You’re Welcome to the Great White North
by Sean Saunders, Toronto Local Events Coordinator

Grab your passport and your winter coat, convert your greenbacks to loonies and your degrees from Fahrenheit to Celsius, because this year, from November 17-20, the AMATYC Annual Conference is heading north to Toronto, Canada — the capital of Ontario, and one of the most diverse and multicultural cities in the world! This year’s theme is INCLUSION. We are thrilled to welcome our two incredible keynote speakers Peter Liljedahl and Ben Orlin, as well as featured speakers Stan Yoshinobu and Sunil Singh, in addition to all our amazing faculty and publisher sessions, workshops and poster sessions!

With so much more to do in Toronto, you will want to make sure you plan some time to explore this jewel of Canadian culture, heritage, entertainment, and dining! So come join us in Toronto for the 48th AMATYC Annual Conference – you won’t be sorry you did! For more information about Toronto, visit www.amatyc.org/2022ConfHome or www.destinationtoronto.com/amatyc.

Student Research League
Congratulations to the 2021 National Winners!

The national winners of the 4th Annual Student Research League competition were announced at the AMATYC Annual Conference in Phoenix.

Grand Prize
Noah M. Robles, Maximus Cisneros, and Talal El Zeini
Faculty Mentor: Serkuang Chen
West Valley College

Second Place
Meghna Sil, Steven Veld, and Askar Bashirov
Faculty Mentor: Zikica Perovic
MiraCosta College

Third Place
Jacob Ruiz, Jorge Ramirez, and Amr Ojjeh
Faculty Mentor: Jonathan Davis
Lone Star College-CyFair

Each of these outstanding competitors received a financial award to continue their education at a four-year institution.

PROJECT ACCCESS
Apply Now!
by Lisa Feinman, Coordinator

Applications are available for Cohort 18 of Project ACCCESS, AMATYC's extended professional development program for early career faculty. Mathematics faculty for whom the 2022-2023 academic year will be their first, second, third or fourth year of their first full-time renewable position are eligible to apply. Does this describe you? If so, please apply! Do you have a colleague at your college who would qualify? Then encourage them to apply as well. The application deadline is May 15, 2022.

At the 2022 AMATYC Annual Conference in Toronto, visit the Poster Session to meet the Cohort 17 Fellows as they present the projects they have implemented at their colleges. We are also looking for people interested in presenting to the Project ACCCESS Fellows in Toronto or mentoring the new Cohort as they develop projects in practice. If you are interested in mentoring the newly selected Fellows, email Vicki Todd at v_todd@southwesterncc.edu. If you are interested in presenting to the Fellows, email Jonathan Tyler at jonathan.tyler@snow.edu.

For more information about Project ACCCESS, including application information, go to www.amatyc.org/ACCCESS. If you have additional questions, contact Lisa Feinman at LFeinman@ccbcmd.edu.

Thank you – and see you in Toronto!
President’s Message

Supporting Students with Disabilities: Opening Access for All

Laura Watkins
Glendale CC • Glendale, AZ

Over the past few decades two-year colleges, including community and technical colleges, have become a larger segment of the higher education landscape. In their Fast Facts 2022, the American Association of Community Colleges (AACC) reports that nearly 40% of all undergraduate students have attended a community college and that nearly 30% of students are first generation students. Almost two-thirds of students attend college part-time in an effort to access opportunities for postsecondary attainment, worker retraining, or personal growth offered by community colleges (AACC, 2022). Some, though not all, of the diversity of community college students can be captured in demographics such as age, race/ethnicity, gender, citizen status, and veteran status. One demographic from AACC’s most recent Fast Facts that stood out to me is that 20% of students have some form of disability, including disabilities other than physical. I did not realize the number was so high. Over the years I have received requests for various accommodations for students from our disability services office. In recent years, though, I cannot recall the last time I had a request for accommodations, and this concerns me. Where are these students? Since I teach in the Calculus sequence, I am left to wonder if, at least locally, they have left the STEM pipeline? Or, maybe worse yet, they never entered the STEM pipeline because they didn’t feel they have a home there? In my effort to find some answers, I was dismayed to discover that Moon et al. (2012) found that while students with disabilities make up about 13.7% of the school-aged population, this drops to 11% in undergraduate education, and less than 10% in STEM majors. Even more discouraging, the proportion of students with disabilities drops to 5% at the graduate level and about 1% at the doctoral level. People with disabilities comprise about 10% of the national workforce, while only making up about 2% of STEM professionals. We need to do better for these students.

Reflecting on students I have taught over my career, I recall students whose physical disabilities necessitated accommodations such as a note taker, a scribe, an interpreter, or materials for those with low vision. Yet in retrospect, I recognize that I should have been more aware of students with hidden disabilities.

I recently attended a mind-opening talk focused on barriers to learning mathematics as they are experienced by students whose brains process information differently than is typical, e.g., students with dyslexia, at the Association of Mathematics Teacher Educators conference. One student’s experience with having to memorize multiplication tables and retrieve those facts quickly was a nightmare. This student understood the concept of multiplication and was able to compute the facts correctly but struggled to quickly retrieve the answer from memory. The student shared that while they still have to compute multiplication facts rather than recall from memory, they were able to complete all of the statistics required for their doctoral degree with no more difficulty than other candidates in their program. The barrier here was the requirement of rote memorization of multiplication facts rather than understanding the concept of multiplication. This gave me pause as I considered what unnecessary barriers I might have placed before my own students.

Let’s consider our students who are neurodiverse, whose brains process information differently than what is considered typical, and the challenges they may experience in learning mathematics. I imagine it would be quite challenging for these students to learn in a room where the majority of students are neurotypical. I think back to students I could see were putting forth tremendous effort but still struggling and wonder how successful they might have been if I knew then what I know now. The good news is that if we strive to use strengths-based approaches, such as leveraging ideas students already have, encouraging active thinking during class, providing both opportunities for reflection and ways to connect the thinking of students, this will benefit all students, and particularly those who are neurodiverse.

Engaging in mathematics while in the classroom so that students can make meaning of the mathematics is important for all students, even more so for students who are neurodiverse. To facilitate student engagement, we need to create a supportive classroom environment to help students feel safe as they take mathematical risks. Students need to know it is okay to make mistakes—and that mistakes are expected, inspected, respected, and then corrected. This type of safe space is important particularly for students with dyscalculia, which entails difficulty processing number-related information. Some instructors like to provide notes for students to use during class. Providing those notes ahead of time will not impede the learning of other students and can benefit students with dyslexia as these students often take a longer time to read and process information. Using multiple representations, including visual tools, can be helpful as some neurodiverse students have strong visual memory and this can lead to improved understanding and retention of key concepts. For students with dyscalculia the use of a calculator is often important to their success so maybe we could think about letting every student use a calculator and revising the types of questions we ask. I think the point of considering these, and other, strategies is to make instructional decisions with open minds so that we can maintain mathematical rigor while making learning mathematics accessible to all students.

