47th AMATYC Annual Conference

Virtual Days
November 5 - 6, 2021

Virtual Program

Join the Virtual Days using the Whova conference app. See the conference website for more information.

Keynote Speakers

Lindy Elkins-Tanton
Arizona State University
The NASA Psyche Mission: Journey to a Metallic World

Talithia Williams
Harvey Mudd College
Power in Numbers: Unveiling Hidden Figures

Both keynote session recordings are available in the Whova conference app.

Hosted by ArizMATYC and the Southwest Region

www.amatyc.org
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AMATYC 2021 EVENTS

FRIDAY 10:00 A.M. – 11:15 A.M. ROOM LAVEEN B
Elements for Successful Courses in the Digital-Age

FRIDAY 12:25 P.M. – 1:40 P.M. ROOM LAVEEN B
Customizing Hawkes Courses to Engage Students in Any Environment

Visit the booth and enter to win your choice of:

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AMAZON FIRE STICK  TILE BLUETOOTH TRACKER
WELCOME
to the
47th Annual Conference
of the
American Mathematical Association
of Two-Year Colleges

Virtual Days
November 5–6, 2021
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Thursday Keynote Session

Lindy Elkins-Tanton

The NASA Psyche Mission: Journey to a Metallic World

Thursday, October 28, 3:00 pm

Recording available in the Whova conference app

“Psyche” is both the name of a metallic asteroid, and the name of the NASA mission to visit that asteroid. Humans have never explored a world made of metal. The presentation will include how missions are planned, who plans them, and the steps to prepare for launch.

Lindy Elkins-Tanton is the Principal Investigator (lead) of the NASA Psyche mission, Managing Director of the Interplanetary Initiative at Arizona State University, and co-founder of Beagle Learning, a tech company training and measuring collaborative problem-solving and critical thinking. Her research concerns terrestrial planetary formation and evolution, and she promotes and practices inquiry and exploration learning. Her mission is to create a generation of problem-solvers.

Elkins-Tanton received her B.S., M.S., and Ph.D. from MIT. She was a researcher at Brown University, faculty at MIT, and a director at the Carnegie Institution for Science before moving to the directorships at Arizona State University. She has collaborated on over 115 articles or chapters, co-authored six books, and was the primary supervisor for at least 20 post-doctoral, graduate, or undergraduate researchers. At ASU she has taught many courses in her research area as well as professional development courses.

Elkins-Tanton has led four field expeditions in Siberia. She is a two-time NAS Kavli Frontiers of Science Fellow and served on the Planetary Decadal Survey Mars panel, and the Mars 2020 Rover Science Definition Team, and now serves on the Europa Clipper Standing Review Board. In 2010 she was awarded the Explorers Club Lowell Thomas prize. Asteroid (252) Elkins-Tanton is named for her. In 2013 she was named the Astor Fellow at Oxford University. She published the book Earth, co-authored with Jeffrey Cohen, in 2017. She is a fellow of the American Geophysical Union, and of the American Mineralogical Society, and in 2018 she was elected to the American Academy of Arts & Sciences.

Saturday Awards Breakfast Session

Talithia Williams

Power in Numbers: Unveiling Hidden Figures

Saturday, October 30

Recording available in the Whova conference app

Hidden Figures brought visibility to African American women serving as NASA “human computers” in the 1960s, dreaming the impossible in a field where their presence was lacking. Demands of today's STEM workforce require recruiting and training individuals typically underrepresented in math. Hear the speaker's journey as a woman of color in statistics. Share ways to excite public interest in mathematics, building upon the rich legacy of these Hidden Figures.

Talithia Williams is an innovative, award-winning Harvey Mudd College professor, a co-host of the PBS NOVA series NOVA Wonders and a speaker whose popular TED Talk, “Own Your Body's Data”, extols the value of statistics in quantifying personal health information. She demystifies the mathematical process in amusing and insightful ways to excite students, parents, educators and the larger community about STEM education and its possibilities.

Williams is a proud graduate of Spelman College (B.A., math), Howard University (M.S., mathematics) and Rice University (M.A., Ph.D., statistics). Her research focus involves developing statistical models that emphasize the spatial and temporal structure of data and applies them to problems in the environment. She's worked at NASA, the Jet Propulsion Laboratory, and the National Security Agency and has partnered with the World Health Organization on research regarding cataract surgical rates in African countries.

In 2015, she won the Mathematical Association of America’s Henry L. Alder Award for Distinguished Teaching by a Beginning College or University Mathematics Faculty Member, which honors faculty members whose teaching is effective and extraordinary, and extends its influence beyond the classroom. It is this excellence that attracted the attention of online educational company The Great Courses, which selected Williams to produce Learning Statistics: Concepts and Applications in R, a series of lectures in which she provides tools to evaluate statistical data and determine if it's used appropriately. She is the author of Power in Numbers: The Rebel Women of Mathematics, a full-color book highlighting the influence of women in the mathematical sciences in the last two millennia.

Faith and family round out a busy life that she shares with her husband and three amazing boys. Through her research and work in the community at large, she is helping change the collective mindset regarding STEM in general and math in particular, rebranding the field of mathematics as a logical, productive career path that is crucial to the future of the country rather than dry, technical, or male-dominated.

7
STEM learners need more than static content, a video lecture, and a multiple choice exam. They need to experience and work with the concepts they are learning – to test their knowledge often, especially outside of graded exercises, in a way that authentically evaluates their true knowledge of the material.

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**For Your Information**

**Policy on a Welcoming Environment**

It is the policy of the American Mathematical Association of Two-Year Colleges (AMATYC) that all participants in AMATYC activities will enjoy a welcoming environment free from all forms of discrimination, harassment, and retaliation. As a professional society, AMATYC is committed to providing an atmosphere that encourages the free expression and exchange of ideas. In pursuit of that ideal, AMATYC is dedicated to the philosophy of equality of opportunity and treatment for all members, regardless of gender, gender identity or expression, race, color, national or ethnic origin, religion or religious belief, age, marital status, sexual orientation, disabilities, veteran status, or any other reason not related to scientific merit. Harassment, sexual or otherwise, is a form of misconduct that undermines the integrity of AMATYC meetings.

