

NEWS

Serving the professional needs of two-year college mathematics educators



Volume 21, Number 2
March 2006
ISSN 0889-3845

Project ACCESS: Seeking Applications for Third Cohort

The American Mathematical Association of Two-Year Colleges (AMATYC) and the Mathematical Association of America (MAA) will soon be seeking applications for the third cohort of Project ACCESS (Advancing Community College Careers: Education, Scholarship, and Service). Now in its third year, this project is a mentoring and professional development initiative for two-year college faculty funded by a three-year grant from the ExxonMobil Foundation. The deadline for applications is **June 30, 2006**.

Project ACCESS is a program for new faculty interested in advancing the teaching and learning of mathematics in two-year colleges. Its goal is to develop a cadre of new two-year college mathematics faculty who are effective members of their profession. The four objectives of the project are for the selected faculty to: gain knowledge of the culture and mission of the two-year college and its students, acquire familiarity with the scholarship of teaching, commit to continued growth in mathematics, and participate in professional communities.

The program has selected two cohorts, totaling 60 Fellows. In November, at the AMATYC 2005 Annual Conference in San Diego, both groups of Fellows convened to participate in workshops designed specifically for each cohort. The 2004 Fellows concluded their formal ACCESS activities at the conference, while the 2005 Fellows will continue their activities until the 2006 AMATYC Annual Conference. The 2005 Fellows in the picture are at an ACCESS workshop in San Diego.

Applicants for the third cohort must be two-year college mathematics faculty in their first or second year of a full-time, renewable position. This means that Fellows selected for the third cohort may be new to community college teaching or beginning their second or third year in fall 2006. Fellows will be selected on the basis of breadth of interests, motivation for participation, plans for implementing project goals, and evidence of institutional support.

Fellows will attend two consecutive AMATYC Conferences where they will participate in pre-conference workshops as well as regular conference activities. In the intervening year, Fellows will attend an MAA Section NExT meeting near their home institution where they will participate in both regular and specially designed activities. For the duration of the program, an electronic network will link Project ACCESS Fellows with each other and with a group of distinguished mathematics educators. The development, implementation, and evaluation of a collaborative project will play a key role in each Fellow's professional development experience.

Visit the AMATYC website to check when applications will be available. **Application deadline is June 30, 2006.** More information about Project ACCESS may be found at www.amatyc.org/ProjectACCESS or www.maa.org/ProjectACCESS. The AMATYC Project Directors are Sadie Bragg, Borough of Manhattan CC and Alice Kaseberg, Lane CC (retired).



2005 Project ACCESS Fellows

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Kathy Mowers

Owensboro Community & Technical College Owensboro, KY

In the late 80s, on the first day of class one of my colleagues would tell his students to look to the left and then look to the right. By midterm, one of you will have withdrawn, and by the end of the semester, another one will have failed, he would say. Today such a statement would probably result in a visit to the dean's office for the faculty member. However, during your next department or division meeting, I'll ask you to look to your left and right. According to the National Study of Postsecondary Faculty (2003-2004), in the next 10-15 years about 56% of full-time faculty in Science, Technology, Engineering, and Mathematics (STEM) fields plan to retire. How do we increase the number of graduates in STEM fields? How do we attract and retain STEM faculty to replace those retiring? And what qualities should they possess, in addition to a strong background in mathematics? In this message, I'd like to focus on this last question.

At the recent American Association of Community College *Teaching by Choice Summit*, one of the discussions focused on the characteristics that define an exemplary STEM faculty member. The following list is the result of one small group's discussion focused on mathematics faculty along with my comments.

Exemplary STEM faculty members:

- **Are student-centered teachers who have true concern for their students and can connect with diverse students.** Recent news stories have described differences in the ways that females and males learn and a gap in college admissions resulting in fewer males than females. Instructors must have strategies to address the learning needs of students of both sexes, of students of color, and of students with disabilities.
- **Focus on learning.** Learning is more than accumulating facts. Learning includes understanding how all the facts relate to each other, discovering patterns, and using patterns to explain other concepts. Teaching is more than covering the required content.
- **Know where and how the subject is used in the real world and in other disciplines.** Understanding where and how mathematics is used often requires the instructor to visit local businesses, to communicate with professors in other disciplines, and to participate in institutes, such as the AMATYC Summer Institutes.
- **Are technologically proficient.** An exemplary instructor should be able to use technology as a tool for student learning. Technologies are constantly changing, and most faculty members find that the easiest way to learn how to use new technologies is in a workshop setting. AMATYC Traveling Workshops can bring the workshop to your faculty members in a cost effective way and can bring the technological skills to your entire mathematics faculty, both full- and part-time.
- **Communicate their passion for learning and teaching.** Letters from students writing about Teaching Excellence awardees often comment on the excitement that their instructor brings to the classroom. Many of our members comment on how revitalized they are when they return to the classroom from an AMATYC conference, and this is evident to their students.
- **Stay current.** Exemplary professors put theory into practice focusing on classroom instruction. They use effective strategies and support student achievement and success. They do classroom research and modify their teaching based on the research to improve student learning. They can look to AMATYC position statements and *Crossroads* documents available at www.amatyc.org to help guide decision-making for themselves and their departments.

- **Are active members of professional organizations.** AMATYC and its affiliates are just a few examples of the organizations that support and develop mathematics teaching professionals.

What can you do? You can strive to achieve the goal of being an exemplary STEM faculty member as defined by that small group. You can serve as a role model encouraging students to continue on in their study of mathematics. I recently was thrilled to learn that a former calculus student and engineering major is now the chair of a mathematics department at a two-year college in Alabama. This is in addition to those former students who now teach in my department. You can also mentor incoming faculty while serving as an example yourself. You can be an informed professional, embracing change, and continually improving what you do each day in the classroom. You can do a lot.

To read a report on federally-funded programs designed to improve STEM education and to encourage the pursuit of STEM careers, visit www.gao.gov/docsearch/abstract.php?rptno=GAO-06-114.

The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published five times per year in January, March, May, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit all materials by December 1, February 1, April 1, June 1, and September 1 for the respective issues.