A last observation from Moon et al. (2012) is that students with disabilities are commonly discouraged from studying in a STEM discipline by the time they reach the college level. Combined with the fact that mathematics can be a stumbling block in

> Continued on page 3
In the first round of the 2021-2022 Student Mathematics League competition, 54 teams participated. Below are the top team and individual results from the Round 1 competition in Fall 2021. Complete team results can be found online at www.amatyc.org/SMLScoreboard.

Congratulations to everyone who competed in Round 1. We look forward to more colleges returning to the competition in Fall 2022.

**Top Teams**

1. Pasadena City College (CA) 89.0 points
2. College of the Canyons (CA) 66.5 points
3. Cape Fear CC (NC) 66.0 points
4. Bellevue College (WA) 62.5 points
5. Johnson County CC (KS) 61.5 points
6. Tarrant County College (TX) 59.0 points
7. Normandale CC (MN) 58.0 points
8. Oakland CC (MI) 56.5 points
9. County College of Morris (NJ) 46.0 points
10. Western Nebraska CC (NE) 44.5 points
   Anoka-Ramsey CC (MN) 44.5 points

**Top Individual Students**

1. Junyang Xu, Pasadena City College (CA) 27.0 points
2. Liam Courtright, Cape Fear CC (NC) 25.0 points
   Yuheon Joh, Diablo Valley College (CA) 25.0 points
3. Praneel Samal, College of the Canyons (CA) 24.5 points
4. Naveen Kannan, Johnson County CC (KS) 23.5 points
5. Arya Gowda, Schoolcraft College (MI) 23.0 points
6. Yikun Wang, Pasadena City College (CA) 20.0 points
7. Jacob Ruiz, Lone Star College-CyFair (TX) 17.5 points
8. Zhang Zhuan, Bellevue College (WA) 17.0 points
   Yixuan Hu, Normandale CC (MN) 17.0 points

**Top Regional Teams**

Northeast – Middlesex CC (MA)
Mid-Atlantic – County College of Morris (NJ)
Southeast – Cape Fear CC (NC)
Midwest – Oakland CC (MI)
Central – Johnson County CC (KS)
Southwest – Tarrant County College (TX)
Northwest – Bellevue College (WA)
West – Pasadena City College (CA)

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President’s Message, Cont’d from page 2

In the pursuit of a STEM degree, it isn’t so surprising there is little representation by people with disabilities in the STEM disciplines. I am committing myself to continue to learn more about strategies and technologies that will help make mathematics accessible to all of my students. I invite you to consider making a similar commitment in an effort to provide students with disabilities equal access to learning mathematics.

References:


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Mathematics and its Application for Careers ANet
Natalia Postrigan

Natalia Postrigan is excited to serve as the new Chair of the AMATYC Mathematics and its Application for Careers (MAC) ANet. Natalia is a graduate of Teachers College, Columbia University, with an M.A. in Mathematics Education, and the University of Virginia with an M.B.A. Before transitioning to a full-time teaching career, Natalia was an operations management consultant in financial services. When students ask how they can use math in their future careers, she has plenty to share. Natalia teaches mathematics at Pace University in New York and Chadwick School in Palos Verdes Peninsula, CA. Her immediate objective as a new Chair is to grow engagement in the MAC community.

Statistics ANet
Rebecca Wong

The Statistics ANet is pleased to welcome Rebecca Wong as incoming Chair. Rebecca teaches at West Valley College in California and has been a math educator for over 25 years. She has been an active AMATYC member, chairing the Joint ASA/AMATYC Statistics Committee as well as providing workshops through AMATYC’s Traveling Workshop program. In addition to her mathematics teaching, Rebecca also designs and facilitates workshops for Leading from the Middle, a professional development program of the California community college system. Rebecca appreciates the opportunity AMATYC has provided to develop professional connections with colleagues from throughout the country and looks forward to serving the AMATYC statistics community as ANet Chair.

Data Science Subcommittee
Rachel Saidi

Rachel Saidi is an associate faculty member in the Math, Statistics, and Data Science Department at Montgomery College, a two-year college in the Washington, DC region. In addition, she is the Data Science Program Coordinator for three programs, a Data Science Certificate, an Associate of Arts in General Studies STEM with Data Science Concentration, and the newly created Associate of Science in Data Science, which will start during Fall 2022. She works to recruit and retain students of diverse backgrounds, advertise the programs to potential students, advise current data science students, collaborate with data science faculty and college administrators, and collaborate with local government and industry representatives to provide opportunities and learning experiences for data science students. She is delighted to be a part of AMATYC’s data science community, and to engage with other two-year institutions to build and grow data science programs around the country.

Website Coordinator
Ryan Pescosolido

Ryan Pescosolido, the new AMATYC website coordinator, has been teaching mathematics at Wake Technical Community College in Raleigh, North Carolina since 2014. Ryan also taught mathematics, science, and technology in middle and high school for several years prior. Throughout his education and career, he has helped to develop and maintain websites for various clubs and organizations, learning and practicing a healthy serving of computer science on the side. Ryan is a proud alumnus of Project ACCCESS Cohort 13 and encourages eligible faculty to apply for Project ACCCESS. He enjoys spending free time with his family, reading, and playing games of all sorts. Ryan is excited to help ensure that the AMATYC website is a reliable source for information and current events for years to come.

Assistant Program Coordinator
Julie Gunkelman

Julie Gunkelman, the new Assistant Program Coordinator, has taught for thirteen years at Oakland Community College (OCC) in Farmington Hills, Michigan. Before joining the faculty at OCC, she taught high school and was an adjunct professor at a small liberal arts university. Prior to her role as Assistant Program Coordinator, Julie was the AMATYC Professional Development Coordinator from 2016 to 2018, and served on the nomination committee for the 2021 Board elections. Julie is the current President of MichMATYC, the Michigan affiliate of AMATYC. She has presented at the AMATYC conference for the past seven years and now looks forward to working with the Program Committee to ensure your time in Toronto is well spent.
The mission of the AMATYC Foundation is to provide financial resources to ensure the success of AMATYC initiatives and innovation, to support AMATYC members in their quest for life-long professional development, and to recognize the exemplary work of all involved in mathematics education in the first two years of college. Donations from generous AMATYC members provide the funds for projects of the AMATYC Foundation. For the Foundation to achieve its mission, it has set a fundraising goal of $40,000 for 2022. Please help the Foundation reach this goal, and thus its mission, this year. You have several options for contributing.

