AMATYC Annual Conference
in Omaha — What’s on Your Plate?
by Turi Suski, Conference Coordinator

It could be an Omaha steak; it could be home plate at the College World Series stadium; it could be your plan to attend the 49th AMATYC Annual Conference in Omaha. AMATYC is excited to be visiting Omaha, a metropolitan area of one million people with so much to offer conference attendees. Every June Omaha is home to the College World Series where eight teams compete and tens of thousands of spectators watch the champion be crowned. Baseball is big business in Omaha and hence the conference theme.

The conference will be held at the CHI Health Center, nestled between the Missouri River, the College World Series stadium, and the two conference hotels. During a break between presentations, take the Riverfront Trail for a walk across Bob the Bridge, one of the longest pedestrian bridges ever constructed, where you can stand in two states at once. The trail will also take you to the Kiewit Luminarium, a brand new interactive STEM museum that opened in April 2023. Just a few blocks past the hotels you’ll find the vibrant RiverFront Omaha and the Old Market Entertainment District with its shopping, entertainment, and restaurants. When it comes to dining, excellent steaks are just the tip of the iceberg in Omaha! You’ll find a whole world of flavors, from Mexican, Italian and French to German, African, Greek and Asian – each with their own twist on the classics. To learn more about this remarkable location that combines big city amenities with authentic Midwestern hospitality explore www.visitomaha.com.

Project ACCCESS and You – A Grand Slam of an Idea!
by Lisa Feinman, Coordinator

Applications are available for Cohort 19 of Project ACCCESS, AMATYC’s professional development program for early career faculty. We welcome applications from any full-time faculty who feel they would benefit from the professional development offered by Project ACCCESS. Faculty teaching mathematics at a community or technical college or other associate degree-granting institutions may apply provided they have a master's degree or higher in mathematics, mathematics education or other related field with significant coursework in graduate-level mathematics. The participant should also be a recent graduate with a master's or doctoral degree, or an adjunct faculty member who has moved into a full-time position. Preference will be given to faculty who are in their first four years of full-time teaching at this level. If this is you, apply! If you know someone at your college who would qualify, encourage them to apply as well. The application deadline is May 15, 2023.

Following Project ACCCESS tradition, Cohort 18 will participate in the Poster Session at the 2023 AMATYC Annual Conference in Omaha, presenting projects they have implemented at their colleges.

We are also looking for people interested in presenting to the Cohorts in Omaha or mentoring the new Cohort as they develop projects in practice. Anyone interested in mentoring the newly selected Fellows should email Vicki Todd, Project Assistant, at v_todd@southwesterncc.edu. Anyone interested in presenting to the Fellows should email Lorisha Riley, Program Assistant, at lorisha.riley@sfcollege.edu.

For more information about Project ACCCESS, including application information, visit www.amatyc.org/ACCCESS. If you have additional questions, contact Lisa Feinman at LFeinman@ccbc.md.edu.
President’s Message

Mathematics and Artificial Intelligence

Laura Watkins
Glendale CC • Glendale, AZ

I went to high school in the late 1970’s and at that time the only “technology” I was aware of for doing more advanced mathematics was the slide rule—and, at my high school, we were not taught to use one. So, in my mind the slide rule became this mysterious tool that could do mathematics that I couldn’t yet imagine. As time passed both scientific calculators and graphing calculators came into common usage. By the time I taught my first College Algebra class in the Summer of 1995 the TI-85 calculator was required for the course. I remember being in awe of what the calculator could do—to me it was a big leap forward in the teaching and learning of mathematics. Graphing rational functions—no problem! We just had to remember how to read the graph—and that if the function had a hole the calculator could “lie” to us, so we had to be careful interpreting what we saw.