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Developmental Algebra Using a Function Approach

by Ed Laughbaum, Director

Currently, developmental/remedial mathematics constitutes more than 50% of the sections offered at two-year colleges. Forty-two percent taking a course in basic algebra fail or drop out and the rate is 38% in intermediate algebra. Given this need for change, participants at the Outer Banks Summer Institute will investigate pedagogy, approach, content, and tools that are used in a function approach to teaching/learning remedial algebra. An algebra curriculum that uses a function approach and develops mathematical ideas in the context of real-world situations will be investigated. Participants will learn how the function approach enhances learning through attention, associations, pattern recognition, priming, dynamic visualizations, meaning, and an enriched teaching environment. The Texas Instruments TI-84 Plus™, CBR2™, various apps, and the Vernier EasyLink data collection device will be used as tools of choice for the pedagogy surrounding teaching from a function approach. The course is a cooperative effort between the T³ Teachers Teaching with Technology College Short Course Program, www.math.ohio-state.edu/shortcourse/, and the AMATYC Summer Institute Program, www.amatyc.org.

The AMATYC Outer Banks Summer Institute, www.amatyc.org/Events/Sum-Inst/2006-06-18-23Summer-Institute.pdf, is being held June 18-23, 2006, in the "resort" town of Duck, NC. The classroom for the Institute is housed at the Army Field Research Facility (FRF), www.frf.usace.army.mil/, on the oceanfront and offers the view and sound of the Atlantic surf. The Outer Banks of North Carolina is a major attraction offering beaches, shopping, fine restaurants, and lots of historical sights. It is a great place to take your family.

Instructors for the Institute are Debbie Crocker, Appalachian State Univ, and Ed Laughbaum, The Ohio State Univ. For further information please contact Ed Laughbaum, Institute Director, at www.math.ohio-state.edu/~elaughba/, 614.292.7223.

Don't Forget...

April 15th is the deadline for applications to the 2006 Mathematics Across the Community College Curriculum (MAC³) Summer Institute August 1-4, 2006 in Leavenworth, WA.

Apply Online: www.mac3.amatyc.org.

Questions? Email the project manager, Kim Rheinlander, at mac3@amatyc.org.

Mathematics in Hawai'i Hilo, Hawai'i

by James Schumaker, Director

Hawai'i CC and the Pacific Islands Mathematical Association of Two-Year Colleges (AMATYC) are pleased to host the fifth (biennial) Summer Institute in Hawai'i. This year's institute will be held in Hilo (on the Big Island) July 24-28, 2006. Using our island as a learning laboratory, instructors will provide a variety of encounters skillfully connected with mathematics. The topics which have been scheduled for this summer are geology, astronomy, oceanography, and native flora/fauna. Field trips are planned to the Hawai'i Volcanoes National Park and the Onizuka Center for International Astronomy Visitor's Station located on the slopes of Mauna Kea (at an elevation of approximately 9000 ft).

Charles P. McKeague, a noted author of numerous mathematics texts, will once more be reprising his role as the keynote speaker/facilitator. Working in conjunction each day with local field specialists, together they will deliver presentations showcasing their occupational encounters with mathematical activities in their respective fields.

Logistical limitations require that a maximum of only twenty-five (25) participants may be accepted. For further information, please contact James Schumaker at the Hawai'i CC (schumake@hawaii.edu or 808.974.7528).

AMATYC Teacher Preparation Summer Institute

by Joyce Hammer, Director

Are you planning to develop and offer a mathematics course for future K-8 teachers? Are you currently teaching such a course and looking for new, innovative ideas? This summer institute will answer these questions as well as explore the impact of the latest legislative issues related to mathematics education. Participants will use manipulatives and learning centers to creatively investigate ideas in problem solving, number theory, discrete mathematics, and measurement. Participants will also receive useful activities for their own classrooms. Pete Wildman, from Casper College, will be the facilitator and is famous for his fun approach to learning!!!

The Institute sessions will be held June 22-26, 2006, at the Green River CC-Enumclaw Campus, south of Seattle, and in the shadow of majestic Mt. Rainier! Cost of the Institute is \$290 for AMATYC members or \$365 for non-members. A welcome dinner on Thursday, June 22, daily lunches, and a brunch on Monday, June 26, will be provided. Hotel accommodations will be available at the Park Center Hotel in Enumclaw, WA, with an average cost of \$70/night.

Join us in the beautiful Puget Sound region! There are endless outdoor activities that you or family members can enjoy. Whether hiking in the Mount Rainier National Forest or strolling on the historic waterfront, the surrounding areas of Seattle have many attractions to fill days with excitement!

For additional information visit www.amatyc.org or contact Joyce Hammer at jhammer@greenriver.edu or 253.833.9111.

Cancellation Policy...

Each Summer Institute will be held only if a minimum enrollment is reached by the date given at www.amatyc.org. If minimum enrollment is not met, the Institute will be cancelled and registration fees will be returned. AMATYC takes no responsibility for any other expenses incurred.

Crossroads Corner...

by Susan S. Wood

The countdown to November and the release of *Beyond Crossroads* is underway. The Project Team hopes that you, too, are eagerly awaiting the written document and the initial set of digital resources.

Several events will surround the release of *Beyond Crossroads* at the 2006 AMATYC Annual Conference in Cincinnati. Stay tuned at www.amatyc.org for more information about the Standards Symposium to be held on Friday, November 3. An open-to-all session will feature the presidents of AMATYC, the Mathematical Association of America, and the National Council of Teachers of Mathematics speaking about the role of standards in mathematics education. These speakers will be joined by panelist

Joan Ferrini-Mundy of Michigan State Univ, who played a key role in the development of NCTM's *Principles and Standards for School Mathematics*. The symposium will also feature two workshops: one on current themes in the standards (quantitative literacy, teaching with technology, and assessment) with a focus on implementation, and another on communicating the messages of *Beyond Crossroads*. A session on the digital resources to accompany *Beyond Crossroads* will feature digital products on assessment, quantitative literacy, an outreach kit, and



First Call for Nominations for AMATYC Office

by Judy E. Ackerman,
Committee Chair

Nominations are now being accepted by the Nominating Committee for the 2007 AMATYC election to the 2007-2009 AMATYC Board. The offices that will be filled are President-Elect, Secretary, Treasurer, and Vice Presidents for each of the eight AMATYC regions. Any individual AMATYC member with full active status is eligible to run for office.

