Regional Finalists of the 2022 AMATYC Student Research League
by Vinodh Chellamuthu, Coordinator

This year's Student Research League competition was held March 18-April 4. The students solved a Challenge Problem titled “Let’s Drive the Future!” The teams used mathematical modeling to perform a cost-benefit analysis on whether changing to an electric vehicle for a specific usage is feasible. They were allowed up to 15 pages to describe their analysis and their proposed solution.

For each of the AMATYC Regions, the top three teams that meet a minimum score from the evaluators are Regional Finalists. Seven of the eight regions had qualifying submissions. The 2022 Regional Finalists are as follows:

**Northeast**
Alexander Slater
Coming CC (Faculty Mentor: George Hurlburt)

**Mid-Atlantic**
Angel Sanchez-Palomino, Raiyan Ahmad, Rohin Batra
Northern Virginia CC-Manassas (Faculty Mentor: Matthew Westerhoff)
Mohamed Elfazari, Tumi Olanrewaju, Sebastian Zeller
CC of Baltimore County-Essex (Faculty Mentor: Robert Koca)

**Southeast**
Deniz Mamaghani
Georgia State Univ/Perimeter College (Faculty Mentor: Kouok Law)

**Central**
Shaun Na, Max Ritter, Myat Min Khant
Saint Paul College (Faculty Mentor: Matt Brown)

**Northwest**
William Brown, Ky Fike
Casper College (Faculty Mentor: Jake McIntyre)

**Southwest**
Parker Tew, Eduardo Ornelas-Cabello, Arnoldo Montanez
Midland College (Faculty Mentor: Jamie Kneisley)
Adrian Nolasco, Jennifer Turribiantes
Lone Star College-North Harris (Faculty Mentor: Jennifer Travis)
Zait Martinez Osorio, Charles Williams, Hannah Sannebeck
Tarrant County College-Northeast (Faculty Mentor: Svetlana Sutton)

**West**
Peiyi Liu, Seongwon Ko, Seongmin Na
MiraCosta College (Faculty Mentor: Zika Perovic)

The top team reports have been forwarded on to the national level judging, which will determine the grand prize as well as second and third place. Please mark your calendars for next year's competition. Registration begins January 1, 2023. Besides serving as mentor for a team, you can also be involved by becoming an Evaluator for your region. Visit www.amatyc.org/StudentResLeague for more details. To learn more or share ideas about Student Research League, please join the SRL Community on myAMATYC (https://my.amatyc.org). If you have questions, contact Vinodh Chellamuthu at SRL@amatyc.org.

We’re Looking Forward to Welcoming You!
by Sean Saunders, Local Events Coordinator

It’s almost time for the 48th AMATYC Annual Conference in Toronto! While Canada isn’t known for its warmth in November, Canadians sure are, and the local committee and OCMA regional members are excited to welcome you north of the border for what is shaping up to be a very exciting and memorable conference.

There are an uncountable number of things to see and do in Toronto, so make sure you divide your time properly between the all-star workshops and sessions offered at the conference, and all the sights and experiences that this amazing city has to offer!

If you’re stuck on the problem of what to do, the local committee has excursions planned for each day, including a journey to the top of the CN Tower on Thursday afternoon, offering the best views of the city and some incredible experiences for the daring; a shopping excursion to the Winter Village & Christmas Market in the Distillery District on Friday evening; an aquarium adventure at Ripley’s Aquarium on Saturday afternoon; and a day trip to the Ontario Science Center on Sunday.

In addition, there is the famous Casa Loma, Royal Ontario Museum, Art Gallery of Ontario, Aga Khan Museum, Museum of Illusions, and multiple world-class theatres to take in a show, concert, or film. Of course, hockey fans will definitely want to recount the game’s greatest moments and players at the Hockey Hall of Fame, or catch the action live at a Toronto Maple Leafs game. Basketball fans can take in a Toronto Raptors game, and football fans can learn the Canadian rules at a Toronto Argonauts game. Those seeking gastronomical delight will soon discover that the set of available options vastly exceeds the available time, with so many fantastic restaurants and breweries within walking distance of the hotel. The Beyond Kensington Food Tour offers an opportunity to balance that equation, by experiencing some of the diversity of the city’s culinary offerings in a three-hour walking tour.

If you’re like the student who leaves their assignment to the last minute and haven’t registered for the conference yet, don’t worry, there’s still time! So go do that right now, and when you’re having the time of your life in Toronto next month, no need to thank us — we’ll just say it now: “You’re Welcome!”

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**Opening Doors Through Mathematics**

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President’s Message

Students as Doers of Mathematics

Laura Watkins
Glendale CC • Glendale, AZ

In February 2022 I was representing AMATYC at the Association of Mathematics Teacher Educators conference. As I wandered from the hotel in search of something to drink, I met a woman, and we struck up a conversation. During that conversation I shared that I was attending a mathematics conference and teach at a community college. I got the reaction that many of us get, “I’m bad at math.” She went on to ask me whether I thought anyone could learn math and was surprised by my sincere conviction that, yes, anyone can learn math, assuming there is a desire to learn and opportunities to engage with mathematics in meaningful ways are provided. I’ve reflected on that conversation multiple times since, as I pondered how well I give students opportunities to engage in ways that help them make sense of what they are learning.

Community college students are busy people. Many are working and helping care for family members. Perhaps you, like me, faced these challenges while pursuing your degree. Because of the competing priorities community college students face, we must be conscientious when determining how students engage with mathematics. I’ve learned that a careful balance of learning opportunities both in and out of the classroom is important—that I need to spend my time in class with students carefully.

Not all students enjoy engaging with math in meaningful ways; many would rather be shown what to do and mimic what they see. In order to encourage students who are hesitant, at the beginning of a course we could ask the question “Who is a mathematician?” As students share their thoughts we can guide them towards the idea that a mathematician is a person who uses mathematics to answer questions and that mathematicians don’t always use a correct strategy or get the right answer every time. We can remind students that we too are fallible, and that in our class mistakes are expected, respected, inspected, and corrected. Hopefully, this creates a safe space to be wrong and reinforces that going through such a thinking process allows us to learn and grow.

