

Intersection Points

The Newsletter of the Research Council on Mathematics Learning

October 2016

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The Research Council on Mathematics Learning seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.

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President's Column



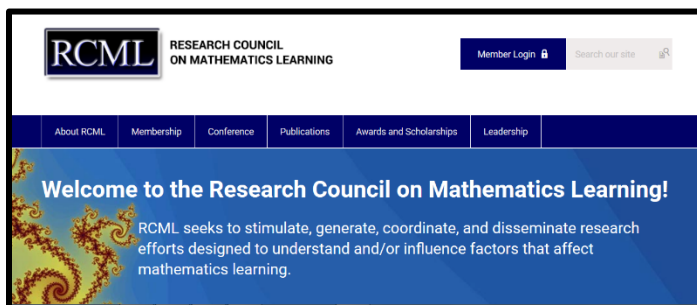
Juliana Utley
RCML President

Last October in this column, I talked about changes on the horizon. Well, those changes have come to fruition. *Investigations in Mathematics Learning (IML)* is now being produced in partnership with Taylor and Francis publishing company. The transition has been going extremely well and you will see a few changes with the next volume of the journal. Volume 9, Issue 1 will come out in early 2017 with a newly designed front cover – exciting times. The new partnership with Taylor and Francis brings a change in

tying membership to the actual year you receive the journal rather than a one-year delay. What does this mean for you? First, if you were a member during 2016, you will be offered a reduced membership for next year since part of this year's membership fee paid for the journal for next year. See Gabriel's *Publications Pulse* article in this Newsletter for more details. Secondly, you will need to pay for your 2017 membership by the end of December 2016 in order to not miss any print copies of the journal next year – this is a culture change for many of us who may wait to pay at the conference.

As you receive the first issue of the journal published with Taylor and Francis, you will want to note that we have expanded the editorial board to include more members of RCML and some international scholars. A matrix of content and grade level expertise was carefully used to insure a broad spectrum of support for publishing *IML*. Expanding and adding these international scholars is important as Taylor and Francis are marketing our journal worldwide. Each of these members of the editorial board have agreed to (1) provide 1-3 quality reviews per year, (2) provide quality feedback on areas of your expertise and (3) assist the editor as needed to continue the journals quality.

Another huge change this year was the unveiling of the new RMCL website (<http://www.rcml-math.org/>). Once we are fully set up with Taylor and Francis, you will be able to login to the RCML website and get to the current and past issues of *IML*. The website is helping to maintain a membership database, send out emails to the membership and tracking potential new members to the organization. Soon, when you log into the RCML website you will be able to see present and past issues of *IML*. Just as a note here, it is important to the organization that you are not sharing your log in information with your colleagues and students. Membership is inexpensive and important for the monetary support of the journal.



Important for the vitality of any organization is members being involved and connected to the organization. What are ways that you would like to see RCML connecting with and engaging members throughout the year? Would you like to see us set up webinars on a topic of interest? Would you like us to set up twitter chats on a research topic, publishing in *IML* or other ideas? Would you like to see RCML have a Facebook page, a twitter feed, etc.? We want to hear from you with potential ideas. Email your ideas or suggestions to RCMLpresident@gmail.com.

What are ways that you would like to see RCML connecting with and engaging members throughout the year?

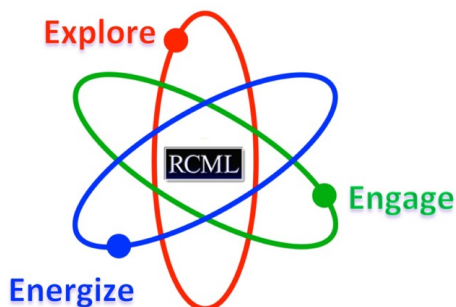
RCML Elections

RCML members will receive notice that candidate's biographies are posted on the RCML website in a couple weeks. Please be on the lookout for this notice and be sure to vote in the RCML election in November! Elections will be held for **Secretary, Conference Committee Members (2 positions), and Publications Committee Members (2 positions).**

Research Council on Mathematics Learning (RCML) 2017

Engage, Explore, and Energize Mathematics Learning

Thursday, March 2, 2017 – Saturday, March 4, 2017



The purpose of the conference is to share current research in mathematics education. The conference planning committee encourages proposals that are “works in progress.” This is an excellent conference for faculty and advanced graduate students to share their ideas for research, and receive constructive comments on their finished studies or preliminary findings.