Giving campaigns. Many AMATYC members make their Foundation donations when they attend the conference, as part of the annual conference giving campaign. This year, there was also the “Show AMATYC Your Love” regional competition that extended from February 14 (Valentine’s Day) through March 14 (Pi Day). Other competitions will be announced throughout the year. While there will be a Foundation campaign at the AMATYC Annual Conference in Toronto, the Foundation encourages members to donate throughout the year and not just at the annual conference.

Recurring monthly donations. Another way to help the Foundation throughout the year is to donate monthly to AMATYC. I have always been very supportive of the work of AMATYC and the Foundation; however, I have never had enough funds to give a one-time substantial donation. So, I selected Recurring Monthly Donation when I signed up to give at www.amatyc.org/AMATYCFoundation. This allows me to give what I can afford every month and help to sustain AMATYC.

AMATYC branded items. Support AMATYC by purchasing clothing, coffee mugs, totes, and other items with the AMATYC logo and the AMATYC Annual Conference logo at the online AMATYC Store. With every purchase, AMATYC receives a portion of the purchase price. An added benefit of buying from the store is that AMATYC is advertised whenever you use the items. This allows friends and colleagues to learn about AMATYC, and opens the door for you to provide more information about our great organization. Please visit the AMATYC Store at https://amatyc.org/store to see the great variety of items available for purchase.

AmazonSmile. One final option for supporting AMATYC is through the AmazonSmile program. When you make purchases via AmazonSmile a portion of your purchase is donated to the charity of your choice. As of November 2021, AMATYC has earned $429.40 through AmazonSmile, all from purchases made on Amazon. For details about giving to AMATYC through AmazonSmile, visit www.amatyc.org/amazonsmile. Thank you to everyone who has already registered with AmazonSmile.

Grants and Awards

Your contributions support a variety of activities for students and faculty, including Project ACCCESS, Student Research League, and Student Mathematics League. In addition, your contributions support mini-grants and several awards for members. Here are some examples:

- Mini-grants are given to individuals and organizations working in the area of mathematics taught during the first two years of college. Proposals will be accepted throughout the year as long as funds are available. Preference will be given to applicants who are members of AMATYC. See www.amatyc.org/Grants for more information.

- The Leila and Simon Peskoff Award, made possible through a contribution to the AMATYC Foundation by Fred Peskoff in memory of his parents, is given annually to an AMATYC Project ACCCESS fellow who has contributed to the education profession in the area of the mathematics taught during the first two years of college. For more information please see www.amatyc.org/PeskoffAward. The deadline is May 1, 2022.

- The Margie Hobbs Award is given annually to an AMATYC member who has been selected for the first time to present a session or workshop at the AMATYC Annual Conference. Please visit www.amatyc.org/MargieHobbsAward for more information. The deadline is June 1, 2022.

AMATYC Foundation: Show Your Love Campaign

Thank you all who contributed to the AMATYC Foundation Show Your Love campaign. The campaign raised $2,220 for the Foundation. The Southwest region contributed the most money and the Southeast region had the highest percentage of participation. Two contributors randomly selected from these regions, Marilyn Mays (Southwest) and Luke Walsh (Southeast), will receive a pie in honor of Pi Day. Thank you again, and please consider donating to the AMATYC Foundation throughout the year.
AMATYC 50th Anniversary Logo Competition
by Nancy Rivers, Secretary

AMATYC will be celebrating its 50th Anniversary in a big way during the 2024 AMATYC Annual Conference in Atlanta, GA. Our celebration will be kicked off during the 2023 AMATYC Annual Conference in Omaha, NE. Throughout the year in between these conferences, we want to use a special 50th AMATYC Logo and we want a member of AMATYC to design it.

The AMATYC 50th Anniversary Logo Competition launched on March 25 after a bulk email announced the competition. Tap into your creative side, get sketching and submit an entry! Here are the essential details of the competition:

- Any member of AMATYC, except a member of the AMATYC Executive Board, may submit a design.
- A logo design can be composed of no more than 4 colors.
- Entries should be submitted as a pdf, jpg, or vector file [such as Adobe Illustrator (.ai) or Encapsulated PostScript (.eps)].
- Entries are not expected to be “camera ready,” but the neater/cleaner your design the better.
- The 50th Anniversary Celebration Task Force will select the top designs; all submitted designs will be shared with the Executive Board for approval, with the top designs being tweaked if needed.
- AMATYC members will vote on the top designs June 20-24; in case of a tie, the Executive Board will determine the winning entry.
- The winning logo will be used from the time of its launch in Omaha through at least the end of the 2024 AMATYC Annual Conference in Atlanta.
- Oh, you might be curious as to whether or not there is a prize for submitting the winning design. There is! The person submitting the winning design will win a registration to the 2024 AMATYC Annual Conference in Atlanta, at the member early registration rate.

See myAMATYC (https://my.amatyc.org) for information on the contest. So, get those creative juices flowing and help AMATYC find its 50th AMATYC logo!

myAMATYC – Built for You, Built by You
by Karen Gaines, Online Community Coordinator

The myAMATYC website is nearing its second anniversary. It has gone through changes and adjustments to become a valuable resource for AMATYC members. Thank you to all members who have contributed content to the site, and thanks to the various Community Admins who work to make their communities the go-to place for up-to-date information and thought-provoking conversations.

The site has many features including the All Access Library, great ongoing discussions, new monthly content on IMPACT Live!, and communities for connecting with colleagues. Many upgrades are underway, including an individualized dashboard for members to easily navigate to favorite areas of the site and the ability to like content of interest.

The site was built for you. As you navigate the site, please feel free to provide suggestions (myamatycideas@amatyc.org) to improve the user's experience. The site was also built by you. To reach its full potential, AMATYC needs YOU to continue to share insights, to contribute resources, and to engage often with colleagues at the site.

Grants: NSF Funding Opportunities for 2YCs
by Megan Breit-Goodwin, Coordinator

The National Science Foundation (NSF) is committed to funding projects designed to broaden representation within STEM. There are many programs within the Division of Undergraduate Education (DUE) that directly support projects aimed at improving curriculum, instruction, and diversity, equity and inclusion in STEM. Introductory college mathematics and two-year colleges (2YCs) are central to these efforts!