Once the stage that students are mathematicians and mistakes are expected has been set, we need to create an environment in which our students have the opportunity to think about and learn mathematics. We need to abandon beliefs that students won’t or can’t think and provide an environment that is conducive to thinking and learning, where our students can thrive. Often we are constrained by institutional norms that get in the way of creating this environment. Many of us still teach in classrooms where students sit in rows making it difficult for students to collaborate and share their thinking. Or, where the only whiteboards are at the front of the classroom. This can lead students to the assumption that this class will be like many other mathematics classes they may have attended. Nevertheless, we can advocate for an environment that disrupts that assumption, that creates a physical environment that feels different, that allows students to leave old habits behind, that leads to students developing their own thinking habits. This physical environment might include whiteboards mounted around the room, collaborative furniture with whiteboards attached, and access to tablets or other technology.

Every class has its own student dynamics, with some students preferring to work alone while others enjoy working with partners. Experience has shown that having students work in small groups with other students, even those who prefer to work alone, helps them to see different perspectives which enriches their understanding. One effective strategy for creating groups that breaks down social barriers and builds a sense of community is to frequently use a visibly random process. Using a visibly random process, like using a deck of playing cards, removes the control of the groupings from the instructor eliminating the idea that a student was placed into a certain group due to some form of status in the class. This can also lead to reduced social stress associated with having to find partners and increased movement of knowledge between groups. Students are freed from predetermined expectations about their role in the group and can focus on thinking about mathematics.

To help students develop the habit of thinking in our classes we need to find ways to foster independence. This means as instructors we need to relinquish some control and encourage students to take responsibility for their own learning. It is interesting to watch the dynamics in a class where students have been given some autonomy and something worth thinking about. If the groups have been formed using a visibly random process, it is likely that students have worked with members of other groups before. Prior collaboration seems to lead to groups relying on each other for assistance when stuck or for confirmation when finished. Knowledge moves easily from one group to another. An instructor can support this interesting dynamic by, whenever possible, directing students to consider the work of other students.

As we reflect on our teaching, my hope is that we will find ways to encourage our students to be thinkers, to be doers of mathematics. In this pursuit, let us remember that we need to provide our students with a place conducive to doing the thinking we want them to do, while providing them with something worth thinking about and someone to do their thinking with.
Over the summer 25 new Fellows were selected for Cohort 18 of Project ACCCESS, AMATYC’s signature professional development program for new faculty at two-year colleges. They will begin their journey in Toronto this November. We cannot be more excited about getting together, sharing ideas, and growing as faculty because yes, even seasoned faculty helping with the cohort learn something new every time.

We are always looking to find people interested in giving to Project ACCCESS, through mentoring individual Fellows, facilitating periodic small group virtual meetings, or presenting at the conferences. Most importantly, we need YOUR help sharing information about Project ACCCESS with your new(ish) faculty – whether this is their first year, or maybe their first year in some semblance of normal, or just looking to grow as faculty. Without hearing about Project ACCCESS from you, they may have no way of knowing about it, so thank you for passing the information along!

For information about Project ACCCESS, go to www.amatyc.org/ACCESS. If you have additional questions, contact Lisa Feinman at LFeinman@ccbcmd.edu. Applications for Cohort 19 will open on March 1, 2023, but it is not too early to begin thinking about applying.

Thank YOU - and see you in Toronto!

**Cohort 17**
Lara Bauman, Chabot College (CA)  
Joseph Bowling, College of Southern Maryland (MD)  
James Chadic, Asnuntuck CC (CT)  
Taylor Darwin, Midland College (TX)  
Amanda Davis, Forsyth Technical CC (NC)  
Justin Davis, Santa Rosa Junior College (CA)  
Leslie Glen, Whatcom CC (WA)  
Teresa Jennings, Arkansas State University-Beebe (AR)  
Colby Keslar, Johnson County CC (KS)  
Lengchivon Kou, Middlesex CC (MA)  
Violeta Kovacev-Nikolic, College of the Canyons (CA)  
Thomas Leszczynski, Naugatuck Valley CC (CT)  
Lori Lewis, Santa Rosa Junior College (CA)  
Madlyn Marshall, Coconino CC (AZ)  
Samuel Pinkava, Ocean County College (NJ)  
Radhika Ramjee, Columbia State CC (TN)  
Chamila Ranaweeera, Southeast Technical College (SD)  
Kathy Renfro, Cuyahoga CC (OH)  
Basanti Sharma Poudyal, Tarrant County College-Northeast (TX)  
Mayra Sierra, Glendale CC (CA)  
Andrew Taylor, University of New Mexico-Valencia (NM)  
Whitney Turner, Johnson County CC (KS)  
Nancy Elizabeth Wentzel, Northeast State CC (TN)  
Emily Whittington, Pima CC (AZ)  
Tawanna Wilson, Pima CC (AZ)  
Christel Wohlafka, Howard CC (MD)  
Katrina Wono, Pierce College (CA)

**Cohort 18**
Kristel Ehrhardt, Howard CC (MD)  
Dena Feldman, Roxbury CC (MA)  
Aradhana Kumari, Borough of Manhattan CC (NY)  
Brooke Outlaw, Wake Technical CC (NC)  
Laura Wohlgezogen, Mt. San Antonio College (CA)  
Nicholas Baran, Henry Ford College (MI)  
Celenia Cano, Oxnard College (CA)  
Meghan Carlson, Florida SouthWestern State College (FL)  
Connie Chan, Collin College (TX)  
Tanya Easley, Lone Star College-Ringwood (TX)  
Seth Greendale, Whatcom CC (WA)  
Katherine Hiebert-Brumley, Dyersburg State CC-JNC (TN)  
Heather House, Schoolcraft College (MI)  
Alberto Isassi, El Paso CC-Transmountain (TX)  
Eunmi Joung, Utah Valley University (UT)  
Geetha Kalyanaraman, Forsyth Technical CC (NC)  
Matthew Lee, Oakton CC (IL)  
Christopher Leirstein, Schoolcraft College (MI)  
Matthew Radio, Northern Virginia CC (VA)  
Rebecca Ramos, Central Oregon CC (OR)  
Joshua Robles, Crafton Hills College (CA)  
Anilkumar Sreekumar, Pima CC (AZ)  
Kathleen Thayer, Treasure Valley CC (OR)  
Amy Tucker, Stevenson University (MD)  
Asma Zangana, Saint Louis CC-Forest Park (MO)

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**Time is Running Out!**
Nominate a Colleague for the AMATYC Teaching Excellence Award  
by George Hurlburt, President-Elect

The beginning of the fall semester is a very busy time for teachers. We need to build a routine and start to know our students. It's difficult to take on one more thing, but I am hoping to convince you to do just that!

