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First of all, I would like to thank you again for your vote and support in electing me your Section's Governor. I am truly humbled by your trust and confidence in me, and sincerely touched by it all. I am excited about having this opportunity to serve you and look forward to working with all of you.

We had a delightful meeting this summer in Vancouver, B.C. I saw Dick Gibbs (Ft. Lewis), Bernie Meyer and Richard Roth (UCB), and Charlotte Murphy and Bill Emerson (Metro) over there. I probably missed a number of you. Dick represented our section and gave a report on the work of the committee on the Math Competitions to the Board of Governors, Bernie and Richard were honored at the MAA 25th-Year Anniversary Banquet. Charlotte was (and still is) involved with an MAA initiative to the NSF, called Changing the Culture, to help promote the education of women in the mathematical sciences, and Bill gave a talk on the use of Mathematica in our calculus courses here at Metro. I participated in the Board of Governors meeting and a number of committee meetings on math education issues including Curriculum Projects in Undergraduate Mathematics (CPUM), Calculus Reform, Assessment of the Undergraduate Major, MAA/AMATYC Guidelines for Departments of Mathematical Sciences. I also attended the meetings of the committees on the participation of women and underrepresented minorities in the mathematical sciences, and the committee on MAA awards.

This was my very first meeting of the Board of Governors and I want to share with you my first impressions. The MAA is unequivocally a very vibrant and active organization playing an aggressive leadership role in math education at the national, as well as at the regional and local levels. Its heart is in the right place and its financial resources are being earmarked accordingly. For the most part, we are investing our time and monies on those projects committed to the satisfaction of our mission "to advance the mathematics sciences, especially at the collegiate level," and on those activities designed to enhance the services provided to the membership.

For example, most of our budget is devoted to the publication of our newsletter and professional journals, and we have seen a policy shift in recent years to augment the breath and diversity of our periodicals. The Focus is now the most widely read of all our periodicals. One of the issues I raised at the Board of Governors meeting was the need to revise the internal control cost accounting method used for the allocation of the revenues/costs associated with these publications. I would like to see a demand-driven mechanism that would more appropriately reflect the interests of the membership. There was also a serious discussion on containing the increase in administrative salaries and related expenses. Although such increase is in the single digit range, it merits and will continue to receive our scrutiny.

The MAA Building and Greater Fund drives have been very successful thanks to your generous support and have contributed significant to improving both the income

statement(s) and the balance sheet of the association.

We continue to strongly support our Math Competitions program, endowed secondary teacher recognition awards, and excellence in teaching sectional awards.

Most of the committee work, MAA sponsored and funded initiatives, and corresponding activities are centered on the improvement of mathematics education at the collegiate level. Of particular interest as we approach the Cincinnati meeting are the reports on the assessment of the undergraduate major open forum scheduled for Thursday, January 13 at 2:15 p.m., another one on the assessment of calculus reform on Saturday, January 15 at 1 p.m., and a panel discussion on implementation of the MAA department guidelines document scheduled for Friday, January 14 at 8 a.m.

In terms of members' services we focused our attention on the need and the nature of the delivery of electronic services to the membership. There was strong support for cooperating with the AMS to avoid unnecessary duplication and for the delivery of information related primarily to support "mathematics education." I would very much appreciate your input on this matter. What would you like to see the MAA provide its members in the form of E-mail, or more generally, electronic services? Please, feel free to let me know.

Upon returning from the Vancouver meeting, I have been working on the following initiatives:

a) I think it is extremely important for our section to develop and help build a stronger professional relationship between elementary and secondary, community college, and four-year and university mathematics faculties. Although many of us have been active in the states' CTM's and the NCTM and/or worked closely with AMATYC and two-year college faculty, we have operated disjointly for too long.

The explosive growth in community college enrollments and the corresponding need for articulation, the reform movement in mathematics education at the elementary and secondary levels under the leadership of the states' CTM's, and Colorado's State Systemic Initiative proposal establishing partnerships between local school districts and the all of Colorado's institutions of higher education, and our (MAA's own) curricula and other reform efforts require (if not demand) extensive cooperation and collaboration among all of us.

Hence, I have been making phone calls across Colorado (and hope to do the same in Wyoming and South Dakota) and meeting individually with mathematics faculty at all levels to start organizing and fostering the networking necessary to make it happen. This past weekend I attended the CCTM Fall conference and was graciously invited by Duane Clow (CSU) to speak to the CCTM board. We (elementary and secondary teachers, math coordinators, and college faculty) plan to meet regularly in the Denver Metro area to follow-up and continue to talk about these issues. We need your help to encourage and promote these regional meetings elsewhere. Please let me know if you have an interest and would like to help.

b) There is so much going on and so many people involved in a multiplicity of educational reform programs across all institutional levels that is extremely difficult to ascertain what, where, for and by whom is taking place in the section.

There are service courses, pre-calculus and calculus, CPUM's, quantitative literacy, AP calculus syllabi, engineering curricula, discrete math, linear algebra, teacher preparation/curricula, discrete math, linear algebra, teacher preparation/curricula, and technological integration reforms. There are the MAA-AWM changing the culture proposal, SUMMA intervention projects, math major undergraduate assessment guidelines, math department guidelines implementation, writing in mathematics research, undergraduate math labs, student research programs, SSI projects, etc.

It would be nice to develop an inventory of programs, projects, and initiatives being carried out by departments of mathematical sciences and mathematics education in the section. I will be contracting department chairs and MAA department representatives in the future to help coordinate this effort.

c) David Carlson submitted a proposal to coordinate all mathematics/mathematics education related awards given at all levels in the state of Colorado and to schedule a function in April during Math Awareness Week at the governor's mansion to recognize the winners.

d) I would like to continue to encourage the proliferation of MAA Student Chapter and the Student Papers Session(s) at our sectional meetings.

e) We need to rebuild the once successful MAA Lecture Series where MAA members make presentations to high school student audiences. Would you be willing to volunteer to give a talk at local high schools?

f) There are MAA SUMMA monies available to fund intervention projects.

g) At the Vancouver meeting, and more recently at another NSF meeting I attended, I was told that the NSF will continue to aggressively support math and science education projects over the next three to five years in the areas of teacher preparation and enhancement.