Dates to Remember

October 28: Proceedings Deadline

January 20: Presenter registration deadline

January 30: Room reservation deadline

March 2: Conference begins late afternoon

March 4: Conference ends early afternoon

Check back regularly for additional information at rcml-math.org or the Facebook event page using the QR Code.



Conference Hotel and Travel Arrangements

Hilton Fort Worth

815 Main St., Fort Worth, TX, 76102

Most major airlines fly into DFW, however please note that Southwest flies into Dallas Love and is slightly further away. Super Shuttle and a taxi are available from each.

If you have additional questions, please contact us via email at one of the addresses below:

Kansas Conrady, RCML VP for Conferences
Kansas.conrady@ou.edu

Melanie Fields, Program Chair
Melanie.fields@tamuc.edu

Call for Proceedings

Friday, October 28, 2016

RCML publishes conference proceedings for selected papers submitted and accepted as conference presentations. Speaking proposals and papers submitted to the *RCML Proceedings* are **peer reviewed**. Acceptance of your proposal does not guarantee acceptance of the associated publication into the proceedings. Before submitting your paper, please review the Proceedings Submission Guidelines on the RCML website (<http://www.rcml-math.org/proceedings>). **Proceeding must be submitted by October 28, 2016 to rcmlproceedings@gmail.com and include “2017 proceedings submission” in the subject line.**

Graduate Student Activities

There are a few special events in the works just for you. Be on the lookout for additional information. For now, think about how you would describe your work in just a few short sentences and plan to join us early Thursday afternoon.

Kathy Horak Smith, Conference Chair
ksmith@tarleton.edu

Eileen Faulkenberry, Program Co-chair
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Publication Pulse

Gabriel Matney -- VP for RCML Publications

Eight years ago the leaders of RCML decided to move our journal *Focus on Learning Problems in Mathematics* to a self-published journal. Before self-publishing, our publishing partners owned the rights to the name of our journal so when we made the move to self-publishing our journal took on a new name, INVESTIGATIONS IN MATHEMATICS LEARNING (IML). We had limited resources when we started self-publishing. The leadership and members had to build the journal from the ground up. A large part of our success was Sheryl Maxwell's leadership and willingness to go the extra mile. In relatively short time, IML went from no national or international subscribers to needing more than 300 printed copies to mail to libraries and other subscribers around the USA and world. I began speaking with publishers about IML after I took the responsibility of VP for Publications. These publishers explained that they were actually impressed with the number of international subscribers we were able to get on our own. Sheryl deserves much credit in the incredible work she did to promote our journal. The journal's success in recent years and our plans to offer some very unique and needed areas in the field have drawn new attention to IML from various publishers. The executive board of RCML decided to move from self-publishing to a professional publisher. Very recently RCML signed a contract with Taylor and Francis to publish the IML journal. Taylor and Francis has issued a press release to let all of our subscribers know about this change. You can read the press release at <http://www.rcml-math.org/investigations>

What does this mean for RCML members?

The partnership between RCML and Taylor and Francis to publish IML will give us new resources in professional publication that we could not breach before. We now have access to teams of production specialists, marketers, copyeditors, and electronic platforms through which to run our RCML designed editorial and production processes. Through these teams and resources, IML will reach new friends and educators. Another bonus of the partnership is the ability to offer the membership electronic access to the journal well before the print version ever ships. Furthermore, all RCML members will have direct electronic access to all previous and current volumes of IML. As if all that was not great enough, we will be able to produce one extra issue per volume with no additional cost to RCML. Volume nine will have four issues, instead our previous three issues. The journal will be little bit larger in size. It will have a trim size 7x10 with around 64 pages per issue (256 pages per volume). This will allow us to have larger fonts for greater readability and also to print more per page. Being able to print more per page and have an extra issue per volume allows for more research to go into each volume. Plenty of room for high quality research manuscripts so spread the word among your colleagues to submit their research to IML. We currently have a 20-25% acceptance rate.