Please consider recruiting a couple of friends to help you nominate a colleague who is deserving of national recognition for outstanding teaching. Attending the award ceremony during the 2021 AMATYC Annual Conference was one of the highlights of the conference for me. The emotion shown by the recipients was very moving.

The Teaching Excellence Award (TE) can be awarded to regular AMATYC members (individual, lifetime, retired, and adjunct) whose primary assigned duties are the delivery of instruction in the first two years of college. The number of TE awards given is based upon the total number of nominations received and the strength of the applicant pool. The number of awards can range from 0 to 8. The more nominations received, the more awards we can give!

A nomination package consists of the nomination form, cover letter from the nominator, resume or vita of the nominee, summary of faculty evaluations, and letters of recommendation from a student, a colleague, and a supervisor.

The names of the AMATYC Teaching Excellence awardees will be announced at the 2023 AMATYC Annual Conference in Omaha. More information about the award, including page limits on the documents and instructions on how to nominate a colleague, are available at https://amatyc.org/page/TeachExAward. Deadline for nominations is December 9, 2022.
Teaching for PROWESS Summer Institute

by Dennis Ebersole, Co-Principal Investigator

The members of the six new Phase 2 IMPACT Colleges in the NSF-funded Teaching for PROWESS (TfP) grant (NSF DUE-2013493, -2012962, -2013232, -2013550) met the project leadership team and the members of the two Phase 1 IMPACT Colleges at the TfP Summer Institute. The four-day institute was designed to create a TfP community and to provide the participants with professional development on implementing active learning and transforming a mathematics department. The institute was held August 11-14 at Clackamas CC in Portland, OR. The institute began with a Fun and Games Night on Thursday, where participants solved recreational mathematics problems, played math games, enjoyed the team-building collaborative Traffic Jam, and challenged themselves with math-related trivia. Friday’s workshops focused on an overview of the TfP project, active learning, maintaining rigor while doing active learning, and creating a departmental vision statement. Saturday’s workshops targeted productive mathematics discussions, social identity, breaking barriers to implementing active learning, and designing an active learning course outline. On Sunday, we focused on how to use the TfP Vision and Transformation Catalyst Tool (a set of rubrics evaluating the extent to which a department has implemented AMATYC’s standards), how we will be using research-practice partnerships to assist the IMPACT colleges in dealing with a problem of practice, and the role of chairs and deans in meeting each college’s goals. Everyone left feeling exhausted but excited about working together to improve mathematics teaching and learning.

Grants: Facilitating Accessibility in STEM at Two-Year Colleges

by Megan Breit-Goodwin, Grants Coordinator

We are excited to announce that AMATYC received a National Science Foundation (NSF) Award for a project titled Facilitating Accessibility in STEM at Two-Year Colleges (NSF Award #2228226). The goal of the project is to convene a summer 2023 conference that prepares two-year college faculty in math, physics, and chemistry to better support students with disabilities in their courses. The conference will initiate a community of practice across these three disciplines that focuses on improving inclusivity and diversity within STEM fields by developing and sharing resources and expertise on techniques that effectively engage students with disabilities in quantitatively intensive STEM courses in two-year colleges. This project brings together three professional organizations: AMATYC, the American Association of Physics Teachers (AAPT), and the Two-Year College Chemistry Consortium (2YC3). Watch for more information about this project in the upcoming months!

Reach out to Megan Breit-Goodwin, AMATYC Grants Coordinator, at Megan.Breit-Goodwin@anokaramsey.edu, if you have questions or ideas to discuss related to projects and initiatives you are developing, and ways you can partner with AMATYC on grant funded projects.

Grants Coordinator, at Megan.Breit-Goodwin@anokaramsey.edu, if you have questions or ideas to discuss related to projects and initiatives you are developing, and ways you can partner with AMATYC on grant funded projects.

Mu Alpha Theta

by Jonathan Weisbrod, Liaison

Welcome to a new academic year. If you have not done so already, now is a great time to consider goals for your chapter of the Mu Alpha Theta honor society. If you do not have a chapter at your institution, perhaps a goal could be to establish a new chapter. Visit www.mualphatheta.org for more information on the process. If you already have a chapter, what goals could be achieved this year? My Mu Alpha Theta goal for this academic year is to highlight a community college chapter in each issue of the AMATYC News. So I hope to hear about your chapter’s accomplishments.

In this issue, I am highlighting Copiah-Lincoln CC of Wesson, MS. Copiah-Lincoln (Co-Lin) was chartered with Mu Alpha Theta in 2016 and has become a model chapter supporting Mu Alpha Theta’s mission. Since then, Co-Lin has had a history of community service, events featuring guest speakers, and math-themed puzzles and prizes at regular meetings. Members of Co-Lin are regularly nominated and often awarded Mu Alpha Theta scholarships. This past academic year, two of Co-Lin’s chapter members earned $4,000 Mu Alpha Theta scholarships.

Kassidy Cupit and Gracee Warren, both pictured, were the 2022 scholarship recipients. Gracee is now a mechanical engineering major at Mississippi State University and Cassidy is now in the accelerated nursing program at William Carey University, according to Co-Lin chapter faculty sponsor, Eddie Britt. Congratulations to all!

Each year, Mu Alpha Theta awards scholarships to high school and two-year college members. Scholarship applications are due in the spring, so now is the time to encourage your students to build their service records to be competitive scholarship candidates. Please check out https://mualphatheta.org/muat_scholarships for more information.

AMATYC News 4
In Memory of William Drezdon
by Cheryl Cleaves

We are sad to report AMATYC has lost one of its founding members. William Drezdon, best known as Bill, passed away this summer. He was a member of the organizing committee and attended the Chicago meeting in the Fall of 1975. He became president of AMATYC in 1980. In an interview for the AMATYC History in 2000, he explained that his most important contribution to the birth and growth of AMATYC in the early years was in establishing policies and procedures and in extending conference planning to multiple years. This would ensure that the organization would continue to thrive and grow. During his presidency The AMATYC Review (the first journal for the organization) was established.

After his presidency, he credited the next few presidents of AMATYC with ushering AMATYC into its next stage as a national math organization that interacted with other national math organizations and had a voice in the evolution of mathematics education.

Bill continued to attend conferences every year and actively participated through presenting and presiding; he also remained active in the Past-Presidents Council. He took great pride with his involvement in the 25th anniversary of AMATYC, at the 2000 conference in Chicago. He was very proud of the growth of AMATYC and compared his current involvement to that of being a grandfather. A grandparent does not have to be responsible for the grandchildren, but can spoil them, relax and enjoy them, and offer suggestions.

