

NYSMATYC  
Task Force on Faculty Issues  
Individual Faculty Survey

A Task Force on Faculty Issues was formed at the 2003 Annual meeting in Rochester. The task force was established to help NYSMATYC to continue to best serve its members. The task force's charge is to answer three questions: 1) Who does NYSMATYC serve? 2) What are their needs? and 3) How can we best serve them?

In order to help the task force determine the answer to the second question, please complete the following survey **once**. Thank you in advance for your assistance.

Mary Beth Orrange  
NYSMATYC President

**180 individuals responded to this survey**

1. Please identify yourself. (Check one.)
  - full-time faculty member in a mathematics department.....n = 133, 74%
  - adjunct/part-time faculty member in a mathematics department .....n = 41, 23%
  - retired faculty member in a mathematics department.....n = 1, 1%
  
2. Do you have a website for your math courses that anyone can access?.....YES n = 51, 28%  
 .....NO n = 125, 69%
  
3. Do you teach from a reform math textbook?.....YES n = 40, 22%  
 .....NO n = 126, 70%
  
4. Do you teach math online?.....YES n = 40, 22%  
 .....NO n = 136, 76%
  
5. Do you require your students to use web-based materials in your math courses?.YES n = 44, 24%  
 .....NO n = 131, 73%
  
6. Do you use commercial math software for any math course you teach?.....YES n = 91, 51%  
 .....NO n = 83, 46%  
 If yes, please list.....see comments
  
7. What would be your **three** most important reasons for joining NYSMATYC?
  - Professional growth.....n = 117, 65%
  - Professional contacts.....n = 68, 38%
  - Resume building/rank promotion.....n = 20, 11%
  - Information about mathematics and educational trends.....n = 119, 66%
  - To learn what others are doing in their classrooms.....n = 126, 70%
  - To learn what others are doing in their departments.....n = 48, 3%
  - Other – Please list .....n = 6, 3%, none listed
  
8. What is the single greatest challenge confronting you as a math faculty member?
  - Changing technology.....n = 10, 5%
  - Student needs.....n = 27, 15%
  - Assessing Student Learning Outcomes .....n = 8, 4%
  - Lack of student academic preparation.....n = 107, 59%
  - College administration.....n = 4, 2%

Salary.....n = 6, 3%  
 Other (Please limit your response to 120 characters.).....n = 14, 8%  
 .....see comments

9. What is your primary teaching interest?

Calculus and above.....n = 49, 27%  
 Statistics.....n = 22, 12%  
 Liberal Arts Courses.....n = 11, 6%  
 Credit-bearing Algebra Sequence.....n = 51, 28%  
 Technical Mathematics.....n = 3, 2%  
 Math for Elementary Teachers.....n = 6, 3%  
 Non-credit Developmental Mathematics.....n = 26, 14%  
 Other.....n = 8, 4%  
 See comments

10. How can NYSMATYC improve its service to you?

- I'm happy with the service.
- Being more accessible would help--perhaps more on-line services rather than face-to-face meetings? Both time away and money are restricted on my campus, so anything I can do from my computer is a real advantage.
- Better conferences. Just kidding. It's all good baby.
- Better presentations at conferences--much less do as I say, not what I'm doing
- Comment for #9: My other primary teaching interest is Non-credit Developmental Mathematics.
- Encourage and spread classroom-based research about what works. Keep us informed about trends in math courses/teaching in the NYS 4-year colleges.
- Even though many departments use many adjuncts they are often out of the loop. Increasing the involvement of adjuncts within the organization will help in letting them know they are a valuable part of the organization.
- Get more involved with and provide guidance for SUNY Assessment. I was at a regional meeting where there was a panel on SUNY Assessment last year (Monroe CC) and it was eye-opening to see what other colleges are doing and how unguided everyone felt. I think we need leadership outside our individual colleges and there is opportunity for NYSMATYC to provide this leadership.
- Get New York State to rethink how badly they have butchered the math curriculum and go back to courses taught by subject rather than everything all mixed up!! They would never think to take Earth Science, Biology, Chemistry, and Physics and mix them all up then divide them into 4 courses with the basics in one, intermediate content in another, etc. This is one BIG reason, in my personal opinion, that students leave high school and just do not have a solid foundation. I believe we need to return to mathematics taught by subject, as in algebra, geometry, trigonometry, etc. Maybe then, students will have what they need to be successful.
- Help us negotiate better salaries
- How to teach developmental math (pre-algebra) with a "reform" curriculum.
- i am disappointed that recent policy statements have been made at the state level on behalf of the entire membership when in fact the members were not asked for their reaction....i really need to feel that NYSMATYC statements represent the diversity of its membership and not the opinions of a few
- I can't think of any ways at the moment!
- I can't think of anything at the moment. I do attend meetings from time to time in semesters when I am not attending a national conference. I like meetings scheduled on weekends.
- I have no constructive comment--everything seems fine.
- I think you are doing a good job its just that I don't have enough time to take advantage of all that you currently offer. The problem is mine, not yours.

