



NCMATYC NEWS

Fall 2013

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The President's Message

by Ann S. DeBoever, Catawba Valley CC



Welcome to our world of continuous change!

The math community in North Carolina has seen our share of changes in the past two years.

Every one of these changes was made with the success of our students in mind. From restructuring Developmental Math courses to deleting math courses from the Combined Course Library (CCL) to adding new courses to the CCL, a lot of excellent work has been done to create courses that will better serve our students. I offer a huge "Thank You" to those around the state who have worked on these committees making decisions and creating curriculum for these courses.

I am very excited about our upcoming conference at Richmond Community College (RCC) in Hamlet, NC on March 6-7, 2014. You will find more information regarding this conference in this newsletter. I know that budgets are very tight across the state. So try to make plans now to attend this valuable professional development opportunity. Don't forget to apply for the NCMATYC Travel Award! This award will provide money for you to attend this important conference. Please consider nominating someone you know for the NCMATYC Excellence in Teaching Award. Our state is full of teachers who go beyond the call of duty for their students. We want to recognize the best of our best with this award. The winner of this award will then be a nominee for the AMATYC Excellence in Teaching Award.

Elections for a new NCMATYC Executive Board will be held in January and February. Contact Nancy Rivers (njrivers@waketech.edu) if you would like to put your name on the ballot for a position on this board. The experience of serving NCMATYC is invaluable. Consider being a part of the leadership of a strong AMATYC affiliate.

Thank you to everyone for the amazing support during my term as President of NCMATYC. This is a strong organization because the math instructors of North Carolina understand the value of working together for the good of our students.

I am looking forward to seeing everyone at RCC in March!



Update on the Math Curriculum Improvement Project

By Suzanne Williams, Project Director Central Piedmont Community College

Many of you have helped us create, recreate and tweak until we had a final package to submit with our revision and new math course. I am happy to report that the Curriculum Review Committee (CRC) accepted all of our recommendations! The revisions proposed by the Math CIP will be in effect for Fall Semester, 2014. Colleges will have until Fall Semester, 2015 to fully implement all changes.

I cannot begin to say how appreciative I am of the time and thoughtful consideration that has gone into this effort. Whether as a Liaison, a member of the Steering Committee, or a faculty member who reviewed the proposal in its various iterations, you have made a valuable contribution to the new math curriculum. I can tell you that administrators and faculty in other areas have been amazed at the progress made in such a short time and at the remarkable amount of collaboration displayed thus far. When asked how this was achieved, I simply reply “Because Math Faculty Rock!!”

This has been quite a ride, but we believe the new and revised courses will impact our students in a positive way. Of course, new courses and the accompanying preparation will impact us as teachers as well. As we have worked on this project we have tried to stay “real” about how each of us will experience the effects of the new curriculum. In order to answer some of those questions as well as to support the pedagogical shifts we are hoping for, we have planned our Professional Development Conference, M³, Making Math Meaningful, for April 10-11 at the Village Inn Event Center in Clemmons. The sessions will begin at 9:30 AM on Thursday, the 10th and end at Noon on Friday, the 11th. Eric Gaze, Vice President of the National Numeracy Network, will provide a 3 hour workshop on Teaching Quantitative Literacy. We will offer it three different times, so everyone can attend. We will also have concurrent sessions on various elements of QL pedagogy, lessons learned in our pilots, teaching the new MAT 110, using labs in MAT 171 and MAT 172, living with multiple measures...and the list goes on. A keynote speaker will be Jeffrey Bennett, author of Math for Life. The team piloting MAT 143 this Fall has found that the ideas in this book are helpful as we try to craft a QL course. In addition to this event, we will have multiple sessions at the NCMATYC Conference in March.

Part of the Math CIP has also been to address the statement in the Multiple Measures Policy that allows a college to require additional support for a student with a GPA between 2.6 and 3.0. In response to this, we will be submitting a new course, MAT 001 Math Skills Support, to the CRC for approval. Following is the course description:

This course uses a variety of instructional strategies to provide opportunities for students to build a stronger foundation for success in their co-requisite math course. Emphasis is placed on pre-requisite skills as well as on the co-requisite course concepts, skills, vocabulary and definitions necessary to master student learning outcomes. Upon completion, the student should be able to apply mathematical concepts and critical thinking skills to solve problems relevant to the student's co-requisite math course.

We are hoping it will be approved and become effective Fall Semester, 2014.

There is one more course we will submit this winter. It is MAT 243, Concepts of Mathematics. The course will be the 2nd math for students planning to pursue a degree in Elementary Education. Currently students transferring to Western Carolina, Elizabeth City State, UNC-Wilmington, and East Carolina take MAT 141 and MAT 142. MAT 141 is not part of the “Universal 30”, and we believe we have found a way to assist those who previously took that sequence. The learning objectives from these two courses are now found in MAT 143-243.