It is with great respect that we honor our founders. Without them, AMATYC wouldn’t be where it is today.

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Data Science Programs at Two-Year Colleges

by Rebecca Wong, Statistics ANet Chair

The Joint ASA/AMATYC Committee sponsored a webinar titled Developing Data Science Programs at Two-Year Colleges on July 20, 2022. In this era of big data, community colleges are responding to the need to provide students with skills to enter this growing field and to meet labor market demand. In general, three types of programs are being developed: programs for transfer to four-year institutions, associate degree programs for students headed directly to the workforce, and certificate programs designed to meet the needs of local and regional employers. I served as webinar moderator and panelists included:

- Crystal Wiggins, Northwestern Connecticut CC
- Kelly Fitzpatrick, County College of Morris
- Paul Hansford, Sinclair CC
- Rachel Saidi, Montgomery College

Each panelist gave an overview of their college’s data science program and courses. Panelists also discussed student recruitment and enrollment trends, two-year and four-year pathways created by their programs, the role and recruitment of industry partners, and the challenges and successes encountered in program development.

The webinar can be viewed at www.amatyc.org/Webinars. A wealth of additional information on the development of data science programs at two-year colleges can be found at www.amstat.org/education/two-year-college-data-science-summit.

Survey Results

by Rachel Saidi, Data Science Subcommittee Chair

During spring 2022, the Data Science Subcommittee sent out a survey to AMATYC members to learn about data science programs in community colleges. We were gratified to receive 35 submissions from around the country. The data science community is growing and eager to share their successes and challenges in building and developing these courses and programs.

- Of the 34 participants who responded, 37.1% already had data science program at their colleges; 62.9% did not.
- Of those who did not have data science programs at their schools, 63.6% said that their college was considering starting a program.
- Types of courses and programs at various colleges included: Data science courses, Associate of Science degrees, Associate of Arts degrees, Associate of Applied Science degrees, and certificates.

Here are some selected comments from survey participants:

- We currently offer one introductory course: CS118/MATH118 which is called “Data Science for All.”
- Our current “Data Analytics” certificate is for a 13-credit (4 courses) sequence. A broader Data Science 2-year degree is under development for the near future.
- We just launched the first class this year 2022, with plans for the other 3 courses to be launched in fall or spring of next year. It is all being done by the Math department.
- I would love to be involved in the data science community at AMATYC.
- We currently have one AAS degree; two certificates and more on the way soon.
- We are looking into what would be needed to start a program and where students could transfer with an AA degree.
- I am glad you are doing this and am looking forward to the collaboration.
- We are trying to develop an articulation with the BS in Math-concentration in Data Science and Statistics at a 4-yr college. For that purpose, two new data-focused computer science courses were created.
- An interdisciplinary team of faculty has a NSF-ATE-funded project focused on improving students data science/analysis skills and preparing them for entry-level jobs in the local tech industry.
- We have developed courses, but the program is not yet implemented.
- I am developing a program this semester.
The 49th AMATYC Annual Conference will be held in Omaha, Nebraska, November 9-12, 2023. Located on the western bank of the Missouri River, Omaha is a thriving city in the heart of America with a welcoming, friendly, and lively spirit. There’s so much to see and experience in Omaha – one of the world’s best zoos, the home of the College World Series, shopping and entertainment in the city’s historic Old Market, a diverse mix of restaurants and breweries, and so much more.

In that spirit, let’s showcase why “Math’s a Hit!” with outstanding presentations where everyone can take home grand-slam ideas for their classes. A strong, exciting program requires high-quality, innovative proposals covering a full range of topics appropriate for the first two years of undergraduate education in mathematics, or the professional development of two-year college faculty.

Share your expertise with your colleagues in Omaha by stepping up to the plate and submitting a proposal to present a 50-minute session, 25-minute mini session, 2-hour workshop, or a poster at the 49th AMATYC Annual Conference. Proposals will be accepted at www.amatyc.org beginning November 1, 2022 through February 1, 2023. Proposals from two-year college educators are particularly welcome. The variety of presentation formats makes it easier than ever to get into the game, share your ideas and expertise with colleagues, and really hit it out of the park.

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.

Presentations that actively engage attendees and contain information that can be applied immediately are a hallmark of AMATYC’s conferences. Broad topic areas include, but are not limited to: maximizing the learning environment; diversity, equity and inclusion; reform efforts impacting content or pedagogy; effective methods of instruction; topics that enhance the professional growth of mathematics faculty; and topics that address content of interest to AMATYC’s wide variety of ANets. Visit the AMATYC website to learn more about proposals, additional topic details, and a complete listing of ANets.

You may also volunteer to be a presider, either with your proposal submission, or separately at the same website. Presiders are an integral part of any successful AMATYC Conference and ensure that sessions run smoothly. They also provide instructions to attendees about session evaluations on the conference app and provide session feedback to the Conference Committee for future planning.

The proposal site for the 2023 AMATYC Annual Conference will become available on November 1, 2022. Although the deadline of February 1, 2023, seems far in the future, it will be here very quickly. It’s never too early to start planning for next year’s conference so that your presentation is a home run!

For more information, contact Michael Pemberton, AMATYC Program Coordinator, programcoordinator@amatyc.org.

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**Game Up Your Math!**

by Kyle Kundomal, Collin College

As part of the annual TexMATYC meeting, in conjunction with the Texas Community College Teachers Association convention, a group of community college faculty members from across the state of Texas attended the AMATYC Traveling Workshop on March 5 in Frisco, TX. Kathleen Offenholley, from Borough of Manhattan CC in New York, facilitated the workshop.

Participants at this interactive workshop were introduced to a variety of digital math games for different classes ranging from developmental math to calculus, and statistics. They brainstormed and collaborated with other attendees to modify and create their own unique games for use in their classes.

Attendees felt that the workshop was very valuable and gave them some great ideas and activities to implement in their classrooms.

Thank you, Kathleen, and the AMATYC Traveling Workshop team for such an engaging session and providing this excellent professional development opportunity!
Top Ten Things You Should Know About myAMATYC
by Karen Gaines, Online Community Coordinator

If you have not yet used myAMATYC (https://my.amatyc.org) to access resources and connect with colleagues, now is a great time to start! Here are some tips:

1. The myAMATYC site (https://my.amatyc.org) is the collaboration platform for AMATYC. It accompanies www’amatyc.org, which is the go-to source for AMATYC information.

2. The IMPACT Live! Community provides all of the latest and greatest information about our Standards and related documents.

