in Interior Design with a minor in Industrial Arts. When I could not find a job in my field, I started to substitute teach. I realized that I had a love of teaching, and wanted my own classroom. Because I had so many home economics credits, home economics education was the easiest major to complete. I graduated with a BS in Education in 1978, eight years after taking my first college class. I had become a non-traditional student before getting my first real degree, which might be why I identify so strongly with the non-traditional students in our community colleges today.

I started teaching in 1979 as a Home Economics teacher, serving rural Swain County and stayed in that position for 16 years. My Home Economics students did not have strong conceptual math skills, and had difficulty measuring ingredients for recipes, or grain-lines for clothing construction. In the areas of consumer finance, students had issues with percents, especially. In order to better serve my students, and to re-ignite my love of mathematics, I decided to return to school for a certification in mathematics, and to possibly switch subject areas. I finished my math certification in 1986 and got my high school to allow me to teach math half-time and home economics half-time. The *combination* of teaching both subjects allowed me to become comfortable using hands-on manipulatives and labs in the math classroom.

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DZ: How long have you been a community college instructor and how do you see the future of the community colleges?

Mary: I have been a community college instructor for 17 years, and full time for the past nine years. I really think that the future of our country lies in our ability to train and re-train students/employees to meet the demands of the jobs in our communities. Not just the math, but the ability to critically think through a problem and solve it, is crucial for the work place. More of our students are using the community college for college transfer, but many of our students are going immediately into the workforce. If we train them to get the job they desire, they will come back for more, in order to get the better job as it presents itself.

DZ: What do you think are the biggest challenges on teaching math these days? How do we address these challenges?

Mary: One of our biggest challenges may lie in partnering with public schools to better shape our high school graduates, so that they come to us more ready to begin college instruction in mathematics especially. We have a chance to do just that with the course core standards. We work with what we are given, so however we can better shape the future, we have a duty to do so.

Students have also relied on the calculator so much that they do not always trouble shoot as they work a problem. If we can get them to ask the question more often, “does this make sense” as they go step by step through a problem, maybe they will have better number sense. Modeling this behavior in class is the key to getting the students to think through the process. Asking more and telling less will develop better students, or so I’m convinced.

Wake Tech Community College Top NC School in Math League Competition **by Chris Mansfield, Central Region Vice-President, Durham Technical CC**

Wake Technical Community College used strong performances from many different students to finish with the top score among North Carolina schools in the Student Math League Competition, ending Central Piedmont’s two-year run at the top of the state scoreboard. No fewer than seven different Wake Tech students posted scores good enough to crack the top twenty in the Southeast Region of the United States—four in the fall and another three in the spring. Wake’s effort was good enough to place them third in the SE Region.

Other North Carolina schools performed well also, with Catawba Valley CC, Durham Tech CC, and Central Piedmont CC cracking the Southeast Region--which includes schools from Florida, Georgia, South Carolina, Mississippi and Tennessee--top ten as well. Overall, North Carolina boasted seven of the top thirteen schools in the SE.

Joshua Padilla of Catawba Valley put up the largest individual score in the state with a 39. He was followed closely by Wake Tech’s William Newlin, who garnered 36 points, and Cape Fear’s Moses Barker, whose 35 points were good for third place. NCMATYC awards the top three finishers in the state with prizes of \$300, \$200, and \$100 respectively, so the abovementioned gentlemen win more than just bragging rights.

Thanks to the eleven North Carolina schools that competed in the Student Math League this year. Only two states—California and Illinois—boast a better participation record. I’m sure your students appreciate the work you do to give them the opportunity to compete against their peers from around the country. If your school is not involved in the competition, please consider joining—it’s easy to administrate and helps foster community within the math discipline. Simply send me an email at mansfieldc@durhamtech.edu for information.

Take a moment to think about the year 1986 and how people in math education communicated with each other. Why 1986? Well, that is when, at a workshop in Asheboro, the idea of NCMATYC first began. Also, in 1986 is when "Eric Thomas developed LISTSERV, the first email list management software", according to Wikipedia. Sixteen years later, math educators across North Carolina are still coming together to share and create amazing ideas and the NCMATYC LISTSERV is still a viable tool for online communication. However, the time has come when every day can be a conference for NCMATYC members and the LISTSERV can be used less frequently because of other forms of online communication that are now available.

Before we examine other online tools, let's review the six objects of NCMATYC.

1. To establish and maintain channels of communication among teachers of mathematics at two-year colleges;
2. To promote communication and cooperation among two-year college mathematics instructors and other mathematics educators;
3. To encourage the development of effective mathematics courses;
4. To improve the mathematics-related experiences of two-year college students and instructors;
5. To encourage local efforts to achieve excellence in mathematics education;
6. To promote the professional development and welfare of its members.