Is there a new publication cycle? Will my member dues change?

The new partnership with Taylor and Francis means a change in the publication cycle. Previously we produced IML only during the academic year with three issues per volume coming out in the fall, winter, and spring. Now IML will have a new issue each quarter of the calendar year. Beginning with

volume 9, we will have four issues being delivered around the first part of February, May, August, and November. As you are aware, a portion of each member's dues goes to support the production, printing, and shipping of the journal to their address. Since the new publication cycle will not start this Fall 2016, but rather at the beginning of 2017, the RCML board has agreed that all renewing RCML members will be receive a one-time reduction in their membership fee for 2017 to \$18. The reduction comes from the fact that renewing members paid their portion for the production of Volume 9 with their 2016 membership. Since Volume 9 will not come out until 2017, the treasurer will simply carry forward those payments to cover each member's journal production cost in 2017. New members who join RCML in 2017 will pay the normal rate of \$40 and their fee will cover their cost for Volume 9 of the journal.

Do you love your print copy of IML?

I have a beautiful row of IML sitting beside my office desk. I have every issue of every volume in print. I love my print copies. With IML's new publication cycle, the onus of getting all the print copies to add to your collection is on each member. **If you want to receive all of Volume 9 in a lovely bound print copy then you must make sure your RCML 2017 dues are paid before January 1, 2017.** Taylor and Francis will begin printing the first issue of Volume 9 in early January. At that time, we will send them the list of members who paid by January 1, 2017. Taylor and Francis will not be able to reset the production lines and print off a single copy every time a member joins after January 1, 2017. If a member joins late, then they will receive all the remaining print copies for that volume and have the same unfettered access to all the IML articles electronically. Although members may simply print the e-copy of the issue to read, those printed copies do not fit as nicely on the shelf as the professionally bounded copies. **So for those members who really care about their printed copy of the journal, please renew your membership by January 1, 2017.**

If your college/university does not receive our journal then suggesting that they subscribe to it is all it takes. The price is very reasonable. If your library has any questions about subscriptions then please encourage them to contact me at gmatney@bgsu.edu or contact Taylor and Francis at customer.service@taylorandfrancis.com. Their customer service agents will be happy to help you facilitate the subscription of IML.

What is the news from the editor of Investigations in Mathematics Learning?

Drew Polly, the Editor of IML, has been working with reviewers to get a 4-8 week turnaround time on the review process. We hope that you will consider writing a manuscript for the upcoming issues of IML. Until our new online submission systems is up and running with Taylor and Francis, you may contact the editor at investigationseeditor@gmail.com and submit your manuscript electronically as an attachment. The table of contents for past issues is available at <http://www.rcml-math.org/iml>.

What are the research journal impact factors for IML?

As our journal expands its reach there are some things the members can do to help.

- 1) Invite other researchers to submit their quality research manuscripts to Investigations.
- 2) Use your business-related social media to tell others about RCML and Investigations.
- 3) Have your students go to the library and download articles from Investigations in *Mathematics Learning* that you want them to read. Many times mathematics educators will share articles with their classes through Learning Management Systems (LMS). In the age of electronic data points,

this kind of sharing actually limits the journals impact factor because no e-data can be traced that the students read the article. In the past, some of our member's university library dropped the subscription to IML because they thought students were not using it, only to find out that the professors were making copies available through the LMS and the number of articles being read from the journal was not counted accurately.

What is happening with the Intersection Points newsletter?

The exciting news just keeps coming! We are pleased to announce that Bill McGalliard will become the Intersection Points editor in February 2017. The current newsletter editor, Jonathan Bostic, will mentor Bill until that time. Jonathan and Bill will co-edit the first issue of the Intersections Points newsletter (January 2017). Following the RCML meeting, Bill will officially take over the newsletter editorship. Thanks to both Jonathan and Bill for their committed service to RCML.