This policy applies to all attendees at AMATYC activities, including mathematicians, students, guests, staff, contractors and exhibitors, participants in scientific sessions, tours, and social events of any AMATYC meeting or other activity. All individuals participating in AMATYC activities are asked to agree to behavior consistent with these standards. Violations of this policy should be reported to the President of AMATYC. Individuals violating these standards may be asked to leave the activity without refund of registration fees and may have their behavior reported to their employer. Repeat offenders may be banned from future AMATYC activities. Retaliation against individuals who file a complaint will not be tolerated and will be treated in a manner similar to harassment.

*This policy, in its entirety, can be found at www.amatyc.org/PolicyWelcomingEnv.*

**Photo/Video Release**

Photographs and video will be shot during this event. These photographs and video may be used on the web or in printed materials as deemed appropriate by the organizers of the event. If you do not wish to have your image published, please notify the AMATYC Office in writing no later than a week after the end of the 2021 AMATYC Annual Conference in Phoenix.

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**Phoenix Program Keys**

> Attendees can filter by program key using the Whova conference app.

<table>
<thead>
<tr>
<th>EQ</th>
<th>Equity and Inclusivity</th>
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<tbody>
<tr>
<td></td>
<td>• Equity, diversity, and social justice in providing mathematics education to all students</td>
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<tr>
<td></td>
<td>• Collaboration with AMATYC leadership, committees and ANets, and Project ACCESS to increase awareness about diversity</td>
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<tr>
<th>IG</th>
<th>International, Cultural and General Interest</th>
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<tr>
<td></td>
<td>• Best practices regarding the teaching and learning of mathematics around the world</td>
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<td></td>
<td>• Professional development opportunities to infuse global perspective in teaching</td>
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<td></td>
<td>• Mathematics or the teaching of mathematics relative to history or any culture or people</td>
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<td></td>
<td>• Topics of general interest</td>
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<tr>
<th>MI</th>
<th>Math Intensive</th>
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<tr>
<td></td>
<td>• STEM courses: Precalculus, Calculus, and beyond</td>
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<tr>
<th>MN</th>
<th>Math for Non-STEM</th>
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<tr>
<td></td>
<td>• Courses such as Quantitative Literacy or Reasoning, Liberal Arts Math, or Finite Math</td>
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<td>• Topics such as probability, statistics, or finance which might be used in a QR course</td>
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<tr>
<th>PD</th>
<th>Professional Development and Department/Division Interests</th>
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<tr>
<td></td>
<td>• Strategies for helping college faculty improve or evaluate their teaching while discovering and implementing best practices</td>
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<td></td>
<td>• Suggestions to address needs, preparation, and inclusion of adjunct faculty</td>
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<td></td>
<td>• Ideas for fostering collaboration and community within or between departments and institutions while providing for student success</td>
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<th>PS</th>
<th>Pathways for Student Success</th>
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<td>• Any sequence of courses, including developmental mathematics, that most efficiently leads to the student's final college-level mathematics course in the field of study</td>
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<td>• Student placement into the correct mathematics course, program, or pathway using various advising tools or multiple measures</td>
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<td>• Assessment of student proficiency, courses, or programs</td>
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<th>RG</th>
<th>Research and Grants</th>
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<tr>
<td></td>
<td>• Reports on research results and practices, at both classroom and institutional level</td>
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<td></td>
<td>• Reports on grant-supported or grant-related activities</td>
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<td></td>
<td>• Strategies to obtain funding to undertake research</td>
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<tr>
<th>SM</th>
<th>Strategies and Mindset for Student Success</th>
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<td>• Improvement of the quality of develop-mental mathematics programs to better prepare students for success</td>
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<td>• Strategies for enabling students to take ownership for learning, deal with math anxiety, and gain confidence to succeed by developing a mathematical mindset</td>
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<th>ST</th>
<th>Statistical</th>
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<td>• Statistics</td>
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<td></td>
<td>• Statistical literacy</td>
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<td>• Data science</td>
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<tr>
<th>TC</th>
<th>Teaching in Grades K-12 and Applying Math to Other Careers</th>
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<tr>
<td></td>
<td>• Courses to prepare education majors to teach mathematics in K-12</td>
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<td></td>
<td>• Mathematics courses for career and technical programs, both terminal and transfer</td>
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<td>• Courses such as business statistics or business calculus</td>
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<td>• Courses with emphasis on applications and technical communication</td>
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<th>TL</th>
<th>Technology and E-Learning</th>
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<tr>
<td></td>
<td>• Use of technology in course delivery, engagement of students, or collaboration of students and/or faculty</td>
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<td></td>
<td>• Hybrid, blended, or online courses</td>
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<td>Session 1A</td>
<td>Session 1B</td>
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<td><strong>11:00 - 11:50 eastern</strong></td>
<td><strong>11:00 - 11:50 eastern</strong></td>
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<td><strong>K-12 Statistics and Data Science: The Influence of Two-Year Colleges</strong></td>
<td><strong>Connecting Industry to Mathematics Instruction</strong></td>
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<td><strong>Presenter:</strong> Christine Franklin – American Statistical Association - Athens, GA</td>
<td><strong>Presenter:</strong> Jay Martin – Wake Technical CC – Raleigh, NC  Julia Smith - Wake Technical CC - Raleigh, NC</td>
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<td>This session focuses on the updated Pre-K-12 Guidelines for Assessment and Instruction in Statistics Education II. GAISE II addresses the future essentials in statistics and data science curriculum across school levels connecting to post-secondary statistics and data science. Data science examples from GAISE II will be actively explored. ST, TC</td>
<td>Industry-inspired lessons will be demonstrated and explored by participants. STEM lessons include an industry Launch video embedded in a Desmos activity, a student sheet posing industry tasks, and analysis questions that require student discussion and presentation. Presented materials are a result of an NSF-ATE grant collaboration project. TC, RG, TL</td>
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<th>Session 1C</th>
<th>Session 1D</th>
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<td><strong>11:00 - 11:50 eastern</strong></td>
<td><strong>11:00 - 11:50 eastern</strong></td>
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<td><strong>The Work of Learning: Returning the Hard Tasks of Learning to Students</strong></td>
<td><strong>Your Corequisite Math Game Plan (sponsored by McGraw Hill)</strong></td>
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<td><strong>Presenter:</strong> Trisha White – Ozarks Technical CC - Springfield, MO</td>
<td><strong>Presenter:</strong> Dayna Ford - Grayson College - Denison, TX  Alana Mcnally - Central Oklahoma Univ - Edmond, OK</td>
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<td>Research shows that learning takes effort thus, the one working is the one learning. Is it possible to work too hard for students? What if educators employed students in the tough tasks of instruction and assessment? Join a lively discussion considering instructional strategies that provide students additional opportunities to learn. SM</td>
<td>At this virtual panel and roundtable discussion, connect with peers to discover strategies, solutions, and tools to help you help more students tackle their gateway math requirement. Curious about what’s trending and what’s tried-and-true? You’ll get an inside look at our findings from a nationwide survey of corequisite math instructors.</td>
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## Friday, November 5