The Advancing Innovation and Impact in Undergraduate STEM Education at Two-Year Institutions of Higher Education program specifically seeks to support systematic approaches to advance inclusive and equitable STEM education practices at 2YCs. Three goals of this program are to: (1) make systemic improvements in STEM education, (2) promote diversity, equity, and inclusion, and (3) mitigate the disproportionate impact of COVID-19 on 2YCs.

Mindy Capaldi, NSF DUE Program Director, encourages AMATYC members to consider challenges their students or colleges face when it comes to STEM teaching and learning. Could you implement a solution or new structure to address those challenges but need funds to do so? If your answer is yes, check out the program solicitation here: beta.nsf.gov/funding/opportunities/advancing-innovation-and-impact-undergraduate-stem-education-two-year.

When developing funding proposals, Capaldi recommends two things: ask for help, and give yourself plenty of time. Where can you ask for help? Connect with your AMATYC network and colleagues who have experience submitting funding proposals. As AMATYC’s Grant Coordinator, I am happy to talk with you about your ideas. Additionally, you can contact NSF program officers with questions. They answer the ones they can!

The next full proposal due date for the Advancing Innovation and Impact in Undergraduate STEM Education at Two-Year Institutions of Higher Education program is May 2, 2022, and the first Monday in May thereafter.

I love discussing grant ideas with AMATYC members. Please reach out to me at megan.breit-goodwin@anokaramsey.edu.
Consider Serving on the AMATYC Executive Board
by Kathryn Kozak, Past President

Have you ever thought of serving on the AMATYC Executive Board? If you have, then consider turning in a nomination packet. **The deadline is February 1, 2023.** The positions you can nominate yourself for are President-Elect, Secretary, Treasurer, and Regional Vice President.

If you haven’t previously considered applying for a position on the Board, I highly recommend that you apply. My time on the Board has been extremely rewarding for me and I have grown so much from the experience. If you are not able to serve on the Board yourself, can you recommend someone who would be a valuable member of the Board? If yes, please send the person’s contact information to me or any other member of the Nominating Committee.

To learn more about the nomination process or what each position contributes to AMATYC, visit www.amatyc.org/Executive-BoardNomin. You may also contact any member of the Nominating Committee:

- Kate Kozak (kathryn.kozak@amatyc.org), Chair
- Pete Wildman (Peter.Wildman@sfcc.spokane.edu), Member-at-Large
- Christine Mirbaha (CMirbaha@ccbcmd.edu), Member-at-Large
- Pat Riley (patrick.riley@kctcs.edu), Member-at-Large
- Alexander Atwood (atwooda@sunysuffolk.edu), Northeast Region
- Barbara Leitherer (bleitherer@ccbcmd.edu), Mid-Atlantic Region
- Ellen Matheny (ebmatheny@pstcc.edu), Southeast Region
- Tiane Ellis (tiane.ellis@kctcs.edu), Midwest Region
- Chamila Ranaweera (Chamila.Ranaweera@southeasttech.edu), Central Region
- Sonia Petch (sjpetch@collin.edu), Southwest Region
- Sandra Wildfeuer (sjwildfeuer@alaska.edu), Northwest Region
- Ben Moulton (Ben.Moulton@uvu.edu), West Region

Honor a Great Teacher
The AMATYC Teaching Excellence Award
by George Hurlburt, President-Elect

Every two years, AMATYC honors teachers who excel in the teaching of mathematics in the first two years of college. Do you know an outstanding teacher deserving of recognition? If so, please consider submitting a nomination for the 2023 AMATYC Teaching Excellence Award. You can nominate a colleague or self-nominate.

The Teaching Excellence (TE) Award is 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 and who are outstanding teachers of mathematics, mathematics education, or statistics. The nominees must have:

- a primary role that is, or was immediately before retirement, the delivery of instruction in the first two years of college.
- a minimum of five years of full-time equivalent teaching experience in the first two years of college. These years may have been at multiple institutions.
- taught at least one relevant course within the last two years prior to being nominated.

Nominees are evaluated on four criteria:

- Instructional effectiveness and support of students, including innovative and engaging teaching strategies, alternative teaching methods and accessibility to students.
- Professional involvement and professional development activities, including participation in professional organizations, presentations and articles.
- Collaboration with colleagues, including sharing ideas and mentoring other faculty.
- Service to department, division, or college, including innovation and campus leadership.

The number of TE awards given can range from 0 to 8, depending on the total number of nominations received and the strength of the applicant pool. The more nominations received, the more awards we can give! To give 8 awards, we need at least 23 nominations. The 2023 AMATYC TE Award Committee would love to award the maximum of 8 awards. If you know a deserving colleague, it’s not too early to start working on the nomination. Assembling a competitive nomination packet will take some time.

The recipients of the AMATYC Teaching Excellence Award will be announced at the 2023 AMATYC Annual Conference in Omaha. Visit www.amatyc.org/TeachExAward for more information, including the names of the committee members from each region. **Deadline for nominations is December 9, 2022.**
AMATYC Regional Scholarships
by Sarah Pauley, Northwest Regional VP

What is it? The scholarship helps one AMATYC member from each region defray the costs of attending the annual conference. One scholarship in the amount of a discounted conference registration will be awarded per region.

Who can apply? Any AMATYC regular member.

How do I apply? Simply visit www.amatyc.org/RegionalScholarshipApp and complete the application. The deadline to apply is September 1.

How many? One scholarship per region.

Who will select the winners? Winners will be selected by the regional Vice Presidents by random drawing.

Questions? Email your regional Vice President or Sarah Pauley at sarahpauley@amatyc.org.

The Great White North Welcomes You!
by Sean Saunders, Toronto Local Events Coordinator

In between being inspired by the sessions and activities at the 48th AMATYC Annual Conference, take some time to explore the beauty and cultural diversity of Toronto.

Incredible architecture. The city boasts architecture from the 1800s, including the historic cathedrals of St. Michael and St. James, to modern skyscrapers such as the CN Tower, the tallest freestanding structure in the western hemisphere. While in Toronto, the CN Tower is an absolute must-visit. Ride the elevator to the top of the tower, where you can walk on the glass floor with a dizzying view to the ground over 350 m (1,150 ft) below! And if you’re more daring (and if the weather permits), you can strap on a harness and take a walk around the outer edge of the tower! Then finish off your visit with a meal at 360, the revolving dining room at the top of the tower with the absolute best views of the entire city.