Liaisons have met with math and education faculty at the 4 year institutions involved, and they have been generally supportive. Following is the description for MAT 243:

This course provides a problem-solving and inquiry based approach to develop a deeper understanding and appreciation of mathematics aligned with elementary and middle grades curriculum. Topics include sets and logic, number bases, elementary number theory, measurement systems and introductory geometry. Upon completion students should be able to articulate orally and in writing the connections between arithmetic, algebra and geometry.

As you can see, although much of our work has been accomplished, we are still busy. In fact, we are hoping to get funding for a Professional Development Plan for math faculty. We are focusing our efforts to design a plan that creates learning opportunities for faculty while recognizing the expertise that already exists. We hope to establish regional networks to promote us collaborative professional activities (e.g., analyzing student work, observing each other, etc.) in order to improve our teaching. More on that front as it develops.

I hope to see everyone at the NCMATYC Conference at Richmond Community College. We will have a full track of presentations on the Math CIP outcomes as well as a general Q/A session.

Are We Willing To Share?

By Glynis Mullins, President-Elect Pitt Community College

I am inviting ALL that can and will to please share the great things that you are doing at your own colleges at this upcoming NCMATYC Conference 2014. When I reflect on what I have learned over the years, NCMATYC plays a big part in how I teach and engage my students on a daily basis. NCMATYC is the place for learning, sharing and meeting new people. NCMATYC is the place to where new and old ideas can come ALIVE! NCMATYC is where the vision of student success is made very clear. With the changes in our state of North Carolina, it is imperative that we share our ideas on Developmental Math Redesign, CIP, Multiple Measures, Technology and so much more. As your President-Elect, I am eager to fill every time slot with your wonderful presentations, during our two wonderful days in Hamlet, NC. Hope to hear from you soon! Thank you for all that you do for this organization and especially OUR students!

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 Jim Zimmer at izimmer@forsythtech.edu. The deadline for the spring issue is March 26, 2014.

Quality Matters 5th Annual Conference

by Valerie Melvin, Secretary Cape Fear Community College

The 5th annual Quality Matters conference was held October 1st thru the 4th at Sheraton Music City Hotel in Nashville, Tennessee. As per the Quality Matters website, “QM is a nationally recognized, faculty-centered, peer review process designed to certify the quality of online course design and online components.” QM maintains a rubric containing 95 best practice ideas used in the review process with continual course improvement in mind. The review rubric is available to institutional members of QM; and, CFCC maintains an institutional membership. Therefore, you may create an account at <https://www.qualitymatters.org/> using your CFCC e-mail address and obtain access to the rubric as well as many other research resources.

The keynote panel included Dr. Bruce Chaloux, Executive Director and Chief Executive Officer, Sloan Consortium; Dr. Gerry Hanley, Executive Director, California State University’s Multimedia Educational Recourse for Learning and Online Teaching (MERLOT); Dr. Kenneth Hartman, Senior Fellow, Eduventures; Dr. Belle Wheelan, President of the Southern Association of Colleges and Schools Commission on Colleges. They opened the conference speaking about the past, present and future of content, design and delivery of distance education. The consensus was that MOOC courses (massive open online courses) will change the future of education through availability and affordability. There is also talk at the governmental level of “why four years”. A sluggish economy and the influx of outside resources such as the Gates Foundation may be motivating a reduction of the required hours for a bachelor’s degree.

Many of the sessions focused on the implementation of the Quality Matters standards in blended and online courses as well as training of faculty. The conference attendees were mainly course developers and administrators with little faculty representation. However, I did find it most informative and believe faculty are greatly served by attending such a conference.

A session I found most interesting was “Online Language Teaching and Learning: Does Class Size Make a Difference?” Educators from Valdosta State University and the University of South Florida explored the differences between large scale online language courses (125 students) and small scale (25) courses. The characteristics studied were students’ satisfaction, quality and quantity of student to student and student to instructor interaction as well as use of instructor’s expertise. Their research concluded that large online language courses reduce student satisfaction, student interaction, success and retention. Most online faculty would agree, regardless of the subject, increasing an online course cap beyond 22 detrimentally effects the student’s ability to succeed; and, requires faculty to compromise their pedagogical philosophies.

Overall, the Quality Matters conference was well worth attending. The registration fee includes breakfast three days and lunch two days. Shuttle services to the Nashville downtown area were also provided each evening between 6 and 11 pm. During the closing session attendees broke into groups; and, with the assistance of professional song writers wrote educational songs. The title of my group’s song was “I’ve Got The Academic Freedom Blues”.