As I transitioned into my graduate studies in the late 1990’s computer algebra systems (CAS), such as Mathematica, Maple, and SageMath, had already made their way into education. This technology was another giant leap forward for me. With simple commands, we could calculate derivatives. Need an antiderivative? Sure! Definite integral? No problem. Encouraging usage of CAS software allowed students to grapple with more realistic problems. For example, modeling became more accessible since students could avoid the more rote aspects of the process and jump to analyzing models. If you have been watching educational technology news, it feels like we are on the verge of another giant leap forward in the teaching and learning of mathematics. Graphing rational functions—no problem! We just had to remember how to read the graph—and that if the function had a hole the calculator could “lie” to us, so we had to be careful interpreting what we saw.

As expected, the response contained the roots of the function and the subsequent discussion was in some ways repetitive but contained interesting details such as how the roots would appear in the complex plane, that the roots can be expressed in polar form, that the roots cannot be expressed in terms of real numbers, and the function having complex roots indicates the function does not intersect the x-axis. It does appear that ChatGPT can in some ways act as a CAS—which is exciting for students since it is free! This quick exploration with \( f(x) = 4x^4 + 1 \) provided a chance to think about how the response could be used as a learning opportunity for students. In this instance, I could have students review the information provided by ChatGPT and investigate the claim that the function having complex roots indicates the function does not intersect the x-axis. Is the statement true for all fourth-degree polynomials? Are there exceptions?

Since the development of CAS, and now AI, we as mathematics educators have been challenged by what we need students to be able to know and do versus what mathematical tasks can be relegated to technology. Do we want students to imitate procedures and perform rote computations? Or do we want students to analyze, question and critique? Alongside these questions we should consider in what ways an AI may be a useful tool for faculty. For example, are there some topics in mathematics you teach that you struggle to provide a breadth of real-world examples? Try asking ChatGPT. You might be amazed at the response it provides. In my case, when teaching the topic of curl in multivariable calculus I tend to rely on the same couple of applications I am familiar with. Eager to see what the AI could do, I asked, “Give me real-world examples of the curl of a vector field.” I was quite pleased to see a response with five different contextual examples along with brief explanations.

As such as ChatGPT are large language models. They are massive neural networks built on immense data sets and will become increasingly more capable over time. Our students will soon be graduating into a world full of these programs, so what are we to do? We need to center the importance of learning of learning in a community and provide students mathematics that is worth doing. ChatGPT isn’t a threat to student learning as long as we provide substantive, in-class discussions and learning opportunities; in essence, mathematics worth talking about. And in this process, we need to help students learn about the strengths and weaknesses of systems like ChatGPT. As an AI the system itself is learning and can make mistakes and students should be cautious consumers of the information provided.
Mathematics Leadership Excellence Award
by Kathryn Kozak, Past President

The Mathematics Excellence award has been given every even year since 1984. Recently it was renamed by the AMATYC Executive Board to be the Mathematics Leadership Excellence (MLE) award. This change was recommended by a task force to better explain the purpose of the award. The MLE award is intended to recognize educators who have made outstanding contributions through leadership in mathematics or mathematics education in the first two years of college. The criteria for the award were also updated. The new award criteria include: national reputation, leadership and activities in professional organizations at regional, state, and national levels, professional talks and presentations, products such as books, articles and other items, awards and grants received, and teaching expertise. More information can be found at www.amatyc.org/MLEAward.

Please consider nominating a deserving mathematics leader for this prestigious award. Nominations can be submitted using the link at www.amatyc.org/MLEAward. Please read the frequently asked questions link on the MLE award website so you know what is required in the nomination packet.

After the nomination deadline the members of the MLE Award committee will review nominations and make a recommendation to the AMATYC Executive Board for a recipient. The deadline for the 2024 Mathematics Leadership Excellence Award is November 1, 2023.

Did You Know ...

Have you ever needed a receipt for attending an AMATYC conference or registering for a student competition, but can’t find the email? Needed proof of attending an AMATYC webinar? Wondered how you could update your mailing address with AMATYC? You can do all this and more just by logging into the AMATYC website.