These six objectives, some or all, should be met if any of the following suggestions are implemented. Facebook, Twitter, and YouTube are three social websites that NCMATYC could begin establishing a presence. YouTube could be a spot to house presentations from past conferences. The Twitter hashtag #NCMATYC could be used to help organize information related to NCMATYC. Facebook could be used to store pictures and share current news. This is a small list of possibilities of how these three websites could help NCMATYC reach the six objectives. However, the best website is saved for last, which is biased because it is the authors own creation.

NCSOME, <http://stashub.dyndns.org:1248/drupal6/>, is a website that brings NCMATYC members together in one place to share ideas, lessons, news, etc. What is unique about the site is a button called ShareSOME that can be added to any web browser. The intent of this button is to provide a shortcut to share ideas, so that a user does not have to take extra steps. Once the information is shared, the website organizes the data. Then, any NCMATYC member can look up information by course, such as MAT 161 or DMA 010, or through information tags, thus saving time from searching all over the web to find a quick lesson plan idea. The website also has the ability to create a poll, a blog post, or a discussion post, and within each of those forms comments can be added by users. More about NCSOME can be found at <http://seedsofmathenrichment.wordpress.com/>.

The statement, "If you build it, they will come," resonates with all these new forms of communication. Even if NCMATYC were to implement online forms of social communication, would the members participate? Perhaps the same type of question was proposed back in 1986 at Asheboro. Instead of trying to answer that question, let's focus on a different one. "If NCMATYC began in 2012 in Asheboro, then what forms of communication would be set in place?" The six NCMATYC objectives are currently being met, and now new online resources are available to reach these objectives at a higher level.

Curriculum Improvement Project in Math by Suzanne Williams, Past-President, Central Piedmont CC

As I exit the NCMATYC Board, I want to thank everyone in our organization for the opportunity to work closely with you these last 5 years. I cannot imagine that there is a more dynamic AMATYC affiliate in the country! Of course we have always been fortunate to have a committed group of leaders on our Board and as volunteers (Thanks Daniela!), but the strength of any organization resides with the members...and you are the best.

I also want to add a word about the upcoming Curriculum Improvement Project (CIP) in Math. There is a specific process outlined by the State to be used whenever a CIP is proposed. As math faculty, most of us are unaware of this because CIPs are not generally undertaken except in program areas, such as IT or Engineering Technology for example. Once the decision has been made by the State to initiate a CIP, the first step is to send out a Request for Proposal (RFP) to all 58 colleges to allow any interested schools to apply to be the Lead College. The RFP states that “CIPS were developed as a means of providing funding for system wide projects in areas which are experiencing significant changes..., new teaching and delivery methods, and implementation of state and national education initiatives. The projects are based on the belief that the classroom instructor is the critical factor in educational quality.” So we see that while funding for the CIP is provided by the State, there is a Director appointed from the Lead College. While we do not know what schools have applied, we can all be assured that the Director will be a math faculty member.

The CIP proposal also states that representatives from all colleges offering the identified curriculum area are to be involved in achieving project objectives. The goal of every CIP is to “develop innovative instructional strategies which will have a long-term, systemic impact in the targeted curriculum area.”

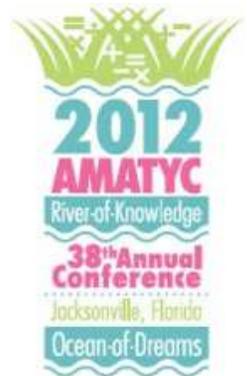
With the national emphasis on mathematics and science education and with the recent work of the Developmental Math Task Force, it is no surprise that Mathematics should be selected for a CIP. I feel certain that NCMATYC members will play a vital role in this project and that our organization will be central in providing professional development and dissemination of information as we move through this two year process. I think it is exciting that we are being offered this opportunity to enrich and possibly update our curriculum, to provide improved vertical alignments with K12 and community college math competencies and university transfer competencies, and to make the link between math learning outcomes and careers more explicit. Although such an undertaking is surely daunting, I hope the promise of what we may accomplish will inspire all of us to want to be involved.

Greetings from your AMATYC Southeast Vice-President by Annette Cook

I am honored to serve as the Southeast Vice-President for AMATYC. As I begin my two-year term, I look forward to visiting affiliate conferences and meeting more of you. It was great seeing so many members at our annual conference in Austin. I hope that everyone was able to network with their friends, attend some great sessions (including the breakfast keynote speaker Terri Manning), and spend some time visiting the Live Music Capital of the World. If you weren't able to attend, you can go to

<http://www.amatyc.org/Events/conferences/2011Austin/proceedings.html> and find videos of keynote presentations, as well as some of the sessions. Handouts and slideshow presentations from some of the workshops and sessions are also available.