World-class dining. The restaurants in Toronto are diverse, numerous and world-class, with options sure to satisfy every palette and diet. From the restaurants along the historic cobblestone path of the Distillery District, to the multicultural array in King West, to the plethora of street vendors, you’ll have an opportunity to experience any cuisine you desire. Be sure to try a poutine while you’re here – a French-Canadian invention combining french fries, cheese curds and gravy. Myriad other varieties exist, including butter chicken, Tex-Mex, and shawarma poutines. You can even pair your poutine with a local microbrew from one of our many incredible craft breweries, or a glass of award-winning VQA Ontario wine!

Arts and culture. Immerse yourself in world-famous art and culture at the Royal Ontario Museum and the Art Gallery of Ontario, or explore something more modern at The Power Plant, a contemporary art gallery. Step into fashion history at the Bata Shoe Museum or travel back in time at the Toronto Railway Museum. Spend some time with the hockey greats at the Hockey Hall of Fame or be amazed at the Museum of Illusions. Take a half- or full-day trip to the city’s east side to do some hands-on experiments at the Ontario Science Center or experience Islamic and Middle Eastern art and culture at the Aga Khan Museum.

Entertainment and leisure. Toronto is home to several championship-winning professional sports teams, including the Toronto Maple Leafs (hockey), Toronto Argonauts (football), and Toronto Raptors (basketball). If the performing arts are more your style, you can take in a show or symphony at one of our world-class theatres or halls such as the Royal Alexandra or Princess of Wales. For lovers of marine biology, Ripley’s Aquarium is right downtown beside the CN Tower. And don’t forget to do some holiday shopping at the Christmas market in the Distillery District, at the historic CF Toronto Eaton Centre, or one of our many downtown markets!

We can’t wait to showcase everything that Toronto and AMATYC have to offer when you are here.
You’re Welcome in Toronto
by Michael Pemberton, Program Coordinator

Exciting ideas and outstanding presentations await during our 48th AMATYC Annual Conference in Toronto, Ontario, November 17–20, 2022. On Thursday and Friday morning from 8:00 am to 10:00 am, many of our ANets have organized a variety of themed sessions, each with six 15-minute talks for you to explore the following topics:

- Sharing Space: Equity Centered on Students and Faculty
- Student Engagement Strategies in Developmental Math Courses
- International Mathematics Has No Limits
- Industry Applications in Mathematics
- Math Pathways: Local, State, and National Efforts
- Welcome to Leadership: Strategies for Embracing the Challenge
- Fresh Approaches to Familiar Math Intensive Concepts

The conference app makes it easy to check the presentations and move between rooms for any talks that catch your eye or stay on one focus all morning. First-timers may choose to join a 50-minute walking tour of the Sheraton Centre Toronto Hotel to learn more about AMATYC and meet leaders from the Executive Board, professional development team, and Conference Committee along the route. These AMATYC 101 walking tours will leave at 8:00 am and 8:20 am on Thursday from the registration area.

Thursday’s keynote session by Peter Liljedahl on “Building Thinking Classrooms” is not to be missed. His evidence-based, practical approach to fostering deep thinking in the classroom is sure to be inspiring. Stay for a universal favorite, the Grand Opening of the Exhibit Hall at 4:30 pm. Afterward, several speakers will share their results from grant-related work and discussions on research projects at this year’s Research Session.

Teaching for PROWESS (TIP) has organized several exciting events. First, on Friday morning at 8:00 am is the keynote address “Actively Motivating Active Learning in Mathematics,” immediately followed by a workshop “Actively Learning Mathematics Through Active Learning.” Saturday morning will bring the symposium’s second two-hour presentation, titled “Actively Motivating Transformational Change in Mathematics Education.”

Friday holds many more opportunities to learn and discover. Enjoy conversation with friends during the Regional Luncheon and Meeting. In the afternoon, visit the posters displayed in Sheraton Hall from 2:00 pm to 4:00 pm, and learn more about the presenters’ projects and research.

As with any AMATYC Annual Conference, you can look forward each day to choosing from a wide variety of presentations. You will be greeted with ideas for increasing student success, enhancing inclusion in the mathematics community, structuring pathways and corequisite courses, revising curriculum for STEM courses, and incorporating technology to help students discover connections in your classes. You can also attend as many ANet meetings as you like; check the program for specifics.

At Saturday’s Awards Breakfast, you’ll hear from Ben Orlin, author of the books Math with Bad Drawings, Change is the Only Constant, and Math Games with Bad Drawings. You are sure to be inspired as he shares his passion for mathematics through challenging puzzles and amusing illustrations. Finally, the Closing Session on Sunday is a wonderful opportunity to share your takeaways and what this year’s conference has meant for you!
Navigating the Growth of Data Science at Two Year Colleges
by Rachel Saidi, Data Science Subcommittee Chair

As the incoming chair for the Data Science Sub-Committee, I am delighted to begin working with members to grow the committee and create meaningful connections among faculty who would like to develop data science programs at their colleges as well as those who already have these programs. Because of the wide variation among data science and data analytics programs at different institutions, the Data Science Subcommittee hopes to facilitate communication among members, so they can help each other to establish best practices for certificates and degrees, transfer agreements to four-year institutions, pathways to career opportunities, and connections to local government and industry partners.

An important priority right now is to learn about the data science programs that currently exist across the country and who is either thinking about creating or is in the midst of creating one. For this purpose, we have created this brief survey: https://forms.gle/h75hZB7UZiChThEv6. If you have not already done so, please complete the survey. We will share the results on myAMATYC (https://my.amatyc.org) and in the next newsletter.

Here are some exciting events in our community:

- Virtual DataFest competition for two-year colleges, April 9-10.
- IMPACT Live! in July, hosted by the Data Science Subcommittee and focused on Student Success. We welcome anyone who would like to help us with this work.
- Webinars and guest speakers about topics related to data science, in collaboration with the Statistics ANet.

If you teach data science or would like to learn more about bringing a data science program to your school, consider joining our Data Science Community on myAMATYC (https://my.amatyc.org). For more information about the AMATYC Data Science Subcommittee, contact Rachel Saidi at rachelsaidi@montgomerycollege.edu.

Mathematics and its Applications for Careers
by Natalia Postrigan, Chair

The Mathematics and its Applications for Careers (MAC) community is where AMATYC members can exchange ideas and brainstorm how to make what we teach relevant to our students’ career pursuits. The MAC ANet is open to everyone, and we would love to welcome you to our community. The ANet started the year by selecting themed session presentations for the upcoming AMATYC Annual Conference in Toronto. There is a great slate of presenters who will talk about mathematics applications in such fields as medicine, aerospace, technology, and education.