1. Go to www.amatyc.org and sign in (gold button in upper right corner).
2. Use your credentials to log in. (Hint: if nothing happens, you are already logged in.)
3. Scroll to the bottom of the home screen and click on ‘Manage Profile’ in the center box or in the footer on every page.
4. From the Manage Profile screen you can:
   • update your contact info. (Hint: Use Edit Bio for this.)
   • view your invoices by category - Store & Events/Dues/Donations - select the tab for the invoices you wish to see (Hint: Change the dropdown menu to ‘Any Status’ to see all your invoices. Click on the PAGE icon to view or print your receipts.)
   • view your event registrations – webinars, conferences, etc.
   • get receipts for your donations (Hint: Click on the PAGE icon to view or print your receipts.)

Please note that we don’t use Content & Features, Community, or Networking & Careers. These are features on myAMATYC (https://my.amatyc.org). If you have questions or need assistance, contact the AMATYC Office at amatyc@amatyc.org.

2024-2025 AMATYC Executive Board Elections
by Kathryn Kozak, Past President

The election for the 2024-2025 AMATYC Executive Board will be held in September. The slate of candidates will be announced in May 2023 and in the Summer newsletter. I encourage all members to take the time to read about the candidates and vote for each position on their ballot.

Due to a recent amendment of the AMATYC bylaws, there is a change for this election cycle as to who is eligible to cast ballots. Unlike past elections, all Regular members, Lifetime members, Adjunct members, and Retiree members are eligible to vote provided they are members as of June 30, 2023. Student members and institutional contacts who do not have a separate individual membership are not voting members of AMATYC. Please confirm your membership status and email address today, to make sure that you are eligible to vote in the election and that you receive your ballot. It is important that you are able to cast your vote in the election.

As in the past, voting will take place electronically. Each eligible voter will receive an emailed ballot for President-Elect, Secretary, Treasurer, and their Regional Vice President on September 15, 2023. A link will be provided in the email to facilitate the voting. Links to the candidate information will also be provided in the email. Each voter must submit their ballot by September 30, 2023.

Be an AMATYC Volunteer
by Anne Dudley, Executive Director

AMATYC is always looking for volunteers to support the organization. If you have an interest, we can probably find a volunteer position for you. Our volunteers lead our AMATYC networks (ANets), read proposals for talks at our conferences, edit our newsletters and position statements, run our student competitions, and review articles for the MathAMATYC Educator. Some volunteer positions are for a brief time and a specific task (e.g., reviewing and approving the Delegate Assembly minutes) and others are ongoing (e.g., creating problems for the Student Mathematics League). Volunteers are what keep AMATYC running. Our thanks go out to all those who have volunteered and are currently volunteering!

Some of our volunteer positions receive support to help defray the cost of attending the AMATYC Annual Conference. This support includes airfare (up to $500 without pre-approval), lodging for two nights in the conference hotel, and transportation (to and from the airport). It is AMATYC’s hope that this financial support will help ease the costs of attending an annual conference for those who must attend as part of their volunteer work.

Want to know more? Ask a volunteer you know, or email your Regional VP, the AMATYC President (president@amatyc.org) or the Executive Director (adudley@amatyc.org). Not all positions have openings at this time, but many will start the next term on January 1, 2024. Now is the perfect time to volunteer!
In the first round of the 2022-2023 Student Mathematics League competition, 101 teams participated. Below are the top team and individual results from Round 1, held during fall 2022. Complete team results can be found online at www.amatyc.org/SMLScoreboard. Congratulations to all Round 1 competitors!

**Top Teams**

1. Evergreen Valley College (CA) 127.0 points
2. Diablo Valley College (CA) 117.5
3. UW-Eau Claire-Barron County (WI) 115.5
4. El Camino College (CA) 112.0
5. Santa Monica College (CA) 104.5
6. Oakland CC (MI) 97.0
7. Pasadena City College (CA) 94.0
8. Los Angeles City College (CA) 91.5
9. Bellevue College (WA) 91.0
10. Pellissippi State College (TN) 89.5