Online education is increasing at over 9% nationwide annually. As course offerings continue to increase accessibility and value are forefront. Accreditation agencies are focusing on ADA compliance and quality of online and blended courses. It is to the advantage of the institution and instructor to have representation at such national conferences. To access the Power Point presentations from the conference visit <https://www.qualitymatters.org/presentations>.

NCMATYC Annual Spring Conference

By Kevin Parsons Richmond Community College

Richmond Community College would like to welcome all NCMATYC members to our campus March 6-7 for our annual conference. Our RCC (I know there are others) is located in Hamlet, NC and we proudly serve both Richmond and Scotland Counties in the south-central portion of North Carolina. If you are a railroad history buff you probably know all about Hamlet. It was the "Hub of the Seaboard" for years and still has a major railroad yard for CSX Transportation. If you are a NASCAR fan you know about Hamlet because of the North Carolina Motor Speedway (now Rockingham Speedway) which hosted two big races a year until 2004. Finally, we are located only thirty minutes from Pinehurst, site of the 2014 US Open and US Women's Open golf tournaments.

RCC was established in April 1964 as Richmond Technical Institute so you will be here just before our 50th anniversary. We are not one of the state's largest community colleges (enrollment this semester is about 2,500) but we have grown mightily in the last few years and are very proud of that growth. We offer over thirty degrees, including the state's only Electric Utility Substation and Relay Technology degree, which we started a couple of years ago. We think you will find our campus welcoming because our grounds crew strives to make the campus as beautiful as possible. We are excited to have you visit us.

With all of the changes in our math classes that have just happened (DMA's) or are happening very soon (new classes, deletions of some classes) this conference will give us a chance to discuss these changes. I think this is an important year for our conference and I hope to see all of you here in March. Thanks for the opportunity to host.

NCMATYC Membership

By Valerie Melvin, Secretary Cape Fear Community College

The NCMATYC's by-laws state that a member is in good standing as long as their dues are no more than 4 months in arrears; therefore, based on this definition the association's current membership is 268. I am urging you to renew if you have let your membership lapse, or encourage your colleagues who are not yet members to join. NCMATYC is the state's single most effective mechanism for information dissemination directly related to your job. Mathematics education statewide continues to transform as we settle into the implementation of the developmental redesign and move towards the goals of the curriculum improvement project. NCMATYC provides the greatest avenue to keep informed of the changes and the delivery methods that are working best for your colleagues.

Elections for the 2014 – 2016 NCMATYC Executive Board

Nancy Rivers, Past-President Wake Technical Community College

Help wanted: Seeking people passionate about mathematics education in North Carolina. Willing to do something rewarding that can impact not only other faculty in our state but all of our students as well. Fresh ideas are especially sought. No experience necessary. Wanting to make a difference is an absolute must. If this sounds like you, please run for office on the NCMATYC Board. If this sounds like a coworker or friend, please, convince them to run for office on our board. NCMATYC needs you!

Just four years ago I was excited about joining the NCMATYC Executive Board. As you might recall, it didn't play out exactly as I anticipated. At our first board meeting the incoming President resigned moving me into that office. The term of President flew by. It was an amazing experience that I wouldn't trade for anything. I learned so much from my fellow board members and together we reinvigorated NCMATYC – increasing its membership and growing our conferences. My term as Past-President is nearing its end. During the past 1.5 years NCMATYC and its conferences have continued to grow. I can't begin to tell you how wonderful it feels to be a part of this growing, vibrant, sharing community we know as NCMATYC. But, it is time for me to move off the board and help fill the offices with those who will do greater things than we have accomplished. Please, run for office. You won't regret it!

We are getting close to election time! Your nominating committee is hard at work compiling a slate to put forward. Our goal is to have two individuals running for every office. We are currently planning for voting to occur between January 20 and February 7. The possibility of electronic voting is being investigated. We would love to hear from anyone with experience in this area or who is knowledgeable of a free software program that we can use to conduct a secure election. Survey Monkey is already being considered, IF we can get the necessary level of election security.

The offices we need to fill are: President-Elect, Treasurer, Secretary, Eastern Region Vice President, Central Region Vice President and Western Region Vice President. NOTE: your current secretary, treasurer and central region vice president have reached their term limits and cannot run for their current office in 2014.

To throw your hat into the ring, to suggest someone else as a possible candidate or to help us move to electronic voting, please, contact any of us on the nominating committee:

Nancy Rivers, Past-President and Committee Chair, njrivers@waketech.edu

Chuckie Hairston, Eastern Region Representative, mhairston942@halifaxcc.edu

Chris Mansfield, Central Region Representative, mansfieldc@durhamtech.edu

Jonathan Loss, Western Region Representative, jloss@cvcc.edu

Helping Others

By Ann DeBoever, President Catawba Valley Community College

At last year's NCMATYC Conference, attendees brought non-perishable food items to share with needy families in the Haywood CC area. The project was a success and several families received assistance.