Membership report **Kerri Richardson**

Greetings from your RCML Membership Coordinator! As of September 2016, we currently have **183** members. One hundred forty six of those members are regular members and 37 are student members. Thank you! All members will receive the next volume of *Investigations in Mathematics Learning*, starting in September 2016. The method for becoming a member or renewing membership is through the RCML web site: <http://www.rcml-math.org/>. Please consider recruiting your colleagues to become members of RCML. If you wish to view the status of your membership or update your contact information, please login to the web site and access your member page. If anyone joining or renewing wishes to pay using a check, the check should be made payable to **RCML** and mailed to the RCML Treasurer, Dr. Kerri Richardson, UNCG-TEHE Dept., PO Box 26170 SOEB, Greensboro, NC, 27402. Membership dues are currently set at \$40 for full members, \$34 for students, and \$55 for international members. Please read and take note from Gabriel's *Publication Pulse* article above that, only for this 2017 calendar year, all renewing members only need to pay \$18. Payment is due on **January 1, 2017** for the calendar year **2017**. Included with membership is one year's subscription to *Investigations in Mathematics Learning*, with issues being distributed every quarter: Spring, Summer, Fall, and Winter. Thank you for maintaining your membership with RCML!



Developmental mathematics: What do we value



Sarah Ives, sarah.ives@csus.edu
California State University, Sacramento

Developmental mathematics: What do we value?

As a mathematics teacher educator, I find myself conflicted when it comes to developmental and remedial mathematics at the college level. On one hand, I think it is important that a college-educated person demonstrate mathematical literacy. On the other hand, I see what courses students are required to pass before starting college-level mathematics and think: “If it didn’t work when they saw it in middle school and again in high school – many of them multiple times – what makes us think it will work now?” The “it” I am referring to is both the curriculum and pedagogy of learning Algebra I concepts in a traditional method of teaching where the teacher is the distributor of knowledge and students are expected to work quietly and independently (e.g., explicit instruction). According to the report by Complete College America (2012) *Remediation: Higher Education’s Bridge to Nowhere*, the data about mathematics remediation are alarmingly abysmal. More than 50% of students entering 2-year colleges and more than 20% of students entering 4-year universities begin mathematics coursework in remedial classes (Complete College America). The argument can be made that we need to prepare our students better at the

secondary level. Until then, we need to fix how developmental mathematics is currently implemented.

In an attempt to address this issue at my institution, I implemented a course redesign Spring 2016 that included (a) supplemental instruction with peer leaders (future secondary mathematics teachers), (b) several metacognitive activities, and (c) readings on cognitive science and learning skills. I found these additions to the existing curriculum were helpful in changing students’ attitudes towards mathematics and their own abilities to do mathematics. These changes in attitudes and beliefs led to improved understanding of the mathematics content. I still was not satisfied with the traditional curriculum, which comprised mostly of exercises stripped of any context or meaning.

At the 2016 annual meeting of RCML in Orlando, Florida, I attended a presentation on an alternate route to bypass developmental mathematics (Venenciano, Capen, & Zenigami, 2016). As the presenters pointed out, students entering remediation courses may hold negative beliefs from their prior learning experiences with mathematics. The emphasis on repetition and practice that most developmental mathematics courses require is not effective at best and damaging at worst (Venenciano et al., 2016). I was intrigued by their case study, which included teaching through problem solving and real-world contexts. This inspired me to review the text, *A Modeling Approach to Algebra*. (Olson, Olson, Slovin, Venenciano, & Zenigami, (2015). I agree that “learning algebra requires more than memorizing formulas and finding answers” (Venenciano, Capen, & Zenigami, 2016, p. 125). When I implemented this problem-solving approach in my classes, there was some resistance to this different style of teaching and learning mathematics because it is far easier for students to be passive and let the teacher show-

and-tell students what to think. However after several weeks, students embraced the challenge of being actively engaged in their mathematics learning.