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<th>Session 2A</th>
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<tr>
<td>12:00 - 12:50 eastern</td>
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<td><strong>AMATYC Grant Series: NSF Funding Opportunities 2YC Math Faculty</strong></td>
<td><strong>GeoGebra: From Exploration to Creation</strong></td>
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<td><strong>Presenter:</strong> Sandra Richardson, Michael Davis, Michael Ferrara</td>
<td><strong>Presenter:</strong> Piotr Runge - Salt Lake CC - Salt Lake City, UT</td>
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<td><strong>National Science Foundation - Alexandria, VA</strong></td>
<td><strong>After eight years using GeoGebra in courses from developmental math to differential equations and linear algebra, the presenter will share some “favorite” examples showcasing non-standard or lesser known ideas such as 3D-visualizations, animations based on parameters, or the trace feature. Meet after this session to learn more with hands-on opportunities.</strong></td>
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<td>Learn about NSF programs and funding opportunities in the Division of Undergraduate Education for mathematics faculty at 2YC. Featured NSF Programs: Improving Undergraduate STEM Education, Scholarships in STEM, Advanced Technological Education, and Robert Noyce Teacher Scholarship Program. Participants will be invited to engage in a Q&amp;A session.</td>
<td>MI, MN, TL</td>
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<th>Session 2C</th>
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<td>12:00 - 12:50 eastern</td>
<td>12:00 - 12:50 eastern</td>
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<td><strong>Future Educators Fired Up For Math</strong></td>
<td><strong>Data-Driven Instruction with Mastery-Based Adaptive Technology</strong></td>
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<td><strong>Presenter:</strong> Valerie Cope, Kinga Oliver - Sinclair CC - Dayton OH</td>
<td><strong>Presenter:</strong> Becky Moening - Wiley - Hoboken, NJ</td>
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<td>Firing up teachers: Start with examples of fun, interactive, and engaging math activities and games to prepare future educators to teach the Mathematics Common Core standards. Next complete two modeling activities for statistics, then pass through stations to play math games that reinforce concepts. Share how your school teaches in an interactive way.</td>
<td>Students enter the classroom with different levels of academic ability, which can be a challenge for both students and instructors. Knewton Alta, a mastery-based adaptive technology, provides students a personalized learning experience complete with just-in-time instruction and refreshers. The end result? Learning that lasts. TC, SM, ST</td>
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<th>Session 2E</th>
<th>12:00 - 12:50 eastern</th>
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<td><strong>Intentionality of Corequisite Courses: A Look at Variability</strong></td>
<td><strong>Intentionality of Corequisite Courses: A Look at Variability</strong></td>
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<td><strong>Presenter:</strong> Vanessa Hernandez - University of California - Riverside - Riverside, CA</td>
<td><strong>Presenter:</strong> Anne Cawley - Cal Poly - Pomona - Pomona, CA</td>
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<td>Surveys of students in different sections of a corequisite statistics course discovered variations that impacted experiences and success. Discuss ways in which a coordinated textbook, course activities, use of time, and intentionality in planning the support course could help provide meaningful and equitable experiences and increased student success.</td>
<td>PS</td>
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Friday, November 5

Session 3A-1
1:00 - 1:25 eastern

Using James Bond as a Central Theme in a Quantitative Literacy Course

Presenter:
Kirsten Meymaris - Purdue University Global - Indianapolis, IN
Ben Moulton - Utah Valley Univ. - Riverside CA

The James Bond movie franchise is rich with information to be used in a quantitative literacy course, from probability to exponential growth. Activities and application problems will be shared, as well as equity and inclusivity issues that must be addressed so that students will not be shaken ... nor stirred.

MN, SM

Session 3B-1
1:00 - 1:25 eastern

The TILT Approach: Transparency in Learning & Teaching

Presenter:
Carrie Muir - Whatcom CC - Bellingham, WA

This session introduces TILT: Transparency in Learning & Teaching. The TILT framework makes explicit the why and how of what students are asked to do. TILT-ed courses produce greater student engagement, motivation, understanding, connection, and retention, while reducing equity gaps. Sample TILT-ed math assignments and assessments will be featured.

PD, EQ, SM

Session 3C-1
1:00 - 1:25 eastern

Let's Talk About Transition!

Presenter:
Rhea Becke - Clark College - Vancouver, WA

Transitional Studies is a replacement for ABE/GED courses at some schools in Washington state. Learn about how this approach is different than traditional ABE/GED programs and how it connects to the work of the Math Department and other programs on campus. Leave with ideas to implement on your campus.

PS, PD

Session 3D
1:00 - 1:50 eastern - full session

Discover Maple Learn

Presenter:
Karishma Punwani - Maplesoft - Waterloo, ON

Teaching, learning, and doing math just got easier! See a demonstration of Maple Learn, the online version of Maple designed specifically for math education, from high school to university, providing an engaging online environment for teaching and learning math, in classrooms or remotely. Bring your laptop for a hands-on experience.
Friday, November 5

Session 3A-2
1:30 - 1:55 eastern

Relevant to Whom? Designing a Culturally Responsive Assignment

Presenter:
Grace Pai - Guttman CC - New York, NY

Departing from the question “relevant to whom,” this session illustrates how to design a culturally relevant assignment based on students’ prior experiences, using an example of an assignment on z-scores. Attendees will learn and discuss design principles that can be transferable to any statistics or quantitative reasoning class.

EQ, SM, ST

Session 3B-2
1:30 - 1:55 eastern

Redesigning Gen Ed Math Classes with Classroom-Embedded Peer Tutors

Presenter:
Cheng Chang - Mercy College - Dobbs Ferry, NY

The benefits of peer tutoring outside of classrooms are extensively discussed and well received, but there are associated implementation issues in terms of the limitation and suitability at different institutions. See a novel approach to embedding peer tutors inside Gen Ed math classrooms for student engagement and success.