We are going to continue this project again this year, with a little twist. Mathematicians are always up for a competition—so a competition we will have. We will have drop off points at the conference for members from the Eastern Region, Central Region and Western Region. **Let's see which region can collect the most items to be given to the community surrounding Richmond CC!**

This year we will bring items listed below:

Soap	Shampoo/Conditioner
Toothpaste	Hand/Body Lotion
Toothbrushes	Deodorant
Detergent	Paper Towels
Dish Detergent	Toilet Paper
Kleenex	Chapstick

Who's up for the challenge???

AMATYC Reflections

By Luke Walsh Catawba Valley Community College

One talk I went to at AMATYC 2013 was "Incorporating the Standards for Mathematical Practice with Rich Tasks by Linda Gojak, President of NCTM". She gave a great talk about the history of NCTM's involvement with the common standards and provided examples of the standards in use. I am very interested in exploring how community colleges are implementing the Common Core Standards of Mathematics (CCSM). The CCSM is not just for public schools or any certain level of mathematics. The CCSM "describes varieties of expertise that mathematics educators at all levels should seek to develop in their students". I strongly recommend visiting <http://www.corestandards.org/Math/Practice> and taking time to digest the eight standards of mathematical practice.

Let us look at CCSM.MP6 "Attend to precision." The first two sentences state, "Mathematically proficient students try to communicate precisely to others. They try to use clear definitions in discussion with others and in their own reasoning." So, let's suppose that we are in DMA 040 and $3(2x+5)$ is written on the board. How would you respond to a student that says, "Well, to simplify, I would multiply the three to the two x and to the five." Keeping in mind of MP6, is this precise language? Is it too nitpicky to have students say, "Well, to simplify the *algebraic expression* I would *distribute the factor* three to the *coefficient of the term* $2x$ and to the *constant* five."? I would say that it is being nitpicky but that is what precision demands. Striving for this level of communication will help students understand future topics like what *factoring* polynomials actually means and what a *constant* function actually means. Finally, note that the precision should not only exist in DMA 040, but be present in every course from DMA 010 to Calculus and beyond.

One difficulty that arises in teaching mathematics is getting a large amount of people involved to be on board with a common standard. Too often math educators have *their way* and ignore the collective way. A "my way" approach works fine if we have the same students over and over again as the students' progress through their course sequence. Yet, this scenario is not feasible at a community college. Plus, we would not be satisfied with if one student was to use precise language, so we should not be satisfied if only a group, such as full time instructors, or a person demands precise language. There are many other people, such as tutors and part time instructors, that come in contact with students now more than ever because the way DMAs are set up. At my school, a student could have four different instructors and four different tutors in just one semester! This diversity can create a lot of confusion for a student if each person involved with teaching mathematics has *different* standards, instead of reaching for *common* standards.

I don't think that the CCSM suggests that we all teach math the same, rather I think it asks us to be aware of the math we are teaching and how others could be teaching the same/differently. Staying fresh with the CCSM can make many small improvements in our teaching that sum up to a big impact on our students. For example, suppose you are teaching DMA 040 and you are given the equation $3x-5=6$. Will you show students a horizontal approach $3x-5+5=6+5$ or will show students a vertical approach, where the positive 5 is placed underneath both sides of the equation? The reason I bring this example up is for us to think about a possible student who has a teacher that shows the horizontal and a tutor that shows the vertical. But then the student repeats the course to have a different teacher show the vertical and a different tutor show the horizontal? This inconsistency only adds another challenge for the student; "Which method should I use? Why is math so confusing?"

There are plenty of similar examples throughout the DMA and college transfer sequence, and I would suggest that a successful student is able to handle inconstancy because usually they are independent learners. Successful students can ignore multiple approaches and stick with their successful approach. I am sure that you have told a successful student that they must do the math your way and they say, "Why? Why can't I just do it this way?" But then you tell a struggling student that they must do the math your way and they end up mixing a whole bunch of ways together. Overall, instructors and tutors can bring a lot of confusion to students, not because they are teaching the material poorly, but because they are not focusing on common standards.

Each day, across the great 58 community colleges in North Carolina, classrooms are filled with amazing mathematics instructors. But take a moment to think about how different the material can be presented, even though the lessons are the same. This diversity has been addressed by the CIP. The CIP has created student learning outcomes (SLOs) for all courses. I believe that this is a great step towards consistency within the state and that the CCSM provide a proper stepping stone for individual schools to discuss how their classes will be consistent with these SLOs. I invite you to share how your school uses the CCSM and how your school strives for common teaching among a large a population of educators and tutors.