- I try to attend the NYSMATYC conferences at both the state and regional level whenever possible. I always enjoy meeting with faculty from other institutions and keeping current on what is going on. I have never left a conference without obtaining some new information to use in my classroom. Keep up the good work!
- I would appreciate more teaching "tip" type presentations at the conference. Especially, how and where I can go to get more information on different technologies that are used easily in the classroom.
- I would enjoy receiving information on websites that other faculty members have found to be useful in teaching mathematics. There is so much info out there, but it takes time to find it and sift through it to determine what to use and how best to use it.
- I would like to have more task force/group discussions around departmental topics such as departmental finals, SUNY gen ed math assessment, HS students taking college courses and what other schools are doing - seems to me this is a state issue - competitive issue between colleges.
- I'm not certain. This is my first exposure to teaching this curriculum. I am also involved in a "Writing Across the Curriculum" program and would be interested in any articles/ideas that have been successful in the mathematics classroom.
- I'm not sure you can improve your service. People are so busy around here that they don't necessarily take advantage. The College has just deactivated our Math program, so people probably don't see the need in joining or participating in any organizations. I'm getting ready to retire.
- Include more presentations about mathematics itself at the conferences, and less methodology, curriculum, reform, etc, etc.
- Just keep being there as a voice of two-year college math faculty.
- Keep an up-to-date website that addresses concerns indicated in questions 7, 8, & 9.
- Keep bringing those roundups and hootenannys by.
- Keep doing what you have been doing!
- Keep up the good work.
- Keeping a database of how certain material (e.g. solving system of linear equations) is taught by various math teachers
- Lobby to have adjuncts have the same status and salary as fully time faculty but based on a per credit hour scale. I have to run between 2 colleges to make a decent income teaching 21 credit hours in the fall because the spring time course are so few. 21 credit hours is more than full time, but my pay is less than half pay compared to full time faculty.
- More classroom hands on demonstrations during conferences. Develop a speakers bureau so I could bring in approved experts.
- More information regarding teaching math online. Sharing of information so that we all don't have to reinvent the wheel.
- More local conferences
- N/A
- No need to.
- No Suggestions
- Not familiar enough with programs you already have to comment here.
- Not sure, not aware of it much yet (recently started as an adjunct)
- NYSMATYC is doing a great job and serves me well. Thank you.
- Offer conveniently located and timed training in dealing with special ed students and ESL students in the traditional classroom setting.
- Please note that I use Blackboard to web-enhance all my courses but the websites are only open to enrolled students. Also I do not necessarily have one primary teaching interest. Currently I can say Calculus but I am also currently in other areas. I would like to see the talks and workshops include more talks on mathematical content itself than has been in recent years. More talks, workshops, taskforce?, etc., on how problem solving skills and strategies can become the CORE of all math courses, from the most basic skills courses through discrete math and advanced calculus. Too many

students pass basic courses but cannot use what they learn in solving realistic problems or applications. WE need to solve this problem!

- Possibly include a section on teaching ideas in the newsletter
- Primary teaching interest? We teach everything! How about two or three! I'm very pleased overall with NYSMATYC - the annual conference is the most useful of all the conferences I attend
- Promulgation of standards.
- Provide stimulating conferences and workshops on current trends and technology
- Response for #9: Quantitative Methods for Business Decision
- Since most of the time of an instructor at a community college is spent on teaching, I would like to recommend that NYSMATYC sponsor more workshops on pedagogy. I would also like to know what teaching techniques are being used at other community colleges around the state, such as distance learning courses, mastery learning, and any other alternative modes of instruction. I know that there is a current trend to make distance learning and on-line courses more personal. The literature is suggesting that personal contact is still essential for effective instruction to take place. I would also like to know how technology is affecting instruction. I am also very concerned about the changes that are occurring at the high school level in New York State. The performance of students on the last Math A regents exam indicates that something is very wrong. The performance of students at the high school level impacts the community college directly. I believe that it merits our attention.
- Stay up to date with current issues--- Follow and inform us about New York state policy--especially SUNY Gen Ed
- The annual conference should offer more sessions about mathematics, history of mathematics or philosophy of mathematics. It seems like the entire conference is focused on teaching math, developmental math and technology in the classroom. I think you would attract more members if you put a little more emphasis on mathematics, not just classroom techniques.
- To continue to offer workshops and conferences on the latest trends, technologies and what other faculty are doing in their classrooms
- Try to improve the salary for adjuncts to be more commensurate with full time faculty...and even more equitable with other private colleges in the area.
- Wash my car? (Abe) ;->