SM, PS, EQ

Session 3C-2
1:30 - 1:55 eastern

Competency Tests for Teacher Prep Students?

Presenter:
Valerie Cope - Sinclair CC - Dayton OH
Kinga Oliver - Sinclair CC - Dayton OH

Due to state mandates and college requirements, Teacher Prep students are entering classrooms unprepared and lacking important math skills. Share and discuss your college’s placement policies, best practices, and most importantly, outcomes.

TC
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<th>Session 4A</th>
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<td><strong>Small Teaching Online and in the Classroom: &quot;Small Changes, Big Impact&quot;</strong>&lt;br&gt;Presenter: Lindsay Good - Pennsylvania College of Health Sciences - Lancaster, PA&lt;br&gt;Small changes in teaching strategies can have a big impact on student success, according to James Lang's book. In this interactive session, participants will engage in activities utilizing small teaching concepts which can be extended to both the in-person and online classroom. Bring a tablet, smartphone, or laptop to participate!</td>
<td><strong>Flip Your Class (or Even ONE Session) Without Flipping Out</strong>&lt;br&gt;Presenter: Kim Granger - St. Louis CC Wildwood Campus - Wildwood, MO&lt;br&gt;Learning science supports the effectiveness of flipped teaching. The presenters will share basics of flipped teaching and what was learned from an NSF iFlip grant. Most of the presentation will focus on easy steps you can take to flip a course. The presenters flipped STEM and non-STEM courses ... without flipping out!</td>
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<tr>
<td><strong>IMPACT Live! - The Inside Scoop</strong>&lt;br&gt;Presenter: Evan Evans - Frederick CC - Frederick, MD&lt;br&gt;Karen Gaines - St. Louis CC - Emeritus - St. Louis, MO&lt;br&gt;This session will discuss how IMPACT Live! located on the my.amatyc.org website is used to promote our Communities and further discussions involving mathematics faculty. By attending this session participants will have a better perspective of the vast resources available to them through my.amatyc.org.</td>
<td><strong>Visual &amp; Conceptual Understanding in Precalculus, Calculus, &amp; Statistics</strong> <em>(sponsored by Pearson)</em>&lt;br&gt;Presenter: Bonnie Rosenblatt - Pearson - Reading, PA&lt;br&gt;Aaron Warnock - Pearson - Hoboken, NJ&lt;br&gt;Building a solid conceptual understanding of certain topics in statistics, precalculus, &amp; calculus can be difficult. New tools available in MyLab Math can help students visualize the most difficult topics to deepen their understanding. MyLab Statistics has learning tools that can bring the relevancy of data to the forefront.</td>
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</tbody>
</table>
Friday, November 5

Session 5A
3:00 - 3:50 eastern
Developing Statistical Thinking in a Social Justice Context

Presenter:
Mark Earley - Columbus State CC - Columbus, OH
Participants will discuss how critical thinking, statistical thinking, and social justice issues come together to provide the perfect environment for student engagement. The primary goal of this session is to explore how instructors can use social justice statistics as the context in which students’ critical and statistical thinking skills develop.

ST, EQ, SM

Session 5B
3:00 - 3:50 eastern
Project SLOPE: SoTL for Innovations in Student Learning

Presenter:
Brooks Ziegler - Pellissippi State CC - Knoxville, TN
Wendy Johnson - Wake Tech CC - Morrisville, NC
Join two AMATYC Project SLOPE Fellows for a conversation about how Scholarship of Teaching and Learning (SoTL) can be used to innovate teaching practices in a changing educational landscape. Studies conducted in Introductory Statistics, Precalculus, and Differential Equations illustrate how SoTL can help to research a student-focused way forward into the future of education.

SM, TL, RG

Session 5C
3:00 - 3:50 eastern
More Favorite Calculus Problems

Presenter:
Bob Cappetta - Florida SouthWestern State College - Fort Myers, FL
This presentation will examine interesting calculus problems that have been collected over the years. Many will focus on building connections with the goal of developing and assessing conceptual understanding. In addition, it will include strategies for implementing these problems in computer-based assessment.

MI, TL

Session 5D
3:00 - 3:50 eastern
Throw Your Red Pen in the Fire: A Streamlined Approach to Grading (sponsored by Gradescope by Turnitin)

Presenter:
Katy Dumelle - Gradescope by Turnitin - Oakland, CA
Sara Clark - Oregon State Univ. - Corvallis, OR
Math instructors struggle to give students detailed, targeted feedback on their handwritten work, while maintaining consistency during the grading process. In this session hear from a fellow instructor who’s fired up to tell you how Gradescope helped overcome these struggles, saved time, and improved student learning outcomes.
Friday, November 5

Session 6A
4:00 - 4:50 eastern

How to Incorporate Growth Mindset with Inclusion and Equity in Mind

Presenter:
Wendy Fresh - Portland CC - Portland, OR
Jessica Bernards - Portland CC - Portland, OR

Growth Mindset has become a familiar buzz word over the last few years. How does it relate specifically to math? Discuss what growth mindset looks like in a math class, the importance of it, and how you can foster this trait in your students with equity and inclusion in mind.

SM, EQ

Session 6B
4:00 - 4:50 eastern

Student-Led Number Talks in Calculus

Presenter:
Keith Nabb - Piedmont Virginia CC - Charlottesville, VA

Number Talks promote flexibility in mathematical thinking. They also blend computational fluency and conceptual understanding. In a recent section of Calculus, the Number Talk idea was applied to limits, differentiation, and integration. This session will share examples of student-led Math Talks and insights gained from implementation.

MI, SM

Session 6C
4:00 - 4:50 eastern

Stoking the Creative Fire

Presenter:
Sean Saunders - Sheridan College - Oakville, ON, Canada

Minds, inquisitive by nature, may have been dulled by tired and tedious “learning practices.” See ways to develop and foster curiosity, inspiration, and appreciation for mathematics and mathematical reasoning. Explore some grand mathematical results and their applications. Even think about how to present familiar ideas in a fresh way!

