

October 1975

MAA SECTIONS
and the
TWO-YEAR COLLEGE

A REPORT
on a
1975 SURVEY
of
MAA Section Officers
by
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The following is a summary of the replies from a questionnaire sent to the officers of the Sections of the MAA. The purpose of the questionnaire was to gather information about the relationships that exist between the two-year college people and the various sections. Replies were received from 22 of the 28 sections.

A. Two-Year College MAA Membership:

A-1: How many two-year college MAA members are there in your section? What percentage of your section membership comes from the two-year college?

- | | |
|-----------------------|------------|
| a. I don't know | 9 sections |
| b. Less than 5% | 3 sections |
| c. Between 5% and 10% | 4 sections |
| d. More than 10% | 6 sections |

A-2: Have any two-year college people been section officers of your section?

- | | |
|--------|-------------|
| a. Yes | 17 sections |
| b. No | 5 sections |

A-3: Does your section have a vice-chairman for two-year colleges?

- | | |
|--------|-------------|
| a. Yes | 9 sections |
| b. No | 13 sections |

Specific duties of the vice-chairman for two-year colleges include promotion of the MAA in the two-year colleges, coordinate the two-year college portion of section meetings, serve on the program committee and coordinate the activities of the two-year colleges.

A-4: Does your section have a special committee for two-year colleges?

- | | |
|--------|-------------|
| a. Yes | 2 sections |
| b. No | 20 sections |

B. Section Meetings:

B-1: Have the two-year college people of your section contributed papers and/or participated on panel discussions at your section meetings?

- | | |
|--------|-------------|
| a. Yes | 19 sections |
| b. No | 3 sections |

Some of the topics discussed have been articulation, classroom experiences, courses taught at a two-year college, special programs, modular scheduling, "mini" courses, remedial math, math labs, math for liberal arts, computer assisted instruction, teaching techniques, problems in teaching, math for humanities, individualized instruction, performance contracting, self-paced instruction, computer techniques, and mathematical topics.

B-2: Has your section encouraged support and participation from the two-year college people of your section?

- a. Yes 17 sections
- b. No 5 sections

Some successful methods have been the following:

Membership drives

Have two-year college people serving on section committees and as section officers.

Have a special portion of section meetings planned by two-year college people.

Have topics of interest for two-year college people on the section meeting programs.

Have section meeting programs mailed to all two-year colleges of the section.

Have letters written to two-year college math departments inviting them to become more active in the MAA.

Encourage two-year people to deliver papers at section meetings.

Have section meetings at two-year colleges.

- B-3: Have any of your section meetings been held at two-year colleges?
- a. Yes 10 sections
 - b. No 9 sections
 - c. Will be 3 sections

- B-4: Are two-year college people on the program committee for your section?
- a. Yes 16 sections
 - b. No 6 sections

- B-5: Has any portion of your section meetings been set aside and devoted to the two-year college people, their curriculum, articulation, etc.?
- a. Yes 11 sections
 - b. No 11 sections

- B-6: If you were to plan a two-year session for a future section meeting on "Advantages of MAA Membership for Two-Year College People," what items might you include?

The Two-Year College Mathematics Journal

Opportunities for two-year college people to become aware of trends in mathematics education and research.

Services provided by the MAA.

Opportunities to acquire new ideas through association with others.

Opportunities to attend meetings and contribute to the development of two-year mathematics through the MAA resources.

Opportunity to see and hear what others are doing.

Opportunity to meet informally and to discuss mutual problems.

- B-7: Has any portion of your section meetings been devoted to informing the members of the Two-Year College Mathematics Journal?
- a. Yes 17 sections
 - b. No 5 sections

C. Other Questions:

- C-1: Have you encountered any difficulties in contacting two-year college people (both MAA and non-MAA members) in your section?
- | | |
|--------------------|------------|
| a. Yes | 9 sections |
| b. No | 9 sections |
| c. Have not tried. | 4 sections |

Some successful methods have been the following:

Using a list of all two-year colleges in the state (a section).

Making contacts with existing state two-year college organizations.

Personal letters and telephone calls

Letters and programs of section meetings have been sent to the two-year college math departments of the sections

Having MAA representatives at two-year colleges in the section.

Having a section newsletter.

- C-2: Would a list of two-year college MAA members of your section be of any help to you?
- | | |
|------------------------|-------------|
| a. Yes | 18 sections |
| b. No | 2 sections |
| c. Have a list already | 2 sections |

- C-3: Has your section made any effort to determine what activities two-year college people want the section to engage in for the professional development of two-year college mathematicians?
- | | |
|--------|-------------|
| a. Yes | 8 sections |
| b. No | 14 sections |

D. Additional Comments:

I think our efforts to get the 2 year people involved have paid off. They are an integral part of the section and take part in the organization of the section and its meetings.

Our section has made a very definite commitment to try to promote closer association of all its colleges. The last meeting had a program of interest for the two-year people. Our goal now is to integrate the two-year colleges into the section.

Your questionnaire serves to draw attention to the consideration of the two-year colleges in our activities.

I'll be interested in learning the results of this questionnaire. I personally am committed to trying to involve junior college people in MAA activities, but I am very discouraged in our efforts; it looks like a slow process.

My brevity does not indicate disinterest on my part. I would be interested in receiving your thoughts on the general topics you have raised.

Basically, the philosophy has been to present programs that have something of interest for all levels. Some 2-year college teachers have specifically asked that we continue this approach rather than single them out.

Very difficult to keep two-year people interested.

We have a large state two-year college math organization; many also belong to the NCTM rather than the MAA. Many of the two-year college MAA people do not wish to be segregated within the MAA.