The Nominating Committee is eager to recommend to the AMATYC Board a slate of two candidates for each office. Serving as an AMATYC officer is a wonderful professional growth and development opportunity and helps to support our profession. If one of your colleagues asks you to consider running for office, please say yes.

The Nominating Committee consists of 12 members who represent a cross section of AMATYC delegates, leaders, and members. The committee invites your input early in this important process. For additional information about the duties and requirements of each office, go to www.amatyc.org/Get-Involved/nomination-board.htm. If you have questions or wish to nominate someone, please contact Judy Ackerman at Judy.Ackerman@montgomerycollege.edu.

NSF Scholarships in Science, Technology, Engineering, and Mathematics (S-STEM)

by Mary Kay Abbey

A new solicitation has been posted by the National Science Foundation. This offering is a replacement for the CSEMS program—a scholarship opportunity for students majoring in Computer Science, Engineering, and Mathematics. The new program, called S-STEM, contains some changes that should make the program very attractive to even more students. The majors have been extended to include the Biological Sciences (but not medicine and other clinical fields), Physical Sciences, Geosciences, and all related technology areas.

Continued on page 11

Help Develop AMATYC's List of Core Values

by Rikki Blair

Strategic planning is an ongoing process for AMATYC. Each AMATYC member is invited to visit the AMATYC website (www.amatyc.org) to view the 2006-2011 Strategic Priorities and Goals and the new Mission Statement that was distributed at the 2005 Annual Conference in San Diego.

Strategic planning was a portion of the agenda at the January 2006 Strategic Planning and Orientation (SPO) meeting with Board discussions about AMATYC's Core Values. In those discussions, core values were defined as priorities, traits, or qualities in the organization's culture that are considered worthwhile. They are unchanging, timeless, and remain fixed and define how people want to behave with each other in the organization. The following list was developed at the SPO meeting:

Core Values

- Teaching Excellence
- Leadership
- Collegiality/Welcoming/Caring Climate
- Responsiveness
- Innovation
- Access/Diversity/Equality
- Professional and Intellectual Development
- Global Consciousness
- Academic Excellence in Mathematics
- Lifelong Learning
- Networking/Collaboration/Sharing
- Integrity
- Respect for the Two-Year College Mathematics Teaching Profession

Core values reflect the knowledge, philosophy, and actions of all and the list should be created with the involvement of members of the organization. You are invited to visit the AMATYC website (www.amatyc.org/onlineForms/CoreValuesInputForm.htm) to select the six core values that are the most important to you. The deadline for your input is April 1, 2006. The responses will be discussed at the 2006 Spring Board Meeting and shared with members in the fall.

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32nd Annual AMATYC Conference in Cincinnati

by Jan Hoeweler

What a great time for a conference in Cincinnati! It's as if the entire city understood how much the local committee wants to show off our city to you, our AMATYC friends and colleagues from across the nation. So they renovated and expanded our convention center, refurbished our headquarter hotels, redesigned the center of our city—Fountain Square, and built the inspiring Freedom Center on the banks of the Ohio River just in time for your arrival.

The Cinergy Center expansion will be completed this summer so AMATYC will be one of the first to enjoy the 40,000 square-foot Grand Ballroom and its amazing views of the city and the river. Directly across the street and connected by skywalks to the Convention Center are the beautiful Hyatt Regency Cincinnati and the twin towers of the Millennium Hotel Cincinnati. Reservations can be made directly with either of these hotels. You will like the convenience of our location in the heart of the city with over 50 restaurants within blocks of the hotels!

Friday night's celebration of the release of *Beyond Crossroads* will be held at the newest jewel of Cincinnati, The National Underground Railroad Freedom Center. AMATYC members and guests can spend the evening at this beautiful Smithsonian affiliate with its three pavilions that celebrate courage, cooperation, and perseverance. The story of freedom is woven through the heroic legacy of the Underground Railroad and freedom movements throughout the world. Your visit to this unique museum will be one of many great experiences you will have in Cincinnati at the 32nd Annual AMATYC conference.



Honor a Colleague With a Nomination for the AMATYC Teaching Excellence Award

by Rikki Blair

Demonstrate your respect for a colleague, your profession, and yourself by nominating an outstanding instructor for the AMATYC Teaching Excellence Award. Given in odd-numbered years, the last awards were presented at the 2005 Conference in San Diego. The next awardees will be honored at the 2007 Annual AMATYC Conference in New Orleans. Awardees receive a medallion from AMATYC and a \$500 check for professional development from Houghton Mifflin.

Nominations are invited from AMATYC individual members, institutional members, and affiliates. Nominees must be AMATYC members whose primary assigned duties are delivering instruction in an associate degree-granting program. Members may nominate themselves. A nomination packet will be sent to AMATYC members and affiliate presidents in March 2006. A complete packet consists of the following:

- Completed nomination form;
- Cover letter from the nominator, not to exceed 3 pages;
- Resume or vita of the nominee, not to exceed 3 pages;
- One-page letters of recommendation from a student, a colleague, and a supervisor; and
- Two-page summary of the candidate's most recent student evaluations.

Additional information will not be considered. Good teaching is the main focus of the Teaching Excellence Award. Criteria for selection are:

- Instructional Effectiveness and Support of Students (25 points)
- Professional Involvement and Professional Development/Renewal Activities (15 points)
- Interaction with Colleagues (5 points)
- Service to Departments/Division/College (5 points)

The awardees will be selected by the 2007 Teaching Excellence Award Committee, which includes an elected representative from each of the eight AMATYC regions. Rikki Blair, president-elect, chairs the committee. Three of the committee members are Teaching Excellence Award recipients themselves! The TE Committee will determine the number of awards given based on the total number of nominations and the strength of the applicant pool: 1-9 nominations = 2 awards maximum; 10-15 nominations = 4 awards maximum; 16-22 nominations = 6 awards maximum; 23+ nominations = 8 awards maximum.

Help AMATYC honor an AMATYC member from your college, institution, or region who has demonstrated teaching excellence. It is through the recognition of our best instructors that we emphasize the significance of our critical role, the importance of our profession, and the value of the professional goals to which we all aspire.