3. Each of AMATYC’s Academic Networks (ANets) has its own Community, which serves as a space for collaboration about specialized topics.

4. The Open Forum Community is for all members and provides a space for discussions about any topic.

5. A mobile app is available for quick access to the latest content. Check out the Help/FAQs page for instructions on installation.

6. Special groups such as Project ACCCESS, grant projects, and working groups may request their own Community to help facilitate discussion and to share documents within a closed community.

7. Starting in 2023 the platform will provide a place for all members to share their voice as the Standards are updated and enhanced.

8. The libraries allow members to share their knowledge, research, activities, and other content.

9. Each community has its own dedicated library for easy file searches. The “All Member Public Library” contains files that are useful for all members.

10. Look up contact information for your colleagues using Browse – Directory. For other questions, suggestions or feedback on the website or the mobile app, email Karen Gaines at oce@amatyc.org.

Adjunct Faculty Issues ANet
by Pat Barrientos, Chair

Greetings fellow adjuncts! I am very proud to be a member of an organization that supports adjuncts and is committed to equity. As a result of concerns brought up over several years, the AMATYC Executive Board was asked to consider changing what membership categories can run for the Executive Board and serve in leadership roles. A task force consisting of AMATYC Board members and at-large members developed the recommended changes after several months of discussion and deliberation. Basically, the change included adjuncts and retirees as regular members enabling them to have “the right to vote, hold elected office, be appointed to leadership positions, nominate candidates for office, serve on committees, and be appointed as a delegate in the Delegate Assembly,” while still paying the discounted membership rate for adjuncts and retirees. In 2021, this change was approved by the AMATYC Board and the Delegate Assembly. Now, as a result of the by-law changes, these AMATYC membership types fall under the umbrella of regular membership. My sincere thanks to the AMATYC Executive Board and everyone else who helped to make this change happen.

More good news: our ANet membership has increased to 150 members! This is fantastic; however, I would like to see it increase even more. All adjunct faculty interested in mathematics are invited to join AMATYC and get involved in the Adjunct Faculty Issues ANet, either at the 48th AMATYC Annual Conference in Toronto, on myAMATYC (https://my.amatyc.org), or both! I am super excited to be attending the conference, and I hope to see adjuncts and those interested in supporting adjuncts in Toronto. To me, the main goal for the Adjunct Faculty Issues ANet is to seek solutions to problems faced by adjuncts. It is not enough to merely discuss adjunct issues. Solutions need to be sought and achieved; otherwise, change will never be implemented. You are not “just” adjuncts. You are the backbone of colleges and universities nationwide. Let your voices be heard and be advocates for meaningful change.

AMATYC Research Session
by Frank Marfai, RMETYC ANet Chair

AMATYC’s Research in Mathematics Education at Two-Year Colleges (RMETYC) ANet is committed to sharing research findings that connect our teaching practices to the work in our departments. This year’s Research Session will be 7:00-9:50 pm on Thursday evening at the AMATYC Annual Conference in Toronto.

Join colleagues at this annual event to learn about current research on the teaching and learning of mathematics and statistics in the first two years of college. The evening begins with a keynote address by Megan Breit-Goodwin from Anoka-Ramsey CC, titled “Scholarship that Welcomes Mathematics Educators and Inquiry.” Her research focuses on teaching and learning in introductory college mathematics, and she is an enthusiastic advocate for inquiry into the magic that happens in our classrooms. The keynote will be followed by breakout sessions focused on findings from current research projects.

In the first breakout session, you can choose from three concurrent presentations. In one, Bismark Akoto and Dexter Lim will describe an analysis of cognitive interviews conducted with community college instructors of college algebra. In another presentation, Claire Wladis will discuss student conceptions of substitution and implications for how students understand and carry out computational work. In the third presentation of this session, Enyinda Onunwor will introduce two algorithms to solve linear systems in which the coefficient matrix is large and ill-conditioned.

The second breakout session also includes three concurrent presentations. Tim Archie and Sandra Laursen will describe an investigation of connections between professional development and two-year college mathematics instructors’ adoption of inquiry-based learning practices. In another presentation, Dexter Lim will discuss aspects of exponential functions that instructors consider the most important to include in their lessons, based on interviews with community college instructors. In the third concurrent presentation, Patrick Kimani and Inah Ko will discuss findings from a pilot of 60 survey items that measure Mathematical Knowledge for Teaching Community College Algebra.

The third breakout session features two concurrent presentations. In one, Asli Mutlu will discuss a three-part project implemented in a statistics course and preliminary findings of students’ lived experiences and perceptions. In the other presentation, Frank Marfai will share initial findings of students’ affect with regard to Course-based Undergraduate Research Experiences (CUREs) in mathematics, statistics, and other STEM courses at one community college district.

We hope you will join us for this evening session. For more information about RMETYC or the Research Session, please contact me at frankmarfai@amatyc.org.
**Equity ANet**  
by Benjamin Aschenbrenner, Chair

In *Dog Whistle Politics*, Ian Haney-Lopez uses a phrase that could be useful for math faculty thinking about their work—“commonsense” racism. He uses the term to replace the fuzzier “implicit bias” and encompass more ideas. Generally, “commonsense” racism can provide a sensible explanation for a phenomenon, but when you dig deeper, you realize that the explanation relies on a racist belief that group x differs fundamentally from group y.

Consider our classrooms and our institutional success rates. We see a disproportionate number of black and brown students failing. Do we attribute those failures to some flaw in their character or an attribute of their group generally? (Watch out for sentences that start with “Those students don’t…”) Or do we see gaps as structural problems that we take our roles in perpetuating or ameliorating?

What “commonsense” explanations for student failure do we employ that excuse our institutional failures while placing blame on groups of students? Do we believe a students’ skin color determines their aptitude? Or perhaps we employ cultural racism to explain that it’s not the genetics of these students but their homes and families where parents don’t care as much as we do about our own kids? Should we turn instead to how we can redesign our policies and courses? And how can we deploy our resources to support students who need help, guidance, and encouragement?

One takeaway from the Equity ANet summer reading group (Sara Hottinger’s *Inventing the Mathematician*) was that each of us can make a difference in how students see themselves as capable of mathematics. That starts with our own conception of what it means to be a mathematician and to do meaningful mathematical work, and it impacts the design of our classrooms, policies, and curricular choices. Facing structural racism requires addressing inequities and achievement gaps, but first we have to be willing to face the “commonsense” racism we use as an excuse to explain why the world is the way it is.