**Top Individual Students**

1. Jiabei Lyu - UW-Eau Claire-Barron County (WI) 40.0 points
2. Ralph Cao – Evergreen Valley College (CA) 37.5
3. Neel Kolhe – West Valley College (CA) 37.5
4. Haoze Tang - Santa Monica College (CA) 33.5
5. Jonah Weston – Pellissippi State College (TN) 29.0
6. Ian Kao – Foothill College (CA) 29.0
7. Ziniu Zheng - Diablo Valley College (CA) 28.0
8. Xinyue Wang UW-Eau Claire-Barron County (WI) 28.0
9. Karen Mossoyan – Los Angeles City College (CA) 27.5
10. Huynh Duc Vo – Evergreen Valley College (CA) 27.5

**Top Regional Teams**

Northeast – Middlesex CC (MA)
Mid-Atlantic – Middlesex College (NJ)
Southeast – Pellissippi State College (TN)
Midwest – UW-Eau Claire-Barron County (WI)

Volunteer as an Evaluator!

by Vinodh Chellamuthu, Coordinator

The 6th Annual Student Research League competition was recently completed. So while you will need to wait until next year to mentor a team, you can still volunteer as an Evaluator for this year’s competition. This is a rewarding experience in which you have the opportunity to evaluate the entries from your Region to help select those that will move forward to the national competition.

The papers will be ready by the end of April, and you will have until mid-June to do your evaluations. Typically, Evaluators have about five papers to read and to provide feedback.

Visit www.amatyc.org/StudentResLeague for more details. If you still have questions, contact Vinodh Chellamuthu at srl@amatyc.org.

**Highlights of the January and February Board Meetings**

by Nancy Rivers, Secretary

The AMATYC Executive Board met on January 26 and February 23 of this year via Zoom. Actions taken by the Executive Board include the following:

- Approved the updated AMATYC Vision statement, effective January 1, 2024:

  **AMATYC’s Vision**

  To be the leading voice and resource for excellence and inclusion in the first two years of mathematics in colleges and universities.

- Approved the updated AMATYC Mission Statement, effective January 1, 2024:

  **AMATYC Mission Statement**

  The American Mathematical Association of Two-Year Colleges (AMATYC) mission is to provide high quality professional development, to build inclusive communities of scholars, and to collaborate with and advocate for all involved in mathematics education in the first two years of college.

  Approved the holding of the 2023 Delegate Assembly virtually in conjunction with the AMATYC Annual Conference to be held in Omaha. In addition, the Delegate Assembly was scheduled to be held on November 18, 2023 at 3:00 pm Eastern Time.
Mu Alpha Theta Honor Society
by Jonathan Weisbrod, Liaison

As the end of the academic year approaches, now is a great time to reflect on the accomplishments of our Mu Alpha Theta chapters and look forward to goals for next year. Perhaps, if your college has a math club but not a chapter of Mu Alpha Theta, one of those goals could be to form a chapter. The process is straightforward and both the national Mu Alpha Theta office and I are happy to help.

For current chapters: The Mu Alpha Theta National Convention is taking place June 25-30 in Fayetteville, AR. If you will be in attendance, please say hello! Good luck to all who are expecting to compete in the various contests throughout the week.

I would like to highlight the chapter at Southern Union State CC (SUSCC) in Alabama. This chapter has a history of contributing to the mission of Mu Alpha Theta and AMATYC. Among their accomplishments is the John Edgar Excellence in Mathematics Scholarship offered to a STEM major at SUSCC each year, a semi-annual community service project, and an annual mathematics tournament offered to nearby high school students.

Congratulations to the SUSCC chapter sponsor, Paige Perry, who received both the 2021 Mu Alpha Theta Region 3 Sponsor of the Year Award and the 2022 Huneke Award.

Next, as our spring comes to a close, the deadline for Mu Alpha Theta sponsor awards is quickly approaching. Nomination packets for the Sister Scholastica Most Committed Sponsor Award are due on May 15, and nomination packets for the Huneke Award are due on June 15. Further information can be found here: https://mualphatheta.org/page/awards.

More information about Mu Alpha Theta