IG

Session 6D
4:00 - 4:50 eastern

Goodbye Other Homework Systems, Hello Edfinity! $2.99/Student
(sponsored by Edfinity)

Presenter:
Rick Lynch - Edfinity - Austin, TX

Learn why 350+ institutions have migrated to Edfinity for online homework. NSF-supported, affordable. Adaptive. Developmental Math to Multi-variable calculus and beyond. Corequisite support. Ready-to-go homework mapped to 200+ publisher and OER textbooks. LMS integration in minutes. WeBWorK compatible. Easy migration from any other platform. $2.99/student for institutional adoption.
EQ Equity and Inclusivity
- Equity, diversity, and social justice in providing mathematics education to all students
- Collaboration with AMATYC leadership, committees and ANets, and Project ACCCESS to increase awareness about diversity

IG International, Cultural and General Interest
- Best practices regarding the teaching and learning of mathematics around the world
- Professional development opportunities to infuse global perspective in teaching
- Mathematics or the teaching of mathematics relative to history or any culture or people
- Topics of general interest

MI Math Intensive
- STEM courses: Precalculus, Calculus, and beyond

MN Math for Non-STEM
- Courses such as Quantitative Literacy or Reasoning, Liberal Arts Math, or Finite Math
- Topics such as probability, statistics, or finance which might be used in a QR course

PD Professional Development and Department/Division Interests
- Strategies for helping college faculty improve or evaluate their teaching while discovering and implementing best practices
- Suggestions to address needs, preparation, and inclusion of adjunct faculty
- Ideas for fostering collaboration and community within or between departments and institutions while providing for student success

PS Pathways for Student Success
- Any sequence of courses, including developmental mathematics, that most efficiently leads to the student’s final college-level mathematics course in the field of study
- Student placement into the correct mathematics course, program, or pathway using various advising tools or multiple measures
- Assessment of student proficiency, courses, or programs

RG Research and Grants
- Reports on research results and practices, at both classroom and institutional level
- Reports on grant-supported or grant-related activities
- Strategies to obtain funding to undertake research

SM Strategies and Mindset for Student Success
- Improvement of the quality of develop-mental mathematics programs to better prepare students for success
- Strategies for enabling students to take ownership for learning, deal with math anxiety, and gain confidence to succeed by developing a mathematical mindset.

ST Statistics
- Statistics
- Statistical literacy
- Data science

TC Teaching in Grades K-12 and Applying Math to Other Careers
- Courses to prepare education majors to teach mathematics in K-12
- Mathematics courses for career and technical programs, both terminal and transfer
- Courses such as business statistics or business calculus
- Courses with emphasis on applications and technical communication

TL Technology and E-Learning
- Use of technology in course delivery, engagement of students, or collaboration of students and/or faculty
- Hybrid, blended, or online courses

Technology Welcome: Attendees are encouraged to bring smart phones, tablets, or laptops to fully participate in portions of these presentations: S007, S011, S014B, S029, S036, S037, S044, S046, S053, S069, S078, S080, S083, S084, S085, S091, S099, S106, S108, S109, S115, S123, and S124. Watch for the icon to identify these presentations.
Session 7A
11:00 - 11:50 eastern
Fired Up About Algebraic Integrity
Presenter:
Julie Gunkelman - Oakland CC - Bloomington Hills, MI
Would you rather spend your time encouraging academic honesty or punishing students who chose to cheat? Honestly, nothing will eliminate all cheating. However, you can significantly reduce it with a multifaceted approach. Strategies used to promote honest work and reduce unsavory student behavior will be shared in this session.
SM

Session 7B
11:00 - 11:50 eastern
Developmental Math Post-COVID-19: What's Next?
Presenter:
Kathleen Almy - Rock Valley College - Rockford, IL
The COVID-19 pandemic disrupted developmental education. From placement through instruction and assessment, every aspect of developmental math was affected. This session will look at specific components to developmental math that have been affected, what is likely to stay, and how faculty can participate in the process going forward.
PS

Session 7C
11:00 - 11:50 eastern
Creating a Culture of Connection in the Classroom and Beyond
Presenter:
Shannon Ruth - Gateway CC - Phoenix, AZ
No matter what formats you teach in, ensuring that students feel connected to you and their classmates can be an important factor in their persistence and success. Stop by, pick up a few new ideas to encourage a strong sense of community in class and beyond, and share your own!
SM, TL

Session 7D
11:00 - 11:50 eastern
Elements for Successful Courses in the Digital-Age
(sponsored by Hawkes Learning)
Presenter:
Sydney Smith - Hawkes Learning
With an increasing mix of online, hybrid & in-person course offerings, students are learning differently than ever before. Learn about the nine elements that instructors should implement to support students and ensure positive outcomes in any course structure. Attend and enter to win a $75 Amazon Gift Card!
Session 8A
12:00 - 12:50 eastern

Yes ... You Have Time To Cover That

Presenter:
Pat Riley - Hopkinsville CC - Hopkinsville, KY

Whenever change happens, one of the common responses is along the lines of "there's not enough time to cover everything." This presentation will highlight several techniques the presenter has used over the years in order to be able to not only cover the required material but add other interesting topics.

SM

Session 8B
12:00 - 12:50 eastern

AppQuest: One Dude’s Search for Math Problems While Blundering About

Presenter:
Dave Sobecki - Miami University Hamilton - Retired - Hamilton, OH

Math instructors are required to write lots of problems. Math authors are required to write TONS of problems. What if one developed a semi-annoying habit of seeing potential application problems all around, and decided to spend 6 months documenting all of those instances? Come hear how it went!

IG, MN, SM

Session 8C
12:00 - 12:50 eastern

Cracks in the Mathematics Pipeline: The Transition Years

Presenter:
John Staley - Baltimore County Public Schools - Baltimore, MD

Hear how to ensure that every student, regardless of circumstances, background, or zip code, has access to high-quality mathematics education during the transitional years - the last two years of high school and first two years of higher education - that's relevant to their future.

PS

Session 8D
12:00 - 12:50 eastern

Turbocharge Your Math Class in Any LMS (sponsored by Derivita)

Presenter:
Devlin Daley - Derivita - Salt Lake City, UT
Charles Ward - Derivita - Fort Collins, CO

Created by the cofounder of Canvas, Derivita is a first of its kind math platform with 35,000+ questions from Algebra to Calculus III. In this session, we will preview Derivita’s latest capabilities including: question authoring, assignment creation, capturing students’ handwritten work, and engaging students in real-time using Derivita’s Spotcheck.
Perplexing Percentages and Relative Risks

Presenter:
Allan Rossman - Cal Poly - San Luis Obispo - San Luis Obispo, CA

Working with percentage change/difference can be tricky for many students. But this is a very practical and important quantitative skill to become comfortable with. See many examples, based on real data that involve comparing groups. Also discuss a connection to the statistical concept of relative risk.