The deadline for nominations is **Friday, December 8, 2006**. For more information, contact Rikki at richelle.blair@amatyc.org or your regional vice president. Nomination forms and more information may be found on the AMATYC website.

NSF Funding Opportunities

by Mary Kay Abbey

NSF publishes a list of funding opportunities. The list of solicitations includes when the grant proposals are due. Information from that list and particularly relevant to two-year colleges is shown below. While many dates have passed, they will most likely be the same for the coming year. The solicitations do not generally change much. Up to date information can be found at www.nsf.gov/publications/ods/ or at www.nsf.gov/div/index.jsp?div=DUE

- Course Curriculum and Improvement (CCLI)
- Advanced Technological Education (ATE)
- National Science, Technology, Engineering, and Mathematical Education Digital Library (NSDL) - see www.nsf.gov/funding/pgm_summ.jsp?pims_id=5487&org=DUE
- Federal Cyber Service: Scholarship for Service (SFS)
- Science, Technology, Engineering, and Mathematics Talent Expansion Program (STEP)
- Teacher Professional Continuum (TPC)
- Robert Noyce Scholarship Program
- S-STEM—this is the new name for the CSEMS program

ASA/AMATYC Joint Committee

by Brian Smith

Brian Smith's term as Chair of the ASA/AMATYC Joint Committee has come to an end and Robert delMas has assumed the position of committee chair. The committee's constitution requires that the chair rotate between AMATYC and ASA members every two years. Brian will continue to chair the Statistics subcommittee, which meets at each conference.

The successful two-day workshop on the *Preparation of Two-Year College Instructors to Teach Statistics with GAISE* (Guidelines for Assessment and Instruction in Statistics Education) offered in San Diego will be followed by a two-hour workshop in Cincinnati. Its goal is to continue to introduce the GAISE teaching principles and practice to a wider audience.

Distance Learning Committee

by Mary Beth Orrange

Throughout the year the Distance Learning committee shares ideas through the MathViaDistance listserv. Earlier this year questions arose regarding the issue that students who enroll in online courses are often lacking (or unaware that they need) the basic skills necessary to succeed in these courses. Often students who enroll in online courses can barely handle email, much less navigate the web, or manage word processing, attachments, and the like. As expected, the committee members responded with a variety of solutions. The most popular solution discussed was implementing a "student readiness quiz." Many helpful self-assessments can be found on the Internet. One member suggested a simple web search using the phrase "readiness online class." This search yields an abundance of links to such self-assessment quizzes, representing a variety of presentation formats. Another member observed that many of the identified questionnaires do not generate any advice for the student upon completion. A more useful tool is a questionnaire that provides feedback in the form of some sort of informal scale that gives students guidance about their proficiency. Most of these tools are administered either on the distance

learning website or administered in some way by the college administration. Another style questionnaire is one that the individual instructor creates that identifies the computer skills necessary to succeed in their own course. This ideal questionnaire would provide a self-scoring system, along with advice to the student based on their score.

If you are interested in joining the MathViaDistance listserv, send an email to Mary Beth Orrange at orrange@ecc.edu.

Placement and Assessment Committee

by Ed Gallo

At the 2005 AMATYC Conference in San Diego, the Placement and Assessment Committee (PAC) sponsored a themed session titled "Great Ideas in Mathematics Placement and Assessment." This consisted of nine, 15-minute presentations on the Placement and Assessment. You can find information about these presentations by going to the PAC website at www.placement.amatyc.org.

If you would like to be involved in assessment, you can volunteer to be part of the review team for the assessment documents and websites that will be included in the digital products planned for *Beyond Crossroads*. Please send an email to ed.gallo@sinclair.edu if you would like to be a reviewer. The initial reviewing will take place primarily over the summer months.

We are always looking for articles for our PAC Newsletter. Please send any short articles or other items that you think would be of interest to all of the PAC membership to me or to Jim Ham, the secretary and newsletter editor. You can also email Jim Ham at jaham@delta.edu if you want to be on our distribution list for the PAC Newsletter or if you want to be a member of the Placement and Assessment Committee.

You can find out more about the PAC and its three subcommittees (Assessment of Student Performance, Assessment of Mathematical Programs, and Placement) by going to www.placement.amatyc.org/. One of the links on the PAC webpage is to our latest PAC Newsletter.

TiME Committee

by David Graser

The Technology in Mathematics Education Committee (TiME) has drafted a new position statement on technology. This new statement, The Position Statement on The Use of Technology in Mathematics Education, has been sent to the AMATYC Board for concept approval. The new statement recommends the use of technology in the classroom, but not any specific type. Instead, it emphasizes the adoption of technologies proven to be effective in enhancing the mathematical behavior of students.

You can view the most recent draft of this position statement at the TiME Committee's newly designed website at www.time.amatyc.org. You will also find links to software and hardware used in the classroom, journal articles, and other items of interest to faculty. Any suggestions for further links and information on the website should be emailed to David_Graser@yc.edu.



Looking Ahead to Future Summer Institutes

It has been over 20 years since AMATYC offered its first summer institute in Rexburg, ID. Since that time AMATYC members have participated in institutes offered across the country and covering a wide variety of topics. For 2006, you could spend your summer traveling from the east coast to the west coast and on into the Pacific. Along the way you could learn about functions, number theory, discrete mathematics, and mathematics in Hawai'i.

But what does the future hold? AMATYC would like to learn what you would like to see offered in future summers. Is there a topic or concept you would like to learn more about? Please send your suggestions to Jim Roznowski, AMATYC Midwest Vice President at jarnoznow@delta.edu.

Faculty Mathematics League

by Chuck Wessell

Steven Wilson of Johnson County CC (KS) answered sixteen of the twenty questions on the Second Annual Faculty Mathematics League test during a session at the 2005 AMATYC Conference in San Diego. Given the difficulty of the test that was an accomplishment in itself. The fact that he got all sixteen right meant he was the runaway winner of the competition.

Sue Strickland of the College of Southern Maryland (MD) finished second, while Vineta Harper of the College of the Sequoias (CA) and T. J. Duda of Columbus State CC (OH) tied for third.