To share your thoughts, please visit the web site *North Carolina Social Organization of Mathematics Educators* (NCSOME) <https://plus.google.com/u/0/communities/111802131996775787389>

Meet Our Newsletter Editor

By Ann DeBoever, President

Catawba Valley Community College

I am pleased to announce that Jim Zimmer of Forsyth Tech has agreed to take on the duty of being our NCMATYC Newsletter Editor. He has been a math instructor at Forsyth Tech for 5 years and joined NCMATYC in the spring of 2009. His teaching background is varied—from elementary school, private and public high school to a four-year college. Jim even taught English as a second language in Japan for three years. Outside of the classroom, he is a camera enthusiast emphasizing outdoor scenery and close up of nature.

The **deadline** for submitting articles for our spring newsletter is **March 26, 2014**. Please send you articles to Jim at jjzimmer@forsythtech.edu in a Word document attached to your e-mail. Tell us about the wonderful sessions you attended at the NCMATYC Conference, new faculty members at your school, and anything that your school would like to share with our sister schools.

A Poem

By Luke Walsh Catawba Valley Community College

"Young man, in mathematics, you don't understand things.
You just get used to them." -- John von Neuman

I am an instructor of mathematics.
I might not be a professor,
but with my might I profess, no more nor lesser
not like a passive polygon plastered across my back
a bumper sticker, allowing us to avoid eye contact
and not like a pierced cardioid tattooed "i less than three
math" out of sight, hidden underneath my sleeve
2MUCHTIME time on my hands, too much has been achieved
A. Morgan, B. Russell, C. Gauss, D. Hilbert, E. Bell, F. Viète,
G.H. Hardy, I could go on naming them all day,
so mathematics boldly billboards across my chest
ignores sinusoidal fashion trends to project and express
a passion from my heart, a complex domain
a union of two parts, real and imagination, stain
countable Cartesian planes thirsty for a change
in position with respect to time, differentiate.
Sorry, off on a tangent, don't want to complicate
or what's that word, "remove one tenth", decimate
a normal distribution, a significant sample of population
a standard deviation compressed by public comprehension
formulating sharp spikes out of any given Gaussian curve
to carve scars of G.P.A. and grade by grade serves

an affirmation of confirmation bias by such simple words
because everything you look for and all that you perceive,
has a way of proving whatever you believe.

"I've never been good at math", "Letters are not math."
"When I was in school, we didn't do that type of math",
"In all of my classes I have A's, except for math."
"I've been here for two years, trying to avoid math."
These rational expressions have a greatest common factor
that reduces down to an irrational thought of thereafter
"Math is hard." Now, repeat with me class, "Math is hard."
"Yes, math is hard." now square that class, "Yes, math is hard!
Yes, math is hard! Thank God Almighty math is hard."
Finding the expected value of math in any human's life
the cost will always outweigh, giving a negative fair price.
I mean, how is negative "a" squared is not the opposite of "a" squared
A false hypothesis for any conditional will be true. Who cares?

I care, but please listen, not because I'm a mathematician
I do not stand here on a soap box, a rectangular prism
My roots are at zero, neutral, with a compassionate grin,
a parabola whose vertex is my chin, an understanding that begins
by knowing that math, a proper subset of life, battles within
dancing to a divergent harmonic series, never to end.
Yes, math is hard. And so is life. "You just get used to them". That's the truth
no sugar coating, just 99.9 repeating percent absolute proof
But really, a victorious excuse "Math is hard!" Where's the logic?
Oh, here it is, $2B \vee \sim(2B)$, inclusive, exclusive how will you choose it?

Wake Tech Welcomes New Instructors 2013

By Sharon Welker Wake Technical Community College

We have 4 new mathematics instructors at Wake Tech this year. Holly Markovich joined us full-time in January, and Morgan Lennon, Julia Smith, and Malorie Winters started in August. Morgan and Malorie are statisticians with degrees from NC State. Their students and our Course Teams benefit from their depth of knowledge and great ideas for teaching and learning. Julia, also an NC State graduate, was with Wake County Public School System, admired for teaching with technology and having an engaging classroom. Holly, with a master's from Campbell University, came to us from Johnston County Schools where she was a leader for professional development with a focus on student collaboration and active learning. Holly & Julia jumped right in to our busy department life and have already been awarded a grant to bring a SMARTBoard to one of our math classrooms. I am sure NCMATYC will get to know these 4 instructors as NCMATYC collaborates on CIP implementation and conference meetings.

Campus Reps Wanted

By Lisa Meads, Eastern Region Vice-President College of the Albemarle

NCMATYC is updating its list of campus reps and will be posting them soon on the NCMATYC Website. NCMATYC Campus reps are responsible for disseminating information from NCMATYC to mathematics faculty on their campus and for providing feedback from their mathematics faculty to the NCMATYC Board. If you or someone on your campus is interest in serving as a NCMATYC campus rep for your college, please email Eastern Vice President, Lisa Meads at lisa_meads@albemarle.edu. Campus reps are the voice of NCMATYC on their campus.