ST, MN

How Do You Spice Up Discussion Boards?

Presenter:
Mari Menard - Lone Star College - Kingwood - Kingwood, TX

What is the subject matter of an online math course discussion board? Share your ideas about how to incorporate course content into discussion boards. The goal is to create discussion boards that include math mindset, a mathematically thought-provoking question, and syllabus content for good measure.

TL, SM

Active Learning Activities in a Virtual Calculus Class

Presenter:
Bhuvaneswari Sambandham - Dixie State Univ. - Saint George, UT

This presentation will focus on strategies to promote active learners and problem solvers through hands-on activities in a virtual format Calculus class. The primary objective is to foster students’ thinking by creating an experience, choosing a real-world problem from the community, and solving the concepts learned in the classroom.

MI, SM
Session 9A-2
1:30 - 1:55 eastern

The Case for Better Technology in Introductory Statistics

Presenter:
Roxy Peck - Cal Poly - San Luis Obispo - San Luis Obispo, CA

Data-based statistics courses engage students using real data and meaningful contexts. Current recommendations include providing experiences exploring multivariable relationships and data visualizations, which is not possible without technology. This session will make a case for moving away from sole reliance on graphing calculators.

ST, TL

Session 9B-2
1:30 - 1:55 eastern

What Is the Collatz Conjecture and Why Is It so Interesting?

Presenter:
Alexander Atwood - Suffolk County CC - Selden, NY

Proposed by Lothar Collatz in the 1930’s, the Collatz Conjecture is one of the most difficult open problems in mathematics. The presenter will describe the conjecture, demonstrate how it works, talk about why proving it is so difficult, and describe recent significant work by mathematician Terence Tao on this subject.

MI, IG

Session 9C-2
1:30 - 1:55 eastern

Teaching Division with Remainders in a Shanghai Elementary School

Presenter:
Hong Yuan - Borough of Manhattan CC - New York, NY

This presentation discusses a case study of a second-grade elementary mathematics classroom in urban Shanghai. It shows that well designed problems make the contents of the lesson demanding and stimulate students' conceptual learning of division with remainders.

IG, TC
Session 10A
2:00 - 2:50 eastern

National Recommendations to Improve Quantitative Education for Nurses

Presenter:
Daniel Ozimek - Pennsylvania College of Health Sciences - Lancaster, PA
Beth Kelch - Delta College - University Center, MI

In October 2019, leaders from math, statistics, nursing, and education organizations and institutions convened at the University of Miami to develop a forward-thinking consensus on improving quantitative education for nurses. This session will include a discussion on the finalized recommendations and implications for math and statistics faculty.

TC, PD, MN

Session 10B
2:00 - 2:50 eastern

Value and Logistics of Collecting Written Work In Online Math Courses

Presenter:
Amy Barnsley - Northern Michigan Univ - Marquette, MI

Mathematical processes are more important than mathematical answers. Teaching online presents the challenge of collecting and grading written work that demonstrates the students' understanding. Presentation will review the rationale for emphasizing written work and will present logistics of collecting and scoring written work in online courses.

TL, SM

Session 10C
2:00 - 2:50 eastern

Developing Data Analysis Proficiency with Apps and Applets

Presenter:
Chris Oehrlein - Oklahoma City CC - Oklahoma City, OK

Students in Introductory Statistics and Applied Calculus courses can easily be trapped into thinking that calculation procedures, by hand or with technology, are the focus of the course. The presenter will guide attendees in using applet websites and smartphone/tablet apps to lead students in developing investigative data analysis proficiency.

TL, SM, ST

Session 10D
2:00 - 2:50 eastern

Fired Up to Take Online Teaching Innovations Back to the Classroom!

Presenter:
Scott Adamson - Chandler-Gilbert CC - Chandler, AZ

After a year of transitioning to asynchronous, online instruction, it's time to think about how this work can be leveraged in the return to face-to-face instruction. This session will include discussion of the innovative, online pedagogical strategies that supported student learning that can also be effective in the face-to-face environment.

SM, PD, TL
American Mathematical Association of Two-Year Colleges

48th Annual Conference
Toronto, Ontario, Canada
November 17–20, 2022

Hosted by OCMA, OCMC, and the Northeast Region of AMATYC

www.amatyc.org
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FUTURE CONFERENCES

2023 Omaha November 9 12
2024 Atlanta November 14 17
2025 Reno November 13 1
Presenters and Presiders Needed
48th AMATYC Annual Conference
Toronto 2022

Come to Toronto, Ontario, November 17-20, 2022, to explore exciting ideas and to embrace the outstanding presentations! We look forward to seeing your ideas beginning November 1, 2021. Traditional 50-minute Sessions, 25-minute Mini Sessions, 2-hour Workshops, and the Poster Session will be returning!

Proposals for any of these formats may be submitted from November 1, 2021 through February 1, 2022, at www.amatyc.org all with the same link!

Here's the exciting news: with the AMATYC Virtual Days to follow on December 2-3, 2022, you're welcome to also choose those days for your session or mini session proposal. This means you can now choose to present in-person, virtually, or both! Each presentation during the Virtual Days may have up to two presenters.

You may also volunteer to be a presider, either with your proposal submission, or separately at the same webpage. Being a presider is an easy way to be part of the program by introducing the speaker, ensuring the session starts and ends on time, confirming expected equipment is in the room, reminding attendees to complete session evaluations on the conference app, and returning a brief report to the Conference Committee for future planning.

For those submitting proposals, multiple formats are available. Each format must engage participants and meet the proposal's stated goals. Submission information should clearly outline the goals of the session, method in which those goals will be accomplished, and a breakdown of how the time in your presentation will be spent.

- **Sessions** and workshops may have up to four presenters and equipment may be requested for either of these formats. If choosing a workshop, specify why the two hours are needed and include a detailed description of how the time will be used.
- **Mini sessions** intended for one or two presenters, are 25-minutes each in the same room. Attendees may change rooms at the brief break, and a computer projector (presenter-supplied laptop) is available.
- **Poster submissions** may have up to two presenters and no equipment will be provided. The Poster Session provides a 2-hour discussion window with passers-by. Posters will also be available for browsing when speakers are not present.