This year a team trophy was awarded to the region with the greatest sum of their top three scores. The performances of Sue Strickland, Timothy Swyter of Frederick CC (MD), and Donna Sperry of the College of Southern Maryland (MD) brought victory to the Mid-Atlantic region. Outgoing Mid-Atlantic region vice president, Rob Farinelli, accepted the team trophy. Rob will proudly display the trophy for one year, but he must bring it to Cincinnati where it will be presented to the 2006 regional winner.

NSF Scholarships, Cont'd from page 4

This program allows for grants of up to \$500,000 over four years to be used for scholarships for full-time students who demonstrate ability and financial need as determined by the FAFSA form. Under the CSEMS program, scholarships were limited to \$3,125 but the new S-STEM program allows for up to \$10,000 per student.

While there can be no indirect costs, the budget can include up to 15% to be used for activities involving students and the administration of the grant.

The NSF anticipates awarding 100 proposals with about one-third going to two-year colleges. As a courtesy to the NSF, please submit the optional letter of intent even if you have missed the March 15, 2006 date. Final proposals are due April 12, 2006.

The complete solicitation can be found at www.nsf.gov/pubs/2006/nsf06527/nsf06527.pdf.

Student Mathematics League

by Chuck Wessell

After a year in which the traditionally powerful California colleges didn't crack the top three in the country, the Golden State has reasserted its Student Mathematics League domination by sweeping the top four places in the standings after round one.

Colleges from the greater Los Angeles area are in the top three places with Pasadena City College leading the way followed by East Los Angeles College and Los Angeles City College. Bay area school West Valley College is in fourth place.

Moving to the Pacific Northwest, Green River CC (WA) is in fifth place nationally and leads their perennial rival Bellevue CC (WA) by 11 points. If Green River can keep the lead after the spring test, they will finish ahead of Bellevue for the first time ever.

Last year William Rainey Harper College (IL) won the national championship, and while they lead the Midwest region again both College of DuPage (IL) and Oakland CC (MI) are within eleven points.

No region has more opportunity for a shake-up of the standings than the Southeast where Georgia Perimeter College (GA) leads, but four colleges—Wake TCC (NC), Central Piedmont CC (NC), Indian River CC (FL), and Durham TCC (NC)—are all within six points.

The fall test was very challenging, with team scores down about twenty percent from the fall of 2004, but that didn't keep Charley Conley of Fullerton College (CA) and Justin Ng of Pasadena City College (CA) from getting all but one question right and tying for first place with scores of 37.5. Teams completed in the second and final round by March 11. A total of 6,439 students from 171 colleges participated during the fall testing period. A summary of the top performances follows this article.

If you are interested in getting your school involved in the Student Mathematics League for the 2006-07 school year, visit www.amatyc.org for more information, or contact the SML Coordinator at wessellc@durhamtech.edu.

Standings after Round 1

Top Five Teams

Pasadena City College (CA)	162.5
East Los Angeles College (CA)	141.5
Los Angeles City College (CA)	135.0
West Valley College (CA)	130.5
Green River CC (WA)	126.5

Top Eleven Individuals

Charley Conley	Fullerton College (CA)	37.5
Justin Ng	Pasadena City College (CA)	37.5
David Lee	West Valley College (CA)	35.5
Xue Cong Li	City College of San Francisco (CA)	35.5
Jeong Min Seong	Los Angeles City College (CA)	35.0
Travis Au	Crafton Hills College (CA)	33.5
Siddharth Kanugo	Mission College (CA)	33.0
Edward Chang	Bellevue CC (WA)	32.5
Sandy Nguyen	Pasadena City College (CA)	32.5
Trung Tran	Pasadena City College (CA)	32.5
Yixin Wang	Pasadena City College (CA)	32.5

Regional Leaders

Northeast	Monroe CC (NY)	75.0
Mid-Atlantic	Brookdale CC (NJ)	110.0
Southeast	Georgia Perimeter College (GA)	80.0
Midwest	William Rainey Harper College (IL)	114.0
Central	Century College (MN)	89.5
Southwest	Austin CC (TX)	83.5
Northwest	Green River CC (WA)	126.5
West	Pasadena City College (CA)	162.5

Arizona

The spring 2006 ArizMATYC Conference will be held jointly with the Southwest Section of the MAA. The two day conference will feature many informative sessions by faculty and students alike. The conference will also include a Traveling Workshop and informative session put on by MAC³, AMATYC's Mathematics Across the Community College Curriculum project.

California

This past December, California Mathematics Council of Community Colleges (CMC³) held its annual fall conference in Monterey, CA. It was considered another great event by all who attended. At the end of conference the following new officers began their term: president, **Rob Knight**; past president, **Rick Hough**; president elect, **Larry Green**; secretary, **Janet Tarjan**; and treasurer, **Jim Spencer**.

The California Mathematics Council of Community Colleges-South (CMC³-South) held its 21st Annual Conference, "Winning at Math," on March 3-4, 2006, in Anaheim, CA. The keynote speaker was **Gary Lorden**, Caltech mathematics department chair who consults for the television show *NUMB3RS*. The Friday night event included a juggling display by **Dan Bennett**, a UCLA PH.D candidate and world champion juggler with a Guinness record for a ten-ball juggle. **Rich Zuker** the current president-elect will assume the office of president as the current president, **Ignacio Alarcon**, will step down after a very successful term in office.

Florida

The 2006 FTYCMA Award for Outstanding Teaching and Commitment to Education was presented to **Dennis Runde** of Manatee CC at the February 17 conference.

Georgia

GMATYC's 19th Annual Meeting was held on February 17, 2006, at the Lawrenceville Campus of Georgia Perimeter College in conjunction with the annual Georgia Perimeter College Mathematics Conference. **Jessica Craig** of Georgia Perimeter College is GMATYC's new president and **Donna Saye** is now past president. We were very pleased to have **Robert Kimball**, Vice President of

AMATYC's Southeast Region and Chair of the Mathematics and Physics Department at Wake Technical CC in Raleigh, NC, as our keynote speaker at this year's conference.

Illinois

Vali Siadat has been selected as the 2005 Illinois Professor of the Year by the Carnegie Foundation for the Advancement of Teaching and Council for Advancement and Support of Education (CASE). The ceremonies were held in Washington, D.C., on November 17, 2005. Vali's current position is distinguished professor and mathematics department chair at Richard J. Daley College, Chicago.