The MAC committee would like to express sincere appreciation to outgoing Chair Nolan Outlaw for his service and his great work building our group. If you are interested in joining the MAC community, sharing your work, and presenting at future events, please join the ANet on myAMATYC (https://my.amatyc.org) or contact Natalia Postrigan at natalia.postrigan@amatyc.org.

Explore AMATYC Statistics Resources
by Rebecca Wong, Chair

Looking for resources to enhance your statistics course? Look no further than the AMATYC Statistics Resources page, a treasure trove of information and ideas. To begin your exploration, enter “Statistics Resources Page” into the search bar on the AMATYC website, or go directly to www.amatyc.org/StatsResources.

The page is divided into four sections: Webinars, Classroom Resources, Papers and Publications, and Administrative. In the Webinars section, you’ll find links to over twenty statistics and data science webinar recordings that have been sponsored by AMATYC committees. Webinar topics include Teaching with GAISE (Guidelines for Assessment and Instruction in Statistics Education), Building Big Data Career Pathways at Community Colleges, Authentic Alternative Assessments in Introductory Statistics, and more. The Joint ASA/AMATYC Committee regularly sponsors webinars. If you can’t attend synchronously, all webinars are recorded and posted on the Statistics Resources Page.

The Classroom Resources section includes a variety of tools, assessments, and links to statistics education sites. Some of the resources found here include useful websites for statistics instructors compiled by the Joint ASA/NCTM Committee, as well as a list of sources for data sets compiled by the AMATYC Statistics Committee.

The Papers and Publications section contains many resources including links to several online journals such as the Journal of Statistics Education and Statistics Teacher.

The section labeled Administrative may sound dull and dry, but explore this section anyway! Here you can find links to professional development opportunities, such as the Joint Statistics Meetings, the Electronic Conference on Teaching Statistics, and, of course our own AMATYC Annual Conference.

The AMATYC Statistics Resources Page is a rich compilation of resources for ideas to enhance your statistics course. Explore and enjoy!

AMATYC Webinars — Are You Ready to Present?
by Mari Menard, Coordinator

A great way to share what has worked well for you is to present an AMATYC Webinar. Share your experiences with corequisite implementation, new methods for teaching and testing online, or other topics of interest. AMATYC offers a variety of webinar categories from which to choose. Additionally, an AMATYC ANet could facilitate a webinar to share the purpose and specific goals of the network. For more information about AMATYC webinars, please contact Mari Menard at mari.menard@amatyc.org or visit the webinar page at www.amatyc.org/Webinars.
International Mathematics ANet
by Barbara Leitherer, Chair

What a delight it was to see so many of you face-to-face at the AMATYC Annual Conference in Phoenix, and also at the Virtual Days. Thanks to all the speakers for their inspiring talks and for uploading their presentations to the Whova app. Thanks also to everyone who attended the International Mathematics ANet’s themed session on “Imparting Global Competencies for Student Success.” Your feedback was appreciated, informative, reflective, and very positive. It was good to hear that the presenters’ examples were perceived as student-centered, practical, and ready to be implemented into a mathematics course with only a little preparation. I am pleased to announce that another internationally themed session has been approved for the 48th AMATYC Annual Conference in Toronto. At the December meeting, members of the ANet discussed the theme, and among many options, decided on the umbrella topic “International Mathematics Has No Limits.” Below is the wonderful mix of six sessions voted for by the ANet:

- A Global Application for an Applied Algebra and Trigonometry Course
- Zero to Infinity: Math from Ancient India
- Global Lens on the Cricket Game
- A Comparative Study of Who Likes to Learn Math – U.S. Versus Taiwan
- Managing Social Perceptions Through “Politicized” Math Problems
- Connecting with Math Research Across the Globe: Topics & Methods

In addition, the ANet has planned a unique panel presentation titled “Global Perspectives: Our Shared Space for Professional Innovation.” Of the many proposals submitted for this year’s conference, I am confident that more excellent applications have found their way into the conference program to promote interest in global learning, research, and culturally responsive teaching. After all, the 48th AMATYC Annual Conference in Toronto is a truly international event! So, stay tuned, curious, and connected! Consider joining our ANet and one of our three working groups, on globalized curriculum, collaborative online international learning (COIL), or assessment. For more information please contact Barbara Leitherer at bleitherer@amatyc.org.

IMPACT Live! Updates
by Julie Phelps, Evan Evans, and Karen Gaines

It is important for members to engage in discussions in the IMPACT Live! Community at https://my.amatyc.org/communities/community-home, where you can find innovations your colleagues are using or contribute innovations and ideas of your own. The content on IMPACT Live! is one of the primary means of keeping IMPACT and the AMATYC standards updated and relevant.

IMPACT Team Update

An IMPACT Team has been formed! The team will be reviewing our standards and proposing updates in preparation for the Toronto conference. The IMPACT graphic illustrates the ripple effect that a single action can create. You think you’re just a drop in the ocean…but look at the ripple effect one drop can make! (IMPACT, p7).

Team members are working in subgroups with a focus on one or more of the following:
- Crossroads Standards (Pedagogy, Content, Intellectual Development)
- Beyond Crossroads (Implementation)
- Equity
- Pathways
- Statistics and Data Science
- Technology

It is not too late to join! If you are interested in getting involved in this work, please contact Julie Phelps (jphelps@amatyc.org), Evan Evans (eevans@amatyc.org) or Karen Gaines (karengaines@amatyc.org).
**Equity ANet**  
by Benjamin Aschenbrenner, Chair

I attended an equity summit in late February and the speaker, the incredible Luke Wood, was talking about why community colleges struggle to support Black men (amongst other population subgroups). His definition of equity is worth sharing:

"Equity refers to a heightened focus on groups that experience disproportionate impact in order to remediate disparities in their experiences and outcomes."

Equity is a word often heard in connection with the new critical race theory bugbear that has emerged as a political rallying point. For people committed to educational equity, Wood’s definition is useful because it emphasizes measurable (comforting to math folks) outcomes, though I don’t know that the definition above would help anyone have a conversation with folks who are questioning equity efforts.

Here is a definition I used once in a workshop:  
*Equity in practice is about helping ensure meaningful success for each student that we encounter.*

I have to admit that this personal definition has never been vetted by anyone, and I would be open to feedback from those who have thought deeply about it. My definition certainly does not give any clues as to how we will know we are moving towards equity. But I hope it opens the door to people who are new to equity as a concept or are wrestling with the practicalities of it.