We, as a community of mathematicians teaching college-level developmental/remedial math courses, need to change the standard curriculum and revisit our mathematics pedagogy. It is my hope that the majority of students entering college will be prepared for college-level mathematics. Until that day, we can give them a better, more authentic experience learning mathematics with meaning. Do we value students' abilities to do several exercises involving mere symbol manipulation? Do we value students' abilities to make sense of mathematics? I speak from my limited experience that learning mathematics through problem solving and with meaning is not only more fun for both instructor and students, but also has a positive effect on students' attitudes and beliefs about mathematics.

References

- Complete College America. (2012). *Remediation: Higher education's bridge to nowhere*. Retrieved from <http://www.completecollege.org/docs/CA-Remediation-final.pdf>
- Olson, J., Olson, M., Slovin, H., Venenciano, L., & Zenigami, F. (2015). *A modeling approach to algebra, Student edition*. (2nd ed.). Honolulu, HI: Curriculum Research & Development Group, Marketing and Publishing Services, University of Hawai'i.
- Venenciano, L., Capen, S., & Zenigami, F. (2016). *An alternate route to bypass developmental mathematics*. In K. Adolphson & T. Olson (Eds.), *Proceedings of the 43rd Annual Meeting of the Research Council on Mathematics Learning* (130-137). Orlando, FL.



The aim of Connection Points is to share connections between RCML experiences (e.g., annual meeting, *Intersection Points* [newsletter], and *Investigations on Mathematics Learning* [journal]) on a topic germane to readership. We seek proposals for the January 2017 and May 2017 newsletters. Individuals are encouraged to contact Jonathan Bostic (bosticj@bgsu.edu) with queries and/or potential manuscripts. All manuscripts for the newsletter are editor-reviewed.

Signal and Noise

Jonathan D. Bostic



Last volume, RCML highlighted two of its members in a new section called “Signal and Noise”. We continue this with the October 2016 newsletter. The purpose of this feature is to get to know scholars more deeply and build relationships that span the tests of time, distance, and background. “Signal and Noise” is a reference to statistical data. Each datum in a data set provides valuable information. It is up to the statistician to recognize the presence of other information (i.e., noise) and to detect the unique structure (i.e., signal) found within a data set. Noise is not a negative aspect but rather a natural and welcome feature of the complex world in which we live. With that in mind, readers are invited to learn more about a senior RCML member as well as an early

career RCML member. Jonathan Bostic interviewed members at the 2016 annual meeting of RCML in Orlando, FL and members agreed to share their story in the newsletter. For the second edition of “Signal and Noise”, Dr. Pat Jordan (Oklahoma State University) is our featured senior member and Mr. Nickolaus Ortiz (Texas A&M University) is our featured early career member.

Interview with Patricia (Pat) Jordan

Pat is a professor emeritus from the Oklahoma State University.

Jonathan: Hi Pat. How long have you been an RCML member?

Pat: I’ve been a member since 1987, which should be roughly 29 years.

Jonathan: Wow. That’s quite a long time. So back 29 years ago, why did you decide to become an RCML member?

Pat: I don’t really think I had anything to do with it. My advisor was George Bright and George Bright said I should join. You do what George says if he is on your committee so that’s how it worked. (Laughter).

Jonathan: So over the 29 years, what positions in RCML have you held?

Pat: I’ve been conference chair several times. I was secretary. I was president. I even filled in when a treasurer resigned. I’ve certainly read countless proposals. I’ve read manuscripts as a reviewer for the RCML journal. So that’s a little bit of everything!

Jonathan: Why did you continue to come back and maintain your membership?



Pat: I liked that it [RCML] feels like a family. It's very supportive for new faculty. Once I was sort of at that midway point in my career trying to restart some research. RCML was a good place to come and visit with folks to say "OK, this is what I am interested in: How do I get to that point in research that I'm seeking?" So it's a rejuvenation process I think, which includes my personal endeavors in research.

Jonathan: Thank you for sharing that reason. I'm betting that others feel the same way as you do. What's a memorable RCML conference experience you've had over the years?