Minnesota

On April 20, a day before the MinnMATYC spring conference, MinnMATYC members are invited to gather at Lake Superior College in Duluth to view demonstrations of software designed for use in the mathematics classroom. **Ed Bender**, Century College, was the recipient of the 2005 MinnMATYC Distinguished Teaching Award.

Nebraska

NEBMATYC is conducting a survey among its members concerning student success in college algebra. The results of the survey will be presented at the spring NEBMATYC conference. If you are interested in participating in this survey, contact **Frank Weidenfeller**, Metropolitan CC, at fweidenfeller@mcneb.edu

New Jersey

Jorge Sarmiento has received a grant from the Business, Mathematics, Engineering, and Technology Division at County College of Morris for a PC-Tablet computer and Camtasia software. He will be using the equipment to deliver lectures for his online classes.

The Galileo Scholars Program continues at Raritan Valley CC, with **Patti Hulsen** as coordinator. The Program provides scholarships, academic support, and professional opportunities to selected students who are majoring in mathematics, computer science, engineering, technology, biology, chemistry, physics, and any of the life sciences majors. Funding for the Program comes from both RVCC's Foundation, and also from the NSF CSEMS grant, which has entered its

third year. Fifteen RVCC faculty members from the disciplines named above serve as faculty advisors. Galileo Advisors from the mathematics department for this year are: **Siham Alfred**, **Youngjun Choi**, **Jaki Fesq**, **Rosemarie Gorini**, **Tomas Kovarik**, **Lynne Kowski**, and **Jennifer Szczesniak**.

New Mexico

This year's annual conference will be held from May 18-20, 2006, in Las Cruces, New Mexico. The theme is *Mathematics: Mild, Medium or HOT!* Highlights of the conference include workshops by **Richard Aufmann** and **Ted Stanford**, and a keynote address by **Anne Dudley**. Conference information is available at the NMMATYC website.

North Carolina

Jan Mays of Elon Univ takes over as president of NCMATYC on May 1, replacing **Chuckie Hairston**. Jan and her new board will lead NCMATYC until May 2008.

Pacific Islands

Speakers for the Pacific Islands Mathematical Association of Two-Year Colleges (π MATYC) include **John Hornsby** who will speak on *The Fibonacci Sequence and The Golden Ratio* and *Math Class Goes to Hollywood*. **Emily Omlor** will present a session on *How to Motivate Students by Using Software* followed by **Jessica Elbern** who will speak on *Technology and Assessment*. **Jan Ford** will get conference attendees ready for the Cincinnati roll-out of *Beyond Crossroads* with a session on *AMATYC-Beyond Crossroads and More!* For more information about the conference contact Gigi Drent at 808.822.9731 or gdrent@hawaii.edu.

Tennessee

TMATYC will present its first Teaching Excellence Award at its 2006 Annual Conference which will be held April 21-22 at Nashville State CC. The award will be given every even year to recognize outstanding TMATYC members across the state for their excellence in community college teaching. For more information, please contact President **Angela Everett** at angela.everett@chattanoogaastate.edu.

Virginia

Several colleges around the state, including Danville CC and Northern Virginia CC, are developing classes as

learning communities. The learning community pairs a mathematics class with another class, often a student development and/or study skills class. The two instructors work closely together to develop lesson plans that emphasize knowledge learned in each others' class. The same students are registered in both classes. These learning communities have been very successful in helping students feel comfortable working in groups with their classmates. Additional benefits are that students see where mathematics is used in other fields and how other subjects also play an important role in mathematics.

Washington

The Transition Mathematics Project (TMP), a public-private, cross-sector venture managed by the Washington State Board for Community and Technical Colleges has set its Phase II plans in motion and seeks to support a range of high school/college partnerships across the state. Its charge: to implement the mathematics College Readiness Expectations through innovative outreach efforts and standards-based instructional materials. In addition, the project seeks to improve the mathematics placement testing process at Washington's colleges and universities by aligning mathematics placement tests with the mathematics college readiness expectations and improving outreach to students about the testing process and expectations. For more on TMP, visit www.transitionmathproject.org/.

Wyoming

Dave Metz, Western Wyoming CC, is participating in a two-year NSF project entitled, "What Happened? A Vertically Integrated Engineering Case Study Based on Wind Turbines." He will be writing and classroom-testing various case studies of wind turbine design for engineering and mathematics students. If you are interested in this project, contact him at dmmetz@wwcc.wy.edu.

AACC Teaching by Choice Leadership Summit on Community College Faculty

by Rob Kimball and Christie Gilliland

Last December (2005), faculty who teach science, technology, engineering, or mathematics (STEM); college and system administrators; leaders from professional organizations; and representatives from government agencies were invited to meet in Washington, D.C.

Why would the National Science Foundation (NSF) provide funds to bring these leaders together? The answer is in the statistics that the American Association of Community Colleges (AACC) President George Boggs presented in his opening remarks.

- 37% of CC STEM faculty are over the age of 55 and 6% are over 65.¹
- 56% of 112,000 full-time and 47% of 221,000 part-time faculty plan to retire in 10-15 years.¹
- Looking at data from 2000, 2002, and projecting to 2012, the number of "high-skilled" jobs as a percentage of the workforce is increasing: 18.4%, 19.25, 20.7%, while the percentage of "unskilled" jobs is decreasing: 13.0%, 11.8%, 10.9%.²

In short, the need for STEM graduates is increasing while large numbers of faculty who teach STEM areas are poised to leave the profession over the next decade.

With support from the NSF, AACC, in partnership with the National Association of Community College Teacher Education Programs (NACCTEP) and AMATYC, developed Teaching by Choice (TBC): Addressing the National Teacher Shortage. TBC is a two-part initiative focusing on the demand for K-12 teachers and community college faculty in STEM disciplines. The report from the leadership summit held in September of 2004 addressed the first initiative: the teacher shortage in K-12.³

This second leadership summit in 2005 was held to address concerns related to STEM faculty in community colleges. The goal was to identify successful strategies for recruiting, retaining, and developing an exemplary and diverse community college faculty in science, mathematics, technology, and engineering. Judy Ackerman was actively involved in planning this conference.