Inequity is a difficult problem, and there are multiple levels where faculty can engage. This is an opportunity as well as a challenge. Any math instructor anywhere can work toward equity on several levels:

• Personal level (read more, especially from voices and backgrounds that are unfamiliar; examine personal implicit biases; work to become culturally competent).

• Classroom level (recognize policies that impede meaningful success for all students, develop culturally responsive curriculum, question and reflect on student interactions and assessment strategies).

• Departmental level (reflect on trainings and programs in the department, examine faculty support, including for adjuncts and minoritized populations).

• Institutional level (take stock of the culture of the college, interrogate accountability structures in place and push administration to take a stand for equity, be part of institutional reviews of policies and practices, get involved in evaluating and strengthening support structures in place for students).

I hope this list offers a range of ways to get involved in equity work. I acknowledge it may feel like an insurmountable amount of change to be executed. Building equity into our institutions is like removing racism from America: something we have to believe can be done, but it will take more than the work of one lifetime. The work requires patience and persistence. And the work progresses as each of us chooses our next action and takes it.

If you’re wondering about your next equity action, and if you want to support your AMATYC colleagues in their actions, the Equity ANet is a great place to start. Feel free to contact us at equityinnmathed@gmail.com. Please join us in this important work!

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**Mathematics Intensive ANet: Join the Precalculus Discussion**  
by Robert Cappetta

Calculus instructors recognize that students struggle with concepts from algebra and trigonometry, so to address this concern, they designed precalculus courses to prepare students for ALL topics that students may encounter in their future study. Based on informal research, most instructors believe that it is impossible to teach everything in sufficient depth, which results in potential problems with assessment. In a sense, the curriculum is defined by whoever writes the exams. There may be a better approach.

Precalculus classes are often expected to cover an extensive list of topics. Based on the size and scope of the topic list, several questions arise:

• Must all topics be covered?

• Should all topics be assessed in a similar manner?

• Should concepts from intermediate algebra and college algebra be reviewed?

• What advice should we give instructors, especially first-time instructors?

• If certain topics are de-emphasized or eliminated from the curriculum, how will that affect transfer?

• Which students should enroll in precalculus?

“One size fits all” will not work. Some institutions have three separate courses: college algebra, precalculus algebra, and trigonometry. Others merge college algebra and precalculus algebra into a single course and still others merge precalculus algebra and trigonometry. Credit hours vary widely. Each college must decide what is best for their students. Committees of precalculus and calculus instructors could determine which topics are integral and which topics are supplemental. They could consider designing department-wide or statewide assessments that focus on the most important topics.

The Mathematics Intensive ANet is beginning the process of writing a position statement that addresses these concerns. If you are interested in participating in that process, contact me at rcappetta@fsw.edu and join the Mathematics Intensive community on myAMATYC (https://my.amatyc.org).

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**SML Problem Corner**

Can YOU work a Student Mathematics League problem? This one is from the Spring 2017 competition.

Ed filled 2/3 of his radiator with antifreeze and then added 4 more quarts (1 gallon) of antifreeze. After draining half the antifreeze, he needed 11 quarts of antifreeze to fill the radiator to capacity. How many gallons of antifreeze can the radiator hold?
My Equity Journey: A Personal Reflection
by Benjamin Aschenbrenner

In 2013 I arrived in Louisville, Kentucky to start my first full-time position. I’d been hired to manage a math bootcamp program at a community college. My first years of work coincided with the explosion of the Black Lives Matter movement following the deaths of Trayvon Martin (2012), and then Eric Garner and Michael Brown (2014). Coordinating the bootcamp, I had access to data at the college. I could see for myself how Black students were being given the opportunity to enroll, but many were quickly shown the exit, having been decimated and demoralized in our math classrooms.

Thus began my journey from ignorance to awareness. I’ve always considered myself a caring human, someone who sought to look out for others, but my understanding of my racial privilege was masked and stunted. Through collaboration and extensive reading, I began to unpack my position in our society. I have every single privilege I’ve ever read about—white, upper-middle class, heterosexual, cisgender; even my parents’ divorce, which some might consider a disadvantage, was ameliorated by my mother and father separately establishing two parent households by my second birthday, thus doubling my number of caring and invested parents.

The main focus of my equity journey has been around issues of racism. The legacy of racism is everywhere in this country and part of the work that is very localized is to know the story of your own community and how it came to be the way it is. The north and west are not immune to or free from awful stories of abuse, bigotry and hatred. Though I really matured in Louisville, I recognize that Seattle, where I started my community college journey, was also shaped by racism and has echoes of the same issues. In my first year in Chicago, where I now live, I spent a lot of time in Cicero, a town just on the west side of Chicago and a name I came across in learning about MLK’s work on fair housing and job discrimination.

I’ve participated in book groups and done a lot of individual reading of Black authors, from individual accounts (Angela Davis, Malcolm X, Stokely Carmichael, Ta-Nehisi Coates) to larger-scale works describing theories of racism and racist policies (e.g., Stamped from the Beginning by Ibram X. Kendi, The Warmth of Other Suns by Isabel Wilkerson, White Rage by Carol Anderson). It’s not easy work because one feels an enormous sense of shame learning the true history of our country and the way in which we have systematically cheated, tricked and treated fellow humans as less than (e.g. raped, abused, manipulated, killed), based only on melanin content, parentage, or the social construction of whiteness.

I’d love to tell the reader there is a set of steps you can take in your classroom but the reality is it’s complicated. The inequities we see in society are reflected inside our own institutions. It’s a journey, not a destination. There will be no endpoint. The next generation will reveal ways in which our generation has come up short. That is as it should be. Our job is to do the best we can with what is available to us. Making AMATYC a place where we can have hard conversations is a great start.

As two-year college mathematics teachers we have a role to play in the larger reckoning—using mathematics to make sense of the world we currently inhabit and helping create more equitable learning spaces where everyone is not only welcomed in the door, but acknowledged and supported in ways that allow them the space to grow and achieve their goals. If your equity journey is just beginning, welcome!

Note: The article above is one AMATYC member’s perspective as they reflect on equity in their own journey, and does not necessarily reflect the views of AMATYC as an organization. To learn more about AMATYC’s position on equity see AMATYC’s position statement on Equity at www.amatyc.org/PositionDiversityEquityInclusion.