I hope the southeast has a strong presence at our 2012 conference in Jacksonville. The AMATYC Board and conference planning personnel are trying to come up with different ideas to make your experience memorable. Instead of having a regional meeting during the early hours of Friday morning, it will be held during the lunch hour with a box lunch provided. Also, there will be an Ignite event on Friday evening sponsored by the Innovative Teaching and Learning Committee.

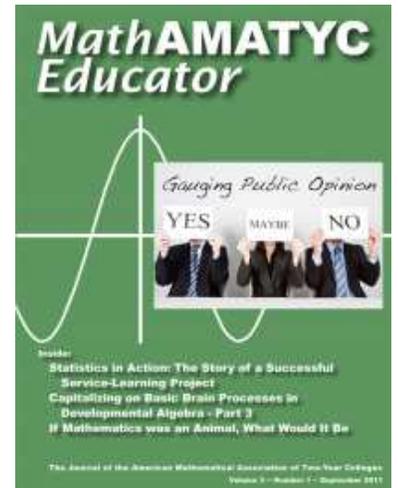


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If you don't know what an ignite event is, go to <http://igniteshow.com/> and watch a few examples.

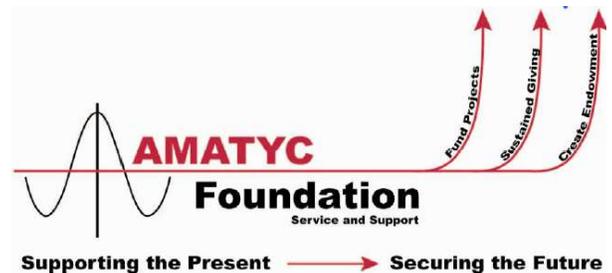
AMATYC isn't just the annual conference! Have you participated in any of AMATYC's webinars this past year? They have been very popular and more are scheduled for this year. These webinars are hosted by the AMATYC committees and coordinated by Maria Andersen, AMATYC's Professional Development Coordinator. She asks that as you attend conferences and events to recommend outstanding topics and speakers that can be brought to all AMATYC members through the webinar series. If you have any suggestions, let me know and I will see that she gets the information. AMATYC members get first notification of upcoming webinars, but as the date approaches registration does open up to non-members. By the way, the previous webinars have been recorded and archived at <http://www.amatyc.org/publications/webinars/index.html>. I am sure that there is something there that just might pique your interest!

AMATYC's refereed journal, *MathAMATYC Educator*, is always looking for items for publication. This journal provides an avenue of communication for all mathematics educators concerned with the views, ideas, and experiences pertinent to two-year college teachers and students. Author and publication guidelines can be found at <http://www.amatyc.org/publications/mathamatyceducator/index.html/>. The Problem Section (Take the Challenge) has returned and there is a need for additional problems for this feature. They should be interesting, challenging, and related to the material that is taught in the two-year college. For further information, contact Joe Browne at brownej@sunyocc.edu.



The AMATYC Foundation supports the mission and goals of AMATYC. Currently there is a campaign to create an endowment fund whose growth and interest will provide ready support for current and future initiatives. Current projects include support of AMATYC Project ACCESS (more about this later), continuing mini-grants and current initiatives such as the New Life Developmental Mathematics project, engaging members in the research in two-year college mathematics, and other professional development activities.

If you are interested in becoming an at-large member of the Foundation board, more information can be found in the latest issue of *AMATYC News* and at www.amatyc.org. We are looking for AMATYC members who have specific experiences related to foundation work and who have expertise in fundraising and investments. It is very rewarding to serve on this committee when you see the results of projects that have been funded.



It is time to encourage your new two-year college faculty members (or you may yourself be one!) to apply for AMATYC Project ACCESS. So, just what is this? It is 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. More information can be found at <http://www.access.amatyc.org/>. The application for the next cohort should be available online by March 1st with the deadline for applications set for May 1, 2012. I am a graduate of Project ACCESS (go Cohort 5!) and strongly encourage anybody interested to pursue this incredible opportunity.

As always, my job is to represent you in AMATYC. If you have any questions or concerns, please contact me at acook@sheltonstate.edu.

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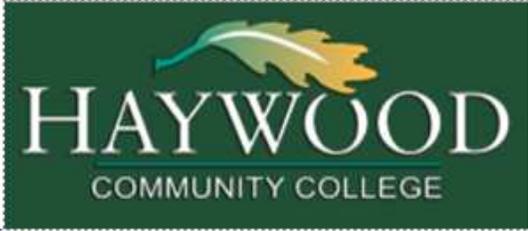
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**Articles for publication and comments should be submitted electronically to Daniela Zemanek at dzemanek@email.pittcc.edu.
The deadline for the fall edition is November 20, 2012.**

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