Participants worked in groups and to develop strategies to overcome the challenges as they relate to community college STEM faculty in six broad areas: adjunct faculty, recruitment, retention, professional development, partnerships, and national pathways. The groups reported on their work by describing the challenges and listing recommendations for meeting these challenges.

The findings and recommendations of the summit will be compiled by AACC and published in a document available in late March or early April. This document will be widely distributed across the nation. Participants agreed that a concerted national effort needs to take place to elevate the problem from mere concern to anxious alarm. One participant said "What we need is a Sputnik-like response."

¹ According to the National Study of Postsecondary Faculty 2003-04.

² Bureau of Labor Statistics

³ http://www.aacc.nche.edu/Content/NavigationMenu/ResourceCenter/Projects_Partnerships/Current/Teaching_by_Choice/Teaching_by_Choice_publication.pdf

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AMATYC Traveling Workshop Coordinator Appointed

Chuckie Hairston was recently appointed AMATYC Traveling Workshop Coordinator by the AMATYC Board. In her application for the position, Hairston commented, "I am excited about the possibility of working with the Traveling Workshop program." Hairston teaches at Halifax CC in Weldon, NC, and has been active in AMATYC, NCTM, and state affiliates for both organizations. She is currently serving as president of NCMATYC. Chuckie wrote in her application that The Traveling Workshops seem to be one of the best kept secrets in AMATYC, and she promised to break the secrecy.



Chuckie Hairston

AMATYC Traveling Workshops

by Chuckie Hairston

Interested in having cost-effective professional development tailored to meet the needs of your full- and part-time faculty and delivered to your door? An AMATYC Traveling Workshop is what you are looking for. Workshops under the headings of Technology, Teacher Preparation, and *Beyond Crossroads* can be designed with your campus in mind. Look at the AMATYC website under www.amatyc.org/Events/traveling-workshops.htm or contact Chuckie Hairston at hairstonc@halifaxcc.edu.

AMATYC Corporate Partners Program

by Gwen Turbeville, Advertising Chair

AMATYC is pleased to announce that Casio, Inc. and Hawkes Learning Systems have renewed their Corporate Partnerships for 2006. Casio will continue as a Gold Corporate Partner and Hawkes Learning Systems will continue as a Silver Corporate Partner. If you attended the AMATYC Conference in San Diego, you may have noticed their booths at the entrance to the exhibits and their support of our breakfasts! Please look for their support and booths at the AMATYC Conference in Cincinnati. AMATYC is pleased to have these two companies, who have been such strong supporters of AMATYC, step forward to strengthen our mutual working relationship. A big "thank you" goes to both Casio, Inc. and Hawkes Learning Systems.

New AMATYC Board Meets in Texas

In early January the AMATYC Board met for a Strategic Planning and Orientation retreat at the ExxonMobil facility in Dallas, TX. In a brief board meeting held during the retreat, the Board appointed the following Editorial Panelists:

- Dennis Reissig, NY-Region 1 (Northeast);
- Margaret Willis, VA-Region 2 (Mid-Atlantic);
- Linda Tonolli, ND-Region 5 (Central); and
- Rosemary Karr, TX-at-large Editorial Panelist.

The Board also appointed Chuckie Hairston as the Traveling Workshop Coordinator.

In addition to team-building activities, the board learned more about working effectively with the AMATYC Office in Memphis, the ins and outs of the budget and financial policies, and AMATYC's activities in Washington, D.C. President-Elect Rikki Blair led the Board in the process of exploring and developing vision and values statements as part of Strategic Planning.

Window on Washington

by Kathy Mowers

The National Science and Mathematics Access to Retain Talent (SMART) Grant program, a new federal program, will provide Pell grant-eligible students who maintain a 3.0 grade point average and major in science, technology, engineering, mathematics (STEM), or foreign languages critical to national security with an additional \$4,000 during both their third and fourth years of study.

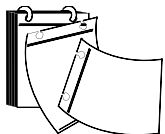
The goals of the SMART Grant program are to encourage more students to major in STEM fields, help strengthen America's national security and produce a workforce that can compete in a global economy.

SMART grants were paired with the new Academic Competitiveness Grants program in legislation that set aside \$3.75 billion overall for the two-part program. The new Academic Competitiveness Grants for first- and second-year college students will be available only to Pell-eligible students who attend college full time, who are American citizens, and who have attended a high school recognized by the U.S. Secretary of Education as having a rigorous curriculum. Grants would be \$750 in the first year and \$1,300 in the second. To keep the grant for a second year, a recipient would need to maintain a 3.0 GPA.

Higher education officials support the basic idea of enticing more students from low income families into STEM and high-demand language fields. However, according to an article in *Inside Higher Education* (www.insidehighered.com 24Jan06), "college officials objected to the hastily reconceived Academic Competitiveness program on multiple fronts. Most fundamentally, they are troubled by the idea of, for the first time, making receipt of federal need-based aid contingent on a student's academic performance or any other merit-based measure." The Academic Competitiveness Grants program could also exclude many would-be recipients by requiring them to have undertaken a curriculum established by a state or local educational agency and recognized by the secretary of education.

At the writing of this article, the budget reconciliation legislation that contains the SMART and Academic Competitiveness Grants still needs to be approved by the House of Representatives to become law.





AMATYC Calendar of Events

Check the AMATYC website, www.amatyc.org, for information on conferences and meetings from other organizations.