If you would like to join the conversation on these topics, we invite you to join the Equity ANet. You can find us on myAMATYC or contact me at equityinmathed@gmail.com.

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**Student Mathematics League**  
by Matthew Pragel, Coordinator

The 2022 AMATYC Conference in Toronto is just around the corner, and I hope that you will be able to attend either the in-person conference or the Virtual Days.

If you are interested in collaborating with other faculty who are teaching developmental math courses, including corequisite courses, and if you are seeking ways to improve student success, then I hope you will get involved with the Developmental Mathematics ANet. There are many ways to join the team, including online participation in the IMPACT Live! Community and in-person opportunities in Toronto.

The Developmental Mathematics ANet is sponsoring several events in Toronto. These events are an excellent place to connect with other developmental educators and to share your success stories.

- At Thursday morning’s Themed Session titled “Student Engagement Strategies in Developmental Math Courses,” each mini-session will focus on one of the Community College Center for Student Engagement benchmarks: Active and Collaborative Learning, Student Effort, Academic Challenge, Student-Faculty Interaction, and Support for Learners (www.ccsse.org).
- Saturday morning’s sharing session titled “Student Support Tools and Strategies in Developmental Math Courses” will highlight resources such as videos, study skill tools, and class activities that can promote student success.
- On Saturday afternoon is our Developmental Mathematics ANet meeting. Join the discussion with fellow educators passionate about improving student success in developmental courses.

The conference program also features many sessions marked “SM” for “Strategies and Mindset for Student Success.” These sessions focus on improving developmental mathematics programs and enhancing student success. I look forward to seeing you in Toronto!

You can also engage with the Developmental Mathematics Community through IMPACT Live! Simply log in to myAMATYC (https://my.amatyc.org), select Communities, and join the Developmental Mathematics ANet. For more information or to get involved in the leadership of the ANet, please contact me at Kim.Granger@amatyc.org.

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**Developmental Mathematics ANet**  
by Kim Granger, Chair

The Student Mathematics League is back face-to-face this year! The fall competition (Round 1) will be held October 22-November 5 and the spring competition (Round 2) will take place February 18-March 4, 2023. Registration is open on the AMATYC website through October 31. Contest problems are taken from topics in precalculus mathematics. To see previous competition questions, visit www.amatyc.org/StudentMathLeague. Teams consisting of the top five scoring students at each college compete for regional and national awards. If you have any questions about the competition, please contact Matthew Pragel at sml@amatyc.org. We hope that your college will be able to join us!

For those attending the AMATYC Conference in Toronto, the 18th Annual Faculty Math League competition will be held Friday, November 18 in the Willow Centre from 4:20-5:10 pm. Bring your graphing calculator and compete for individual prizes as well as the coveted regional championship trophy.
One role of the Mathematics Pathways ANet is to disseminate emerging research reports on mathematics pathways. Through the Pathways ANet Community on myAMATYC, research articles and reports are easily available in our Mathematics Pathways Library. In the past few months, I have received several notable reports.

The first report, by Foley and Wachira (2021), addresses the role of Quantitative Reasoning (QR) as a mathematics pathway in Ohio colleges and the flourishing efforts in Ohio around secondary and postsecondary QR courses, including curriculum and state-level policy. High school students in Ohio now have a seamless pathway for transitioning from high school to college QR courses. This report is a must-read for members of our community focused on the QR pathway and high school partnerships.

A second report titled Re-Envisioning Mathematics Pathways to Expand Opportunities: The Landscape of High School to Postsecondary Course Sequences examines how recent changes in postsecondary mathematics curricula, including a shift away from using college algebra as a gateway for mathematics in the first two years of college, have affected middle school and high school course-taking patterns. The report is a great source of information for members of our community interested in trends in secondary mathematics pathways.

A third report, by Bauman and Horton (2022), explains the effort to build data science programs in two-year colleges in Massachusetts. The report includes curriculum recommendations and maps and addresses current barriers and next steps. This report is a must-read for anyone in our community interested in building a data-science mathematics pathway.


The Charles A. Dana Center, Student Achievement Partners, & Education Strategy Group. (2022). Re-Envisioning Mathematics Pathways to Expand Opportunities: The Landscape of High School to Postsecondary Course Sequences


The Mathematics Intensive ANet is charged with supporting courses such as college algebra, precalculus, trigonometry, calculus, differential equations, and linear algebra. Recent years have brought dramatic changes in developmental mathematics and statistics, yet the mathematics intensive courses have evolved more slowly. In virtual meetings throughout the year and on our myAMATYC community page, our members have raised important questions regarding these courses.

College algebra serves different purposes for different populations of students. For some, it fulfills the requirement for an associate degree. For others, it lays the foundation for precalculus and calculus. Others could benefit from topics related to discrete mathematics. Can all these populations be served by a single college algebra course, or should there be multiple options?

Many recognize that precalculus courses would benefit from redesign. Student-based learning is challenging to implement due to the number of topics. Which topics are truly essential, and which are supplemental? What is the proper role of technology?

The calculus reform movement has brought lasting changes, such as increased emphasis on active learning, graphical representations, and tabular approaches, as well as a de-emphasis on rote procedures. What is the role of formal proof in calculus? How should technology be used? What calculus concepts are crucial for mathematicians, scientists, engineers, and computer scientists?

Differential equations historically included a collection of paper-and-pencil techniques used to solve first-order, second-order, and systems of differential equations. Which of these techniques remain crucial and which can be replaced by technology? Should differential equations be more focused on modeling than solving?

Linear algebra and other advanced courses such as discrete mathematics are offered at some colleges. Given the ease of offering courses in a technological environment, might it be possible for multiple institutions to cooperate in offering these courses in order to overcome the challenges of limited enrollments?

We need your help to answer questions such as these. I look forward to seeing you at the AMATYC Annual Conference in Toronto. We have an excellent selection of sessions that focus on mathematics intensive courses. Our ANet will have a meeting to update members on our current activities and a sharing session to enable members to discuss the challenges elaborated here. Please join us as we work together to improve teaching and learning in these important courses.

**IMPACT Live! and the Standards Revisions Groups**

by Evan Evans, Digital Coordinator and Julie Phelps, Standards Committee Chair

**IMPACT Live!** is getting a facelift. We will still be highlighting communities and ANets as they host bi-monthly discussions but in addition the portal will become a platform for the various Standards Revision Groups (SRGs) to share their progress and solicit input from our membership. The site will also house digital enhanced versions of the Crossroads, Beyond Crossroads, and IMPACT documents, as well as current AMATYC position papers.