Submissions requesting internet (for the presenter-only for Mini Sessions, Sessions, and Workshops) must provide a detailed description justifying the request. A note may be included in the conference program stating that electronic devices for attendees are needed for maximum benefit during the presentation.

Please note the following regarding submissions and proposals:

- AMATYC reserves the right to modify the presentation format at any time.
- Correspondence for submissions with multiple presenters will be sent to the primary presenter, who becomes the official AMATYC contact and is expected to keep the co-presenter(s) informed.
- All speakers are expected to register for the conference and participate in the presentation. No honoraria or reduced registration fees are given to presenters.
- Presentations must not focus on, promote, or endorse a commercially available product.
- Each successfully submitted proposal is acknowledged by an email receipt. If an email receipt is not received within three business days of submission, please contact the AMATYC Office immediately. Letters of invitation to present at the conference are issued in April.
- Late or incomplete proposals will not be accepted.
- All proposals must be submitted by February 1, 2022.

Please do not hesitate to reach out if you have other questions.

Michael Pemberton
Program Coordinator
programcoordinator amatyc.org
Increasing Student Success in Community College Mathematics Through Active Learning

PROWESS is an acronym for Proficiency, Ownership, Engagement, and Student Success which are the pillars introduced in AMATYC’s “Improving Mathematical PROWESS and College Teaching” (IMPACT) document.

Chandler-Gilbert Community College

Clackamas Community College

Updated College Algebra through Calculus II Curriculum

Engaging, Active Learning Environments

Improve STEM Students’ Mathematical PROWESS

Advancing the teaching and learning of Calculus that emphasizes conceptual understanding, procedural fluency, and problem solving skills through...

An innovative online course design

An NSF-funded collaborative project between the following organizations:

Chandler-Gilbert Community College

Clackamas Community College

AMATYC

NSF

Oregon State University STEAM Research Center

RMC Research and Development Center
AMATYC Committees/Subcommittees/ANets

Academic committees and AMATYC networks (ANets) are critical to the fulfillment of AMATYC's mission. Their meetings are open to all interested individuals. Participation in committees and ANets provides AMATYC members with opportunities to learn more about an area of interest as well as a chance to share their expertise with others. Committees and ANets develop position statements, work on projects, organize themed sessions, and serve in an advisory role to the AMATYC Executive Board and the Delegate Assembly. Committees and ANets accomplish their work by meeting during the annual conference and using electronic communication during the year. Below is a summary of the focus of each academic committee and ANet, as well as our two standing subcommittees.

To learn more details about each committee or ANet and their ongoing work plus links to blogs or discussion groups, use the AMATYC website, www.amatyc.org/AMATYCCommittees.

Committees

Developmental Mathematics
This committee shares best practices for training and mentoring faculty, identifies programs designed to ease the transition from high school to college mathematics, fosters connections with other professional organizations, and increases involvement with national policy-making boards on issues relating to developmental mathematics. Subcommittees: Instruction and Faculty Development; Content, Assessment and Research; New Life for Developmental Math

Chair: Kathryn Van Wagoner
Weber State University, Ogden, UT
kathrynvanwagoner@weber.edu

Equity
The purpose of the Equity Committee is to increase mathematics achievement for diverse learners through education about equitable classroom practices and structural equality, and to work collaboratively with other groups in AMATYC to promote equity.

Chair: AJ Stachelek
Hostos CC, Bronx, NY
equityinmathed@gmail.com

Innovative Teaching and Learning
The goals of the Innovative Teaching and Learning Committee are to: (1) Identify and examine issues that pertain to effective teaching and learning, distance learning and technology in education as they relate to mathematics students, faculty, programs and curricula in the first two years of college (2) Facilitate sharing and networking on crucial issues, ideas, and current practices in traditional, hybrid, distance and active learning (3) Develop criteria for evaluating data, software, and internet resources (4) Share demonstrably effective ways to implement these resources and (5) Maintain and update position papers on effective teaching and learning.

Chair: Jennifer Ackerman
Jefferson CTC, Louisville, KY
jackerman000@kctcs.edu

Mathematics and Its Applications for Careers
This committee addresses mathematics for areas such as Engineering Tech, Health, Business Tech, Information Tech, Emerging tech, Trades, etc.

Chair: Nolan Outlaw
Wake Technical CC, Raleigh, NC
nloutlaw@waketech.edu

Mathematics Intensive
This group concentrates on mathematics courses past the developmental/foundations level. Such courses may lead to AA or AS degrees, be used as transfer credit, or be taken for student enrichment. Subcommittees: Precalculus; Calculus and Beyond

Chair: Bob Cappetta
Florida SouthWestern State College, Ft. Myers, FL
rcappetta@fsw.edu

Mathematics Standards in the First Two Years of College (IMPACT)
This committee will focus on promoting the AMATYC standards as well as maintaining the digital products to support those standards.

Chair: Julie Phelps
Valencia College, Orlando, FL
jphelps@valenciacollege.edu

Placement and Assessment
This committee serves as a resource for the AMATYC membership on issues related to placement of students and assessment of student outcomes and mathematical programs. Subcommittees: Classroom Assessment; Course and Program Assessment; Placement

Chair: Rachel Bates
Oklahoma State Regents for Higher Education, Oklahoma City, OK
rbates@osrhe.edu
### Research in Mathematics Education for Two-Year Colleges
The purpose of the Research in Mathematics Education for Two-Year Colleges (RMETYC) Committee is to encourage quality research in mathematics education in two-year colleges.

**Chair:** Ann Sitomer  
Oregon State University, Corvallis, OR  
ann.sitomer@oregonstate.edu

### Statistics
The role of the AMATYC Statistics Committee is to provide a forum for the exchange of ideas, the sharing of resources and the discussion of issues of interest to the statistics community.

**Chair:** Julie Hanson  
Clinton CC, Plattsburgh, NY  
juile.hanson@clinton.edu

### Adjunct Faculty Issues
The focus is on adjunct faculty within two-year colleges, to improve their status, to disseminate and discuss information on issues that impact them, to provide greater professional development opportunities, and to encourage greater participation in AMATYC and its regional affiliates.

**Leader:** Patricia Barrientos  
El Paso CC, El Paso, T  
pbarrien epcc.edu

### Data Science Subcommittee
The role of the Data Science Subcommittee is to support a community interested in increasing the presence of data science in two-year colleges by facilitating communication among interested two-year college faculty and encouraging professional development for the teaching and learning of data science.