March 30-April 1, 2006 IMACC Meeting, Allerton Park, Monticello, IL. Contact: David Clydesdale, dclaydesd@harpercollege.edu

March 31-April 1, 2006 MOMATYC/KAMATYC Joint Conference, Penn Valley CC, Kansas City, MO. Contact: Russell Murray, 314.984.7470, rhmurray@stlcc.edu

March 31-April 1, 2006 VMATYC Spring Conference, Germanna CC, Fredericksburg, VA. Contact: Sarah Martin, smartin@vw.vccs.edu or 540.857.7223

April 1, 2006 TMATYC Spring Conference, Kauai CC, Lihue, HI. Contact: Gigi Drent, gdrent@hawaii.edu

April 1, 2006 SOCAMATYC Spring Meeting, Midlands Technical College, Columbia, SC. Contact: Jerry Marshall, gmarshal@tctc.edu. Website: www.soca.matyc.org

April 1, 2006 WVMATYC Annual Conference, Caperton Center of Fairmont State Univ, Clarksburg, WV. Contact: Robin Hensel, robin.hensel@mail.wvu.edu

April 7, 2006 NEBMATYC Annual Meeting, North Platte CC, North Platte, NE. Contact: Debi Martin, martindc@mpcc.edu or 800.658.4308

April 7, 2006 IRMC Spring Meeting, Ivy Tech CC, Kokomo, IN. Contact: Diann Robinson, drobinson@ivytech.edu

April 7-8, 2006 ArizMATYC/Southwest Section of MAA Meeting, Four Points by Sheraton, Tucson, AZ. Contact: William Velez, velez@math.arizona.edu

April 7-9, 2006 NYSMATYC Conference and Business Meeting, Holiday Inn, Cortland, NY. Contact: Abe Mantell, mantell@ncc.edu

April 8, 2006 MATYC/NJ Spring Meeting, County College of Morris, Randolph, NJ. Contact: Lenore Lerer, LLerer@bergen.edu or Louise Olshan, Lsolshan@cs.com

April 20-22, 2006 Northwest Two-Year College Mathematics Conference, Skamania Lodge, Stevenson, WA. Contact: Ronda Kingstad, rkingsta@pcc.edu, or Mary Ann Kelso, mkelso@oc.ctc.edu. Website: www.ormatyc.org

April 21-22, 2006 TMATYC Annual Conference, Nashville State CC, Nashville, TN. Contact: Sondra Roddy, sondra.rodny@nsc.edu. Website: www.tn.matyc.org

April 21-22, 2006 NEMATYC/MATYCONN Joint Conference, Southern New Hampshire Univ, Manchester, NH. Contact: David Cox, d.cox@snhu.edu. Website: www.newmatyc.org

April 21-22, 2006 MinnMATYC/MCTM Joint Conference, Duluth Entertainment Convention Center, Duluth, MN. Contact: Keven Dockter, kdockte@inverhills.mnscu.edu or 651.450.8662

April 28-29, 2006 OhioMATYC Spring Meeting, Burr Oak State Park, Glouster, OH. Contact: Janet Cook, cook@edisonohio.edu. Website: www.terra.edu/ohiomatyc

May 18-20, 2006 17th Annual NMMATYC Conference, Dona Ana Branch CC, Las Cruces, NM. Contact: Rene Sierra, rsierra@nmsu.edu. Website: www.nmmatyc.org

May 24-26, 2006 26th Annual OCMA Conference, Talisman Mountain Resort, Beaver Valley, Ontario, Canada. Contact: John Kezys, john.kezys@mohawkcollege.ca. Website: <http://math.mohawkcollege.ca/OCMA/conf06/home.html>

June 1, 2006 DELMATYC Spring Conference, Delaware Technical & CC-Terry Campus, Dover, DE. Contact: Pete Stomieroski, pstomier@dtcc.edu

September 30, 2006 WisMATYC Annual Fall Conference, UW Marshfield/Wood County, Marshfield, WI. Contact: George Alexander, galexander@matcmadison.edu or 608.246.6187

October 6-7, 2006 NDMATYC Fall Conference, Carrington, ND. Contact: Donald Bigwood, donald.bigwood@bsc.nodak.edu or Linda Tonolli, Linda.tonolli@bsc.nodak.edu

October 13, 2006 Joint SOCAMATYC/SCCTM Conference, Myrtle Beach Convention Center, Myrtle Beach, SC. Contact: Jerry Marshall, gmarshal@tctc.edu. Website: www.soca.matyc.org

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For additional information or to join AMATYC, visit www.amatyc.org



Crossroads, Cont'd from page 4

Beyond Crossroads Live (the web-enhanced version of the written document). A themed session called Focus on Teaching and Learning will be hosted by the *Beyond Crossroads* Project Team.

The Final Draft (Version 7.0) of *Beyond Crossroads* is available at the AMATYC website. You can download a particular chapter or the entire document. Check it out so you can begin implementing *Beyond Crossroads*.

Future AMATYC Conferences

2006	Cincinnati	November 2-5
2007	New Orleans	November 15-18
2008	Washington, D.C.	November 20-23
2009	Las Vegas	November 12-15
2010	Boston	November 11-14
2011	Austin	November 10-13

AMATYC

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AMATYC Foundation Thanks You for Support

Judy E. Ackerman

One of the ways that you can either honor a colleague's special achievement or honor the memory of a colleague is by making a donation to the AMATYC Foundation. Donations may be designated to the general development fund, the Project ACCESS fund, or the *Crossroads Revisited* Fund. Notification of such donations is sent to those who are being honored or the family of those who are being remembered.

Your generosity helps to provide funds for important projects that support AMATYC's goals and objectives. When Hurricane Katrina disrupted the operation of a number of two-year colleges in Louisiana so that they could not cover the expenses of their Project ACCESS fellows, the AMATYC Foundation stepped in so these Fellows could attend the AMATYC Annual Conference in San Diego and participate in Project ACCESS.

Information about the AMATYC Foundation may be found at www.amatyc.org/foundation/index.htm.

Dates To Remember!

Project ACCESS Fellows
Applications Deadline:
June 30, 2006

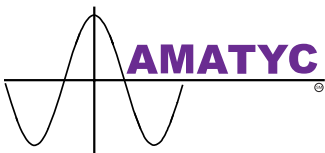
Summer Institutes
Registration Deadlines–
MAC³ April 15, 2006
Outer Banks May 1, 2006
Teacher Prep May 15, 2006
Hawai'i June 9, 2006

Teaching Excellence Award
Nominations Deadline:
December 8, 2006

For more information visit
www.amatyc.org

The AMATYC Review

The AMATYC Review invites manuscripts and reviewers. Author Guidelines and Reviewer Surveys may be obtained from the editor, Barbara Rives, Abilene Christian Univ, 204 Hardin Admin Bldg, ACU Box 29140, Abilene, TX 79699-9140. Author Guidelines may also be found at www.amatyc.org/Publications/Review.



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