AMATYC is also setting up a system of campus reps which disseminate information for AMATYC to mathematics faculty on their campus. You do not have to be a member of AMATYC to serve as the AMATYC campus rep. If you or someone on your campus is interest in serving as a AMATYC campus rep for your college, please email Eastern Vice President, Lisa Meads at lisa_meads@albemarle.edu.

AMATYC, Enriching and Affirming

By Sharon Welker Wake Technical Community College

Well, once again I traveled the country to find ‘there’s no place like home.’ Bragging rights for great ideas and presentations reside with North Carolina. Our NCMATYC colleagues had some of the best, most engaging sessions. I enjoyed sharing about our Math-CIP’s work with the Technical Math-Pathway. It was great to hear about the DMA Redesign work and how Wake Tech faculty took the lead for creating lab manuals and designing the “self-acceleration” modules for students. Rapper Math was a pretty neat highlight of the Ignite! Session. Here is an interesting “make it real” decision-making connection exercise:

- Brainstorm “math direction” words
...solve, compare, recognize, find, verify, sort, assume, apply, classify, distinguish, explain...
- Mark out the words that have nothing to do with problem-solving or decision-making in life.
-
- If students mark any out – provide an example that uses the term or thinking skill for making a life decision.

The point that I took away from the session about mathematical thinking was that we can help students see that all of our mathematical logic and critical-thinking skills will help with making decisions. Ask students: how do you *prioritize* which movie to see, what *assumptions* are made when purchasing insurance, how do you *organize* information for registering for a class, etc. This is just one more quick exercise that could help some students understand a little better the power of mathematical reasoning.

Teaching Excellence Award

Jeannie Hollar, Western Region VP Caldwell Community College and Technical Institute

The North Carolina Community College System is very fortunate to have a large number of outstanding mathematics educators across the state and it is once again time to recognize our outstanding educators. The NCMATYC Board is pleased to announce the Teaching Excellence Award to be awarded at the 2014 conference. Nominees must be NCMATYC members whose primary assigned duties are delivery instruction in an associate degree-granting program. Teaching excellence is the main focus of the award. Nominees must have a minimum of 5 years of full-time teaching experience. Here are the criteria for selection:

- Instructional Effectiveness and Support of Students innovative teaching strategies, alternative assessment methods, curriculum development, creating a learning environment for all students, accessible to students in and out of the classroom, etc.
- Professional Involvement and Professional Development/Renewal Activities active participation in professional organizations, speeches, articles, conferences, etc.
- Interaction with Colleagues sharing and discussing ideas with other colleagues.
- Service to Departments/Division/College active contributor to college community such as serving on committees, advising a math club, participating in recruitment efforts, etc.

Nominations are invited from NCMATYC individual members or a non-member, such as a supervisor. A completed nomination packet addresses the above criteria and consists of the following items:

- (1) A resume or vita of the nominee (not to exceed 3 pages)
- (2) Three letters in support of the nomination, one of which is a letter of nomination. The three letters should be from a student, a colleague, and a supervisor. (Letters are not to exceed 1 page.)

If an effort to compare all candidates on the same basis, any additional materials submitted will not be considered. Incomplete nominations will not be considered. Nominations must be received by January 24, 2014. The recipient will be chosen by a subcommittee of the NCMATYC Board. Materials may be mailed or emailed.

We all know excellent instructors whose special classroom and pedagogical skills deserve to be recognized. This is your opportunity to identify those who best exemplify and epitomize fine teaching methods and strategies in NCMATYC. Don't expect someone else to nominate a candidate. Perhaps you are thinking of deserving faculty right at this moment, and it is imperative to act now. Nominate your colleague today!

Don't wait! I expect numerous nominations because we have plenty of excellent deserving instructors!

Submit nomination materials to: Jeannie Hollar
Mathematics Department
Caldwell Community College
and Technical Institute
2855 Hickory Blvd.
Hudson, NC 28638
jhollar@cccti.edu

Shelton State wins 2013 NCMATYC Math Competition

By Chris Mansfield, Central Region Vice-President Durham Technical Community College

Winning school Shelton State (AL) Community College was one of three new schools to attend the fourth annual NCMATYC Math Competition, which was held on Saturday, November 16th at Wake Tech Community College. This year's event was the largest in its four-year history, with nine schools registering a total of 72 students. In addition to Shelton State, Mitchell CC and University of North Georgia-Oconee were inaugural attendees, with Shelton State and UNG-Oconee being the first schools from outside North Carolina to participate in the competition. Last year's champions Wake Tech finished in second place and Gaston College posted its first-ever top-three finish by finishing third.