**Chair:** Ambika Silva  
College of the Canyons, Santa Clarita, CA  
Ambika.silva canyons.edu

### Pathways Joint Subcommittee
Pathways Joint Subcommittee (PJS) provides a forum for the exchange of ideas, sharing of resources, and discussion of issues of interest involving Mathematics Pathways in public, primarily associate-degree granting colleges.

**Chair:** Helen Burn  
Highline College, Des Moines, WA  
hburn highline.edu

### Division/Department Leadership
To provide professional development opportunities for mathematics department leaders (e.g. coordinators, chairs, etc.), to increase communication within the committee's constituency to enhance professional networking and support systems for mathematics department leaders, and to disseminate and discuss information on issues that impact college mathematics department leaders, particularly when the information applies to mathematics in the first two years of college.

**Leader:** Christine Mirbaha  
CC of Baltimore County Dundalk, Baltimore, MD  
cmirbaha ccbcmd.edu

### Teacher Preparation
The Teacher Preparation Committee identifies and examines issues that pertain to the preparation of teachers of mathematics for K-12 as well as curriculum for mathematics teachers. **Subcommittees:** Elementary Teacher Preparation; Secondary Teacher Preparation; Mathematics Curriculum for Teachers

**Chair:** Mark Kuhlman  
Casper College, Casper, WY  
mkuhlman caspercollege.edu

## AMATYC Networks (ANets)

### International Mathematics
This ANet promotes global awareness among the AMATYC community by providing information on best practices and research studies regarding the teaching and learning of mathematics from around the world, creating professional development opportunities for the instruction of mathematics and statistics in a globalized context, sharing current information about international education conferences.

**Leader:** Barbara Leitherer  
CC of Baltimore County Essex, Baltimore, MD  
bleitherer ccbcmd.edu

### Mathematics for Liberal Arts
The purpose of this ANet is to create and maintain a learning community for teachers of courses such as Liberal Arts Math, Quantitative Reasoning, and Finite Math by identifying general topics covered in such courses, by discussing issues related to the transferability, prerequisite skills, and correct student placement in these courses.

**Leader:** Froozan Afiat  
froozanpa51200 gmail.com

### Subcommittees

#### Data Science Subcommittee
The role of the Data Science Subcommittee is to support a community interested in increasing the presence of data science in two-year colleges by facilitating communication among interested two-year college faculty and encouraging professional development for the teaching and learning of data science.

**Chair:** Ambika Silva  
College of the Canyons, Santa Clarita, CA  
Ambika.silva canyons.edu

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**Chair:** Helen Burn  
Highline College, Des Moines, WA  
hburn highline.edu
Your Foundation Contributions Are Used to Support

- AMATYC Project ACCCESS
- Mini Grants to Members
- Student Mathematics Competitions
  - Student Mathematics League
  - Student Research League
- Awards and Scholarships
  - Leila & Simon Peskoff Award
  - Margie Hobbs Award
  - Wanda Garner Presidential Student Scholarship
- AMATYC IMPACT and Standards initiatives
- Traveling Workshops
- National Mathematics Summits

How You Can Help

- Participate in the Dot Campaign or Day of Giving
- Make a contribution to the Endowment Fund or to a fund of your choice
- Recognize someone special
- Initiate Sustained Giving
- Shop at AmazonSmile
- Consider Estate Giving

The Leila and Simon Peskoff Award

Matthew Pragel
Harrisburg Area CC (PA)

Laurie Beth Keatts
Catawba Valley CC (NC)

The Margie Hobbs Award

Grace Pai
Guttman CC CUNY (NY)

Guillermo Alvarez Pardo
Cuesta College (CA)

The Wanda Garner Presidential Student Scholarship recipient will be announced at the Thursday Keynote Session.
2020 Mathematics Excellence Award Recipient

Rikki Blair
Lakeland CC (Emeritus)
Kirtland, OH

2021 Teaching Excellence Award Recipients

Jessica Bernards
Portland CC
Portland, OR

Fan Chen
El Paso CC
El Paso, TX

Jennifer Travis
Lone Star College–North Harris
Houston, TX

2021 Herb Gross Presidential Award Recipients

George Hurlburt
Corning CC
Corning, NY

Judy Williams
Tidewater CC (Retired)
Portsmouth, VA
**INSTITUTIONAL MEMBERSHIP**

- 103 number of current institutional members in the U.S. & Canada
- 44 number of AMATYC affiliate organizations in the U.S. & Canada
- 1102 number of individual & lifetime members
- 45% of public community colleges are represented by individual members
- 200 number of adjunct, retiree, and student members

**Benefits of Institutional Membership**

- One complimentary discount member conference registration
- One complimentary AMATYC Adjunct Membership
- Subscriptions to the AMATYC News and *MathAMATYC Educator*, a peer-reviewed journal
- Student Mathematics League participation fee waiver and one complimentary Student Research League team registration
- 50% discount on a one-year, individual AMATYC membership for first-time members
- Two complimentary job listings posted on the AMATYC website job board

**Annual cost for institutional membership**

$555

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“The benefits of the Institutional Membership definitely outweigh its annual cost. In addition to covering the registration fee for the annual conference and providing an opportunity for our students to compete in the Student Math League, the Institutional Membership allows the Math Department to post faculty openings nationally at no additional cost.”

—Mathematics Department Chair, Glendale Community College, AZ

**Opening Doors Through Mathematics • www.amatyc.org**
Vision Statement

To be the leading voice and resource for excellence in mathematics education in the first two years of college

Mission Statement

To provide high quality professional development, to advocate and collaborate at all levels, and to build communities of learners for all involved in mathematics education in the first two years of college.

Adopted by the Board on April 1, 2016

Core Values

These are the Core Values that guide AMATYC’s internal and external interactions with each other and our community:

- Academic Excellence
- Access
- Collegiality
- Innovation
- Integrity
- Professional Development
- Teaching Excellence
AMATYC's Corporate Partners

HAWKES LEARNING
A valued Corporate Partner since 2005

ALEKS
A valued Corporate Partner since 2011

WILEY
A valued Corporate Partner since 2020

DERIVITA
A valued Corporate Partner since 2021

Pearson
A valued Corporate Partner since 2021

AMATYC thanks you for your continuing support.