Highlights of the January and February Board Meetings
by Nancy Rivers, Secretary

A strategic planning and orientation meeting is held at the beginning of the term of each new AMATYC Executive Board. This year, the meeting was held virtually on January 7-9, 2022. In addition to the time spent familiarizing board members and ANet leaders with AMATYC processes and policies, a board meeting was held. As part of the strategic planning process a meeting to discuss the AMATYC Strategic Plan was held on January 27, with the leaders of the Professional Development and Standards Committees and the Online Community Coordinator. The Board met again on February 17, also virtually. Highlights and actions taken by the board during these meetings include:

- set the registration rates for the 2022 virtual component of the 2022 AMATYC Annual Conference as follows:
  1. Free to everyone registered for the 2022 AMATYC Annual Conference in Toronto.
  2. $25 for AMATYC members not registered for the 2022 AMATYC Annual Conference.
  3. $125 for non-members who did not register for the in-person conference.

- approved the 50th Anniversary Celebration Task Force to conduct the 50th AMATYC Logo Competition.
- approved the following appointments, pending membership verification:
  - Rebecca Wong (West Valley CC), Statistics ANet Chair
  - Ryan Pescosolido (Wake Tech CC), Website Coordinator

By the time this newsletter is published, the Executive Board will have met for its Spring Board Meeting, March 25-26 in Memphis, TN, and April 8-9 virtually.

Future AMATYC Conferences

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For additional information, contact the AMATYC Office at amatyc@amatyc.org.
Communication is the heart of any organization and AMATYC is no exception. Email is one of the primary means of communication. Unfortunately, many colleges have firewalls that restrict outside emails from reaching college employees. This is especially true for bulk emails, such as AMATYC announcements. Please do what you can to make sure you continue receiving emails from AMATYC. Here are some options:

- whitelist AMATYC addresses in your college’s spam filter.
- change your email address in your AMATYC membership profile to a non-college email.
- work with your technology support department to allow AMATYC emails to come through. There is a library file in myAMATYC titled “Emails Blocked - Information for IT department” that may help in working with your technology support professionals.

While you’re at it, you can also whitelist the email addresses of AMATYC colleagues who you frequently correspond with. Your help with this will benefit both you and AMATYC. You’ll continue learning about all the valuable information and professional development opportunities AMATYC has to offer, and AMATYC will continue to benefit from your voice and contributions.
Mu Alpha Theta
by Jonathan Weisbrod, Liaison

As the academic year is coming to a close, now is a great time to reflect on accomplishments of our Mu Alpha Theta chapters and look forward to goals for next year. If your college does not already have a chapter of Mu Alpha Theta, the national mathematics honor society for high schools and two-year colleges, I encourage you to consider forming one. If your college already has a math club, perhaps one of the club goals could be to form a Mu Alpha Theta chapter. The process is straightforward and both the national Mu Alpha Theta office and I are happy to help.


For potential new chapters: I hope to see the number of two-year college chapters continue to increase each year. If your college already has a math club established, the hard part is complete. Please consider going through the process of establishing a Mu Alpha Theta chapter for access to student scholarships and awards, grant funds for competitions, and more!

For more information about Mu Alpha Theta, visit https://mualphatheta.org. If you have questions, please contact the national office at info@mualphatheta.org or me at jweisbrod@rcbc.edu. Have a great close to the spring term and enjoy your summer!

AMATYC Membership Dues to Increase
by Barbra Steinhurst, Treasurer

We all know the last couple years have been rough, with uncertainty still stretching before us. Through it all, AMATYC has:

- Launched my.amatyc.org as a hub for conversation and sharing knowledge and resources about a wide variety of topics relevant to teaching mathematics in the first two years of college.
- Provided a variety of professional development opportunities both ongoing and targeted to the unique needs of our time.
- Adapted its fantastic AMATYC Annual Conference to include virtual events.
- Provided mini-grants for those new technology needs that our colleges won’t reimburse.
- Led and supported a variety of research and innovation grants on teaching mathematics in the first two years of college.
- Written, updated, and revised a wide variety of position statements that our colleagues throughout the country have used to advocate for better instruction and better student experience.
- Adapted student opportunities such as the Student Research League and Student Math League to the limitations of current times.

And so much more.

But none of it happens without you.

Member dues are scheduled for a slight increase on July 1, 2022, so why not seize this opportunity to renew or join AMATYC today? Until the increase, you can extend your membership over as many years as you wish at the current rate. Or, consider becoming a lifetime member so you never have to worry about dues increases again! For more information visit www.amatyc.org/Membership.

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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.

May 6: WAMATYC Virtual Conference.
Contact: Jeff Eldridge, jeldridg@edmonds.edu

October 1: MichMATYC Conference,
Oakland CC (Auburn Hills Campus), Auburn Hills, MI. Website: https://michmatyc.org

October 7: ArizMATYC Fall Conference,
Northland Pioneer College (Snowflake Campus), Snowflake, AZ.
Website: http://arizmatyc.org/wp/

November 17-20: 48th AMATYC Annual Conference, 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/
Focus on Affiliates: MMATYC
by Christine Mirbaha, MMATYC President

The Maryland Mathematical Association of Two-Year Colleges (MMATYC) is one of the Mid-Atlantic affiliates and was founded in 1974. As listed in our bylaws, our purpose is to:

- Encourage an active interest in mathematics and its teaching and to work towards the improvement of mathematics education.
- Provide a medium of exchange of views and information about mathematics and the teaching of mathematics on the two-year college level.
- Provide a voice and means of influencing the mathematics curriculum in the two-year college.
- Enhance the prestige of the profession of mathematics teaching.

MMATYC holds two business meetings each year. Our January business meeting is one of the highlighted events during Maryland's annual Association of Faculties for Advancement of Community College Teaching (AFACCT) conference. During this meeting we elect officers, share AMATYC information, announce award recipients and so forth. Our spring business meeting, held during the annual MMATYC Spring Conference, gives us a chance to highlight AMATYC, MMATYC and other Mid-Atlantic Region affiliates’ accomplishments and projects.

Traditionally, one of our 16 Maryland community colleges hosts the spring conference. However, the pandemic caused last year’s conference to be held virtually. This year's conference on May 26, 2022 is, once again, virtual in response to the overwhelmingly positive feedback from the 2021 conference attendees combined with the persistence of COVID-19. Please check our MMATYC website, www.mmatyc.org, for more information about our spring conference as it becomes available. We'd love to see you there!

In addition to conference information, our MMATYC website contains links to other AMATYC Mid-Atlantic affiliate sites, links to other related statewide and national organization websites, information on how to become involved in MMATYC, and other information about MMATYC.

Thanks for taking the time to get to know MMATYC.