The competition comprises two events. The first of these is a 40-question, 90-minute calculus test that each student takes individually. Each of the top four scorers wins a plaque and a check, with the checks ranging from \$200 for the winner to \$50 for fourth place. Shelton State's Yoonhye Jang finished first by a wide margin, getting 30 of the 40 questions correct. Wake Tech students Omar Saffouri, Diwash Thapa, and John Anderson claimed second, third, and fourth place respectively, with Alan Mullinix of Shelton State missing out on fourth place by virtue of a tiebreaker. The second event is a team competition in which students are grouped into teams of three or four and collaborate to solve problems in a range of pre-calculus subjects as quickly as possible to earn as many points as possible over ten rounds. This portion of the competition generates the most drama as students can track how their team score stacks up against those of their peers after each round. Shelton State completed a morning/afternoon sweep by finishing in first place. Gaston College took second followed by Wake Tech's Main Campus team in third. Members of the top three teams received Olympic-style medals and gift certificates from Best Buy.

I want to thank the multitude of Wake Tech math instructors and other employees whose help made this competition possible, with special thanks to site coordinator Beth Tsai, whose positive spirit and organizational skills were of immeasurable value. Thanks also to team sponsors Alison Schubert and Tom Aydlett of Wake Tech, James Walters of Cape Fear CC, Lica Marhao and Jeanne McGinnis of Catawba Valley, Dale Boger of Forsyth Tech, Tessa Townsend and Barbara Salamon of Mitchell CC, Sholeh Shariat of Gaston College, and Margaret Memory of Durham Tech for putting together teams and spending a Saturday in the service of their students. Special thanks go to Dave Slutzky of UNG-Oconee and Sam Evers and Michael Green of Shelton State, who braved long drives both Friday and Saturday to get their students to the competition.

If you know any of the folks listed above, please ask them about their experiences with an eye toward putting together a team at your school. Win or lose, everyone has a great time and many students walk away from the event with more self-confidence in and a more positive attitude toward mathematics. Please feel free to contact me at mansfieldc@durhamtech.edu for information about next year's competition.

Articles for publication and comments should be submitted electronically to Jim Zimmer at jzimmer@forsythtech.edu.

The deadline for the spring issue is March 26, 2014.

**Application for NCMATYC Travel Assistance Award
to attend the
2014 AMATYC Conference/Nashville
Mathematics: Music to My Ears**

Form must be POSTMARKED by April 30, 2014.

NCMATYC will offer travel assistance of up to \$1000 for a North Carolina Community College instructor to attend the 40th Annual AMATYC Conference in Nashville, Tennessee, November 13-16, 2014. NOTE: AMATYC will provide additional funds to cover registration. AMATYC desires that their award goes to an individual who has not previously attended an AMATYC Conference. The NCMATYC travel assistance is intended to support and promote faculty involvement and leadership in NCMATYC. Criteria include NCMATYC membership of at least two years, previous attendance at an NCMATYC conference, and an appropriate letter of support from an NCMATYC member. Those who receive the award are expected to share ideas gained at AMATYC by leading a session at the spring NCMATYC conference and contributing an article to the NCMATYC newsletter.

[A] Print or type the following information.

Name: _____
School: _____
E-mail Address: _____
Preferred mailing address:

[B] Are you an AMATYC member? ___ Yes ___ No

[C] Number of AMATYC Conferences you have attended _____

[D] Identify NCMATYC Conferences that you have attended _____

[E] Please attach a letter of support from an NCMATYC member.

[F] Please write a brief statement (50 words or less) explaining ways you have supported NCMATYC.

Mail form to:

**Jeannie Hollar
Caldwell Community College
2855 Hickory Blvd
Hudson, NC 28638**

You may also scan the completed form and letter of support and email them to jhollar@cccti.edu. If you have not received acknowledgement of receipt within one week, please call 828-726-2355.

**Application for NCMATYC Travel Assistance Award
to attend the
2014 NCMATYC Conference**

Form must be POSTMARKED or EMAILED by January 15, 2014.

NCMATYC will offer travel assistance of up to \$250 for up to three North Carolina community college instructors to attend the Spring 2014 NCMATYC Conference. The travel assistance is intended to encourage membership and active participation in NCMATYC. People from underrepresented schools are encouraged to apply.

NOTE: Awardees are expected to contribute an article telling of their experience at the NCMATYC conference for the Fall 2014 newsletter.

[A] Print or type the following information.

Name: _____

School: _____

E-mail address: _____

Preferred mailing address:

[B] Member of NCMATYC? If No, please enclose membership application and dues.
_____ Yes _____ No

[C] Please attach a brief statement (50 words or less) explaining why you would like to attend NCMATYC.