Pat: Actually it was one that we had held in Melbourne, Florida. And it occurs at a bar and some people who know me would be surprised. We were having some really good conversations. I will not go into the details of a story about how I actually ended up with a shirt that the servers were wearing at the bar. But I did. It was funny because when the group needed to order drinks, I went up to the bar, ordered the drinks, and brought them back. Alan [Zollman; Indiana University Southeast] knows. We've done many dissertation questions and research pieces on bar napkins at RCML conferences. These conversations and feedback on bar napkins have helped many young assistant professors get their work off the ground. That's the kind of group that RCML is.

Jonathan: That's a pretty memorable moment! Do you have an experience that sticks with you today from presenting at a RCML conference?

Pat: I do. When you have folks like Jane Fleener (North Carolina State University) and Anne Reynolds (Kent State University – retired) that come to your sessions, you know they are movers and shakers in their areas. It was always very reaffirming to know that they were interested in the things that I had to say. And I can remember having Jane in one of the sessions and she made a comment to the effect of "That was eye opening! I hadn't thought about looking at this research from that advantage point." So that has always been nice - these people – movers and shakers of mathematics education that I hold in esteem - have sought to attend some of my presentations. It's like, "Oh my gosh!", you know these people, I think they know so much more than I do and they were there! They asked some really important questions during my session! And, they were really supportive of that inquiry during my presentation.

Jonathan: You know in thinking about next year, so what excites you for next years RCML meeting in Fort Worth, or just in the next year for RCML in general?

Pat: Now as a retired person, it's a good opportunity to see folks we only get to see once a year. If I want to continue doing some research then it gives me an outlet to do that - to hear what's going on in the field. I'm still interested in mathematics education, what folks are doing, what the field of mathematics education knows about the way children learn, and what we can do to help our preservice teachers do a better job of facilitating children's learning.

Bostic: So let's talk about this meeting. What intrigued you enough that you attended the 2016 annual meeting of RCML in Orlando, Florida?

Pat: I haven't quite given up the idea that I still should be involved in math education, not quite retired to that point, but for me professionally I now have the opportunity to do research I want to do, not that I am told to do because it is the only thing that will count towards reappointment or my next phase as a professor. So I like the freedom to talk about whatever I want to talk about.

Pat: I think one of the things RCML members should *always* [emphasis added] take advantage of, now that we have everybody's contact information, is if you went to someone's presentation then don't hesitate to contact them after the conference and ask questions. If it is someone you didn't get the chance to hear but you like their topic, don't hesitate to email the speaker(s) and ask them. This is the strength of this organization. The older ones of us, the seasoned people, are more than happy to work with any RCML member, bounce ideas off of us. We (seasoned RCML members) want everyone to know that we are available. Don't hesitate to contact somebody and get advice or just talk to them about your ideas.

Jonathan: You know, just thinking about the strength we have in this organization. That is a great reminder for myself and others. Thanks Pat! Last question Pat and you are off the hook. Historically RCML has meetings in warm weather climates, it's in the bylaws that it must be in the Sunbelt, and so if you could talk to Kansas about a place to hold an RCML meeting in the next 5 years, where would you like RCML to hold a meeting?

Pat: Oh I would think Aruba would be nice. Bill Spears has always been trying to get RCML to do a little short cruise. That would be good. I will warn Kansas that the last time we met in Fort Worth, they had the most severe ice storm they have had in 20 years. Most of us didn't make it to the conference, so hopefully it will be nicer.

Jonathan: Aruba doesn't have ice storms. I'll pass that along to Kansas. Pat, is there anything else you'd like to share with the RCML membership that you haven't had the opportunity to share yet?

Pat: I just think RCML is a wonderful place to grow, to change, to expand the knowledge base and to have the opportunity to share that with other fine people to work with, collaboratively, across the continental United States and Hawaii, and other places people end up. I think that's the richness of RCML not necessarily found in other organizations.

Jonathan: Thanks for reminding of us the richness of RCML Pat. I appreciate it. [END INTERVIEW]

Interview with Nickolaus Ortiz

Nickolaus is a third-year doctoral student at Texas A&M University in Curriculum and Instruction. His emphasis is in mathematics education and his research is primarily focused on improving mathematics teaching and learning among Black students. His trajectory for graduation is May 2018.