The goal of **IMPACT Live!** is to return to its roots as a living extension of our signature **IMPACT** document. In this spirit the SRGs will continue to highlight any proposed changes to any of our AMATYC's documents, as well as collect your feedback on their proposals. Once approved, changes will be reflected in the digital enhanced versions.

We will continue to emphasize the four pillars of PROWESS from our **IMPACT** document and upload monthly LiveWire podcasts highlighting various people that advance and promote AMATYC’s principles.

It is not too late to get involved. If you are interested in being a part of the** IMPACT** review team or any SRG please contact Julie Phelps at jphelps@amatyc.org. Of course, you can visit **IMPACT** Live! at https://my.amatyc.org/communities/community-home to check out the latest news, hosts, and podcasts that support the **IMPACT** document.
Why YOU Should Run for AMATYC Board as a National Officer
by Kathryn Kozak, Past President

Often when AMATYC members consider running for office for the first time, they think of a Regional Vice President position, perhaps feeling like it might be better to “start small” with their own region. Though the Vice Presidents of the AMATYC Regions are an important part of the AMATYC Executive Board, the national officers are equally important. The national officers are the President, President-Elect, Past President, Treasurer, and Secretary.

The position of President is very important for AMATYC. The President represents AMATYC to AMATYC members and to other organizations. The President also sets the agenda for the Board meetings, runs the Board meetings, interacts with all volunteer leaders, works closely with the Executive Director and the Conference Coordinator, and facilitates the keynote presentations at the AMATYC Annual Conference. One doesn’t run for the president directly; one runs for the President-Elect position. The President-Elect shadows the President for two years, oversees the strategic planning process of the Executive Board, chairs the Organizational Assessment Committee and Teaching Excellence Committee, and liaisons with the AMATYC affiliates. After two years the President-Elect becomes the President, and then after two years, the President becomes the Past President. The Past President mentors both the President and the President-Elect, and also chairs the nominating committee, the Mathematics Excellence Award selection committee, the Past President’s advisory council, and usually the AMATYC Foundation. The President-Elect, President, and Past President positions together are a six-year commitment to AMATYC. AMATYC provides funds for the President’s college to provide some reassigned time from teaching so that he or she can have more time to focus on AMATYC responsibilities.

The Treasurer oversees the finances of AMATYC. This includes developing the yearly budget, working with the auditor, and processing financial reimbursements. The Treasurer also chairs the finance committee, serves on the AMATYC Foundation, and serves on the Investments Board. The Treasurer also makes every effort to ensure that the action items in the AMATYC’s strategic plan are being accomplished. The Treasurer serves for a four-year term and there are funds to provide reassigned time at the person’s college.

The Secretary records minutes for all meetings of the AMATYC Executive Board and the Delegate Assembly. Other duties of the Secretary include maintaining the AMATYC Policy and Procedure Manual and overseeing the historian’s report. The Secretary serves for a two-year term.

All members of the Executive Board help to make important decisions on behalf of AMATYC, and to write, review, and consider motions submitted to the Board. Each member of the Board is also assigned to serve as liaison for one or more AMATYC volunteer leaders.

Please consider running for one of the Executive Board offices, either as a national officer or a Regional Vice President. The nomination deadline is February 1, 2023. More information about the nomination process can be found on the nomination page on the AMATYC website. If you are interested in an AMATYC Executive Board position or would like more information, contact Kathryn Kozak at Kathryn.kozak@amatyc.org.

Support the AMATYC Foundation
by Kathryn Kozak

The AMATYC Foundation is looking forward to seeing you at the AMATYC Annual Conference in Toronto, November 17-20, 2022. If you are attending the conference, please consider donating to the Foundation through the dot campaign, an AMATYC conference tradition. The dot campaign encourages participants to give $1 (or more!) for each conference they have attended. Donors receive a dot with that number for their name tag. If you have attended 48 conferences then attendees will know that you have had a long history with AMATYC. If this is your first conference, then people will see that you are new to the organization and welcome you to the family. AMATYC appreciates your support, no matter how many conferences you have attended or how much you can give.

This year’s dot campaign includes four prizes. Two prizes are based on regional competitions. Each region will choose a random person from all who donated to the AMATYC Foundation since January 1, 2022. Of these people, the member whose region donates the most money will receive a two-year membership to AMATYC. The other prize, a one-year membership to AMATYC, will be awarded to the member whose region has the highest percentage of members donating to the AMATYC Foundation. The final two prizes will be randomly awarded to anyone who has donated to the AMATYC Foundation since January 1, 2022. One of these awards will be a regular registration to the AMATYC Annual Conference in Omaha. The second award will be a quilt from mathematical t-shirts made by long-time member Karen Gaines.

If you cannot attend the AMATYC Annual Conference in Toronto, you can still donate to the AMATYC Foundation at www.amatyc.org/AMATYCFoundation. Your donation to the AMATYC Foundation helps to fund important activities such Project ACCCESS, minigrants, regional affiliate scholarships, and other activities such as the COVID grants over the last two years. Together, you and AMATYC can open doors to mathematics for all students.

Math for Liberal Arts ANet
by Gregory D. Foley, Chair

There are three principal math pathways that can serve most undergraduate students: statistics, quantitative reasoning, and algebra-to-calculus. This view is consistent with AMATYC’s IMPACT document and its position statement on mathematics pathways.

Forty years ago, I taught a course at Austin CC called Mathematics: Its Spirit and Use. This title contains two primary approaches used in courses for non-STEM majors. The spirit of mathematics is its beauty and connections to so many aspects of the human experience. The utility of mathematics is its application to everyday life and most major fields of study, including the liberal arts, fine arts, and communication studies, among others.

If this sort of mathematics interests you — whether your college calls it Mathematics for Liberal Arts, Quantitative Reasoning, or something else — please join our academic network (ANet) that focuses on Mathematics for non-STEM majors. Join us online through myAMATYC (https://my.amatyc.org), via ANet meetings. Or join us in person at the AMATYC Annual Conference in Toronto at the ANet meeting (M13) at 1:05 pm on Saturday. For more information or to get involved, email me at foleyg@ohio.edu.
AMATYC Foundation 2021 Honor Roll

The AMATYC Foundation sincerely thanks all who gave generously in 2021. These donations support AMATYC initiatives such as Project ACCCESS, traveling workshops, student competitions, and member grants. Contributions to the Foundation also support AMATYC awards, including the Margie Hobbs Award, the Leila and Simon Peskoff Award, and the Wanda Garner Presidential Student Scholarship. All contributions help AMATYC achieve its vision to be a leading voice and resource for excellence in mathematics education in the first two years of college. As always, thank you for your contribution and we look forward to seeing your name on the AMATYC Foundation 2022 Honor Roll next year!