Mail form to:

**Jeannie Hollar
Caldwell Community College
and Technical Institute
2855 Hickory Blvd.
Hudson, NC 28638**

**You may also scan the completed form and email it to jhollar@cccti.edu.
If you have not received acknowledgement of receipt within one week, please call (828) 726-2355.**



Received: _____

Expires: _____
<small>For Internal Use Only</small>

North Carolina Mathematics Association of Two-Year Colleges

Membership Application

(Please PRINT CLEARLY or TYPE)

A. Personal Information

- Name:
- Position:
- College name:
- Mailing Address:
- Phone – Including Area Code:
- E-mail Address:

B. Type of Membership

- 1 – Year for \$10.00
- 3 – Years for \$25.00

C. I would like information on how I can get involved in the following committees:

- Developmental Mathematics
- Accessibility
- Student Math League

D. Make funds payable to NCMATYC

Mail to: John Bakken
Wake Technical Community College
6600 Louisburg Road
Raleigh, NC 27616

2014 NCMATYC CONFERENCE PRESENTER'S FORM

NORTH CAROLINA MATHEMATICS ASSOCIATION OF TWO-YEAR COLLEGES

Hosted by
Richmond Community College, Hamlet, NC
March 6 - 7, 2014

If you are willing to present at the 2014 Conference, please complete the following form and return it no later than January 31st, 2014.

(Please type or print neatly)

Name: _____

Title: _____ School: _____

Office Phone Number: _____ Email Address: _____

Work Address: _____

Title of Presentation: _____

Description of Presentation: _____

Is there any **day/time** you **CANNOT** present? _____

TYPE OF SESSION:

- Quick Presentation (15 min)
- Regular Presentation (45 min)
- Workshop (90 min)
- Other: (Please specify) _____

CONTENT CATEGORIE(S):

- Developmental
- Liberal Arts Math
- Math Intensive
- Statistics
- General
- Other _____

We expect all sessions to be in smart classrooms. Therefore, you will have internet access for your presentation or you can bring a flash drive. We ask that you provide your own calculators. Let me know if there is any other equipment that you need for your presentation.

PLEASE INDICATE HERE IF YOU NEED TO BE IN A CLASSROOM WITH COMPUTERS FOR PARTICIPANTS.

_____ Computer Lab

Thank you for agreeing to enrich our conference with your experiences and expertise.

Send to: Glynis Mullins Pitt CC 1986 Pitt Tech Road Winterville, NC 28590
or email: gmullins@email.pittcc.edu
Phone: 252-493-7538
Fax: 252-321-4613



NCMATYC Attendees at the 40th Annual AMATYC Conference in Anaheim, CA

AMATYC has made many of the presentations from the 2013 Conference available online. Here is the link:

<http://www.amatyc.org/default.asp?page=2013ConfProceedings>.

Luke Walsh's IGNITE math poem (as seen on page 9) presentation can be seen at this link. Luke is an instructor at Catawba Valley Community College:

<http://youtu.be/i8lvdMMoeq4>

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

NCMATYC Annual Conference

Richmond Community College

Hamlet, NC

March 6-7, 2014

Lodging: Holiday Inn
800 US Highway 74 East
Rockingham, NC 28379
(910) 817-7288

SOCMATYC Conference

Greenville Technical College, Greenville, SC

March 29, 2014

M³, Making Math Meaningful

Village Inn Event Center, Clemmons, NC

April 10-11, 2014

AMATYC Annual Conference

Opryland Hotel, Nashville, TN

November 13-16, 2014

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Exciting News!



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By Michael Hanson Nash Community College

I want to start off by saying the AMATYC Conference was AWESOME! I am really glad that I attended. There were so many great sessions. However the sessions "More Than Just the Math" and "Classroom Engagement Techniques" presented some helpful strategies that I plan on using in my classroom and share with my colleagues.

PAST-PRESIDENT
Nancy Rivers
Wake Technical CC
6600 Louisburg Rd
Raleigh, NC 27616
njrivers@waketech.edu

Some exciting news happening at Nash Community College is our passing rates for our developmental math course modules 1-8. Students are enrolled in one module per quarter and so far about 70% of our students have passed a module every quarter. We recently finished Quarter 3. The letters below "P" passing, "R" repeaters, "W" withdrew, and "NS" no shows on the first day of each Quarter.

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jrbakken@waketech.edu

	DMA OVERALL BREAKDOWN FALL 2013				11/19/2013
	P	R	W	NS	
Q1	395	133	25	1	71%
Q2	412	124	22	3	73%
Q3	331	127	16	9	70%
	1138	384	63	13	
	72%	24%	4%		

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