Jonathan: I appreciate you taking time to be interviewed. So we'll start with this; how long have you been an RCML member?

Nickolaus: This is my second year as an RCML member.

Jonathan: So why did you decide to become an RCML member two years ago?

Nickolaus: It was one thing I really like about the conference. There is



a focus on mathematics learning. I think that is really important to have a conference that is specifically dedicated what mathematics education looks like and how to improve it

Jonathan: ... so is that part of the reason also then you maintained that?

Nickolaus: Yes it is.

Jonathan: So thinking about 2017, what excites you in the upcoming year about RCML?

Nickolaus: The idea of getting better. The idea of engaging in *this* [emphasis added]. This experience again and again. In a sense, looking forward to doing my work even better or looking back and saying “OK. You gave me all these suggestions. Here’s what I did with them.” I think that is one thing that is really rich about this conference is that you can frame it as “I’m a doctoral student so give me your suggestions on how to improve this kind of study and in the line of mathematics education.” I feel like it’s good in that sense because you [member] all know the field, or the trends in the research. To be able to come back next year and say “Hey, my work is even better this time! Look at what I’ve done!” It’s that excitement. It’s that mentoring that Dr. Zollman talked about during the Founders Lecture (2016 annual meeting): The idea of comparing my second year and his [Zollman’s] twenty years. I’m just getting excited thinking about it all.

Jonathan: That’s awesome. Wow! Thank you Nickolaus. What intrigued you enough to attend the 2016 annual meeting of RCML in Orlando?

Nickolaus: Like I said, just doing better. To really hone in on where I want to go with mathematics education. Hone my presentation skills, my publication skills, all those skills that I need to get me prepared for academia.

Jonathan: Your drive and passion come through clearly. There’s no doubt you’ll be the one giving feedback at RCML sessions to early career one day. I want you to think about a memorable moment from your two RCML meetings. What made it memorable?

Nickolaus: A talk by Dr. Zollman. I remember he presented with Rocky and Bullwinkle about getting published. One thing I remember from RCML is the idea that you use a colon in your title. [Laughter] So that’s, so one thing that I always try to do now is put a colon in my title when I work on papers. And one thing I’d say that was this year: It was my first time giving a talk for 50 minutes. I was a little nervous about that. Again, like other times, just feeling that warmth from the audience and to be able to say “Hey what kind of feedback can you give me? Really just having that welcoming feeling, and that warmth just really means so much to me. That feeling of “Hey! You have a place here among us. You are a budding mathematics education researchers. We value you.”

Jonathan: That’s it. I think you hit at the core of what RCML is and does, we see your potential and like Dr. Zollman said during his Founders Lecture (2016): to grow. So let’s say you can ask a question to a veteran RCML member, like Dr. Zollman, or someone else. What question would you like to ask them, if you could ask them anything?

Nickolaus: I guess I would have to say: “How do you decide what to pursue as far as your research is concerned?” Is it more so what you are interested in? Is it more so what you think people want to read? I

think those are two totally different ideas right. It might intrinsically motivate me but that might be totally different from the trends that we see and the research right now. How do you make that determination?

Jonathan: That is a great question! I think that question is a two-fold because on one hand it's got to be interesting to be published. On the other hand, it may not be interesting now but it could be interesting in a year when the study is done and submitted for publication.

Nickolaus: Exactly

Jonathan: One more formal question: RCML has historically had meetings in warm weather climates. Believe it or not, it is in the bylaws in the Sunbelt. Now let's say you could talk to the conference coordinator and say, "you know in the next five years, I've got a great idea for a meeting location". Where do you think we've ought to hold an RCML meeting?

Nickolaus: Maybe a beach? That might be fun.

Jonathan: Like, actually on the beach?

Nickolaus: That would be great. I think that would hold up in the bylaws. It would be warm enough, right?

Jonathan: Yes. Absolutely

Nickolaus: And then attendees would be able to hit the beach afterwards.