AMATYC strives for accuracy within this Honor Roll listing. If information is incorrect or missing, or if a different name is preferred, please accept our sincere apology and contact Beverly Vance at amatyc@amatyc.org so that appropriate corrections can be made.

David Ellenbogen
Peter Georgakis
Sophia Georgiakaki
Jeff Herrin
Carol Howald
Barbara Johnson
Jack Keating
Kathryn Kozak
Mari Menard
Christine Mirbaha
Joan Page
Sarah Paulcy
Julie Phelps
Nancy Rivers
Behnaz Rouhani
Dennis Runde
Sharon Sledge
Barbra Steinhurst
April Ström
Turi Suski
David Tannor
Laura Watkins
Brian Winkel
Aisha Arroyo
Brian Balman
Scott Barnett
Pat Barrientos
Brandon Bartley
Leah Beck
John Bennett
Luanne Benson-Lender
Melissa Bird
Linda Blanco
Edward Bock
Andy Burch
Robert Cappetta
Tim Chappell
Laurel Clifford
Matthew Coignet
Greg Cripe
Bridget Dart
Taylor Darwin
Sarah Davenport
Amanda Davis
Johanna Debrecht
Joseph Elakodical
Jeff Eldridge
Tane Ellis
Wade Ellis Jr.
Evan Evans
Jason Farrington
Gregory Fein
Terese Foley
Robert Foth
Nicholas Geller
Lindsey Gerber
Bukurie Gjoci
Kim Granger
Florian Haiduc
Mark Harbison
Kira Heather
Todd Hendricks
Patricia Herman
Diane Hilrsch
Lori Holdren
Michael Holtferrich
Jeff Hughes
George Hurlburt
Eric Hutchinson
Barbara Illowsky
Kendall Jacobs
Jennifer Jameson
Dale Johnson
Elizabeth Johnson
Jeff Joles
Laurie Keatts
Marty Kellum
Patrick Mathuku Kimani
Amanda Klinger
Adam Krenelka
Mark Kuhlman
Kyle Kondomal
Marcia Lamkin
David Lawton
James Lee
Richard Leedy
Dexter Lim
Madilyn Marshall
Ellen Matheny
Vicky Mayfield
John McColgan
James McCoy
Natalie McGathey
Cheryl Meilbeck
José Maria Menéndez
Pamela Miller
Jeffery Morford
Ben Mouton
Glynis Mullins
Keith Nabb
Elizabeth Nehring
Emily Nelson
Jon Oaks
Chris Oehrlein
Miriam Pack
Michael Pemberton
Russ Penner
Sonia Petch
Celeste Petersen
Matthew Pragel
Jackie Radle
Manisha Ranade
Chamila Ranaweera
Ahmed Rashed
Jennifer Rice
Pat Riley
Debora Rimkus
Peter Rimkus
Shannon Ruth
Jamie Ryan
Caroline Sampson
Sean Saunders
Hilary Seagle
Regina Shankland
Basanti Sharma Poudyal
John Smith
James Sousa
Rita Sowell
Kelb Spoon
Al Stachelek
Lyudmila Stephens
Claudia Stewart
Marcus Szwankowski
Shelley Taborsky
Gabriel Tarr
Jo Lynn Theobald
Stewart Thornburgh
Vicki Todd
Mary Touchet
Whitney Turner
Jerome Tuttle
Kathryn Van Wagoner
Anne Vance
Ben VanDerLinden
Natalya Vinogradova
Cindie Wade
Luke Walsh
Sherr Warren
Elizabeth Weaver
Emily Whittington
Paula Willhite
Judy Williams
Dusty Wilson
Tawanna Wilson
Nathan Winkles
Pamela Woodbury
Stephanie Woodley
Bruce Yoshiwara
Ralf Youz
Brooks Ziegler

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AMATYC 2022 Calendar of Events

Check the AMATYC website, www.amatyc.org, for information on conferences and meetings from other organizations.

AMATYC 2022 Annual Conference, Sheraton Centre Toronto, Toronto, Ontario, Canada. Website: www.amatyc.org/2022ConfHome

November 17-20: 48th AMATYC Annual Conference, Sheraton Centre Toronto, Toronto, Ontario, Canada. Website: www.amatyc.org/2022ConfHome

December 9-10: CMC3 Fall Monterey Conference, Hyatt Regency Monterey Hotel and Spa, Monterey, CA. Website: www.cmc3.org/conferences/fall/

A form is available at www.amatyc.org/AffiliateConferences to update or add affiliate conference information.
Focus on Affiliates: NEMATYC
by Philomena D’Alessandro, NEMATYC President

The New England Mathematical Association of Two-Year Colleges (NEMATYC) is the New England AMATYC affiliate, representing the states of Maine, Massachusetts, New Hampshire, Rhode Island, and Vermont. The organization evolved from what was originally the Massachusetts Mathematical Association of Two-Year Colleges. In 1974, the name was formally changed from “Massachusetts” to “New England,” to depict its membership more accurately. Membership is open to all educators, students, retired educators, and others who are interested in the NEMATYC mission of encouraging and promoting the expansion and improvement of the mathematics curriculum, mathematics education, and related experiences of students in two-year colleges, and in similar programs within any institution of higher education, in the greater New England area. NEMATYC objectives are:

1. Provide a forum for the exchange of ideas and experiences among mathematics educators through conferences, meetings, workshops, newsletters, websites, email and other appropriate means.
2. Encourage the development of effective mathematics programs.
3. Promote the professional welfare and development of all members.

NEMATYC hosts an annual gathering event in the fall, in addition to a conference and business meeting in the spring. This year’s fall event was held in October at various locations across Massachusetts. Participants engaged in roundtable discussions with a theme of technological change and mathematics education. The event was free for NEMATYC members.

NEMATYC’s 48th Spring Conference and Annual Business Meeting is planned for April 2023 at Middlesex CC in Bedford, MA. At the Annual Business Meeting, there will be elections for Vice President (with a one-year term from 2023-2024) and two at-large members (with a two-year term of 2023-2025).

Please check out the NEMATYC website at http://nematyc.org for more information about NEMATYC, including membership, nominations for the NEMATYC Executive Board, and events.