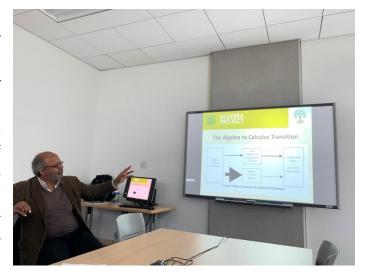
Representative from Southern Algebra Initiative Project Conducting Workshop for Faculty Development





As part of our ongoing effort to engage in innovative instruction, the department invited Dr. William Crombie of the Southern Algebra Initiative Project (SIAP) to lead a faculty development workshop on Thursday, November 15. The workshop was focused on Polynomial Calculus, a curriculum intervention that seeks to provide alternative pathways into calculus.

The transition from algebra to calculus is a significant barrier for many students pursuing STEM degrees, which bottlenecks our nation's STEM pipeline. Polynomial Calculus seeks to reduce this barrier by providing a set of algebraic techniques to handle differentiation and integration without the need for limits. By providing this alternative pathway to calculus, SIAP hopes to bring



calculus proficiency to more students, thereby reducing the number of students who abandon STEM pursuits at the algebra to calculus transition bottleneck.

On the day before the workshop, Dr. Crombie met with our department chair, Dr. Claude Tameze, to discuss the timetable and other aspects of the workshop. Dr. Crombie also sat in on some of our classes and labs to get a feel for our current curriculum and teaching methods. The following morning, Dr. Crombie

formally introduced our faculty to the concept of Polynomial Calculus and its potential in easing students' transition from algebra to calculus.

The faculty workshop was planned as an all-day event, but the university was forced to close at noon due to inclement weather. Despite this, the workshop was still quite productive. Our department is now considering how best to incorporate this new pathway to calculus into our curriculum. This course of action would require additional faculty training, which could include future workshops in the spring or summer of next year.



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