Jonathan: I think that is a great idea!

Nickolaus: Also, I will say I enjoyed the Vegas conference too, but I think the beach would be great.

Jonathan: I will pass these ideas along to Kansas. Thank you for the opportunity to interview you. [End of Interview]

Treasurer's Report

Kerri Richardson

As of September 2016, we have the following amounts on hand in our organization:

General Account = \$20,807.51

Publications Account = \$19,212.45

Total RCML Accounts = \$40,019.96



RCML 2017 Memorial Scholarship Award

Historical Foundation

The RCML Memorial Scholarship Award, in honor and memory of the organization's longtime members, was established to provide non-tenured faculty financial support to attend the RCML annual conference. Each year one non-tenured faculty member employed in a tenure track position at a college or university, will received \$1,200 to offset the cost of attending the annual RCML conference.

Previous recipients:

2014 - Summer Bateiha - Western Kentucky University,
in memory of Jean Schmittau, SUNY-Binghamton University

2015 - Jonathan Bostic - Bowling Green State University,
in memory of David Davison, Montana State University

2016 - Rachel Bachman - Weber State University,
in memory of Robert Ashlock, Covenant College

2016 - Sarah Pratt - University of North Texas,
in memory of Marjorie A. Speer, University of Nevada, Las Vegas

The 2017 Award will be in honor of Dr. James W. Heddens of Kent State University.

Qualification Checklist

The Scholarship will be awarded on a competitive basis. To qualify, the applicant must meet the following qualifications:

- Has not been previously awarded a RCML Memorial Scholarship.
- Be a non-tenured faculty member whose current appointment is a tenure-track position at a college or university.
- Has attended at least one RCML conference prior to application submission. Preference will be given to a candidate who has presented at least one time.
- Be a current member of RCML (encompassing both 2016 and 2017 membership years)
- Complete and submit the application form by **November 1, 2016** for attendance at the 2017 RCML Conference in Fort Worth, TX.
- Submit a current curriculum vita for review, and articulate one's research agenda as a summary of this curriculum vitae.
- Must have a presentation session accepted for the 2017 annual meeting.

The applicant:

- articulates an important issue, problem, or practice in the field of mathematics education that is beyond the norm;
- exhibits outstanding knowledge, understanding, and use of research methods to tackle the stated problem related to the teaching and learning about mathematics;
- recognizes, extracts, and synthesizes valuable information from research study that can advance practices in the teaching/learning of mathematics;
- is imaginatively aware of how this study will contribute to future endeavors, advancing one's research agenda with plans articulated.

The application form is shared on the following page and may be found on the RCML website

<http://www.rcml-math.org/awards-and-scholarships>.

2017 RCML Memorial Scholarship Award APPLICATION FORM

Name: _____

Current Employment Institution: _____

Mailing Address: _____

Email Address: _____

Phone Number: (____) _____

Cell Phone Number: (____) _____

Year(s) attended RCML Conference(s): _____ Speaker? Y or N

Title of 2017 Accepted Conference Presentation:

50 Word Program Abstract:

Connecting Your Research to the RCML Mission Statement:

[This should be an approximate 300-word elaboration of how the candidate's current research, as described in the brief abstract, contributes to the RCML mission statement: *RCML seeks to stimulate, generate, coordinate, and disseminate research efforts designed to understand and/or influence factors that affect mathematics learning.* The final paragraph is to affirm how this presentation will contribute to the candidate's research agenda stated as a summary of one's curriculum vitae.]

Your completed application form together with a current vita should be sent via email to the each of the three review panel members.

In the subject line of your message, please use the form, Your Name – RCML Scholarship Materials, then attach all files needed for review by the committee.

To ensure the committee can access documents, use Word or PDF formats for files.

Dr. Alan Zollman, Review Chair, Indiana University Southeast, alanzoll@ius.edu

Dr. Lynn Columba-Piervallo, Lehigh University, hlc0@lehigh.edu

Dr. Travis Olson, University of Nevada, Las Vegas, travis.olson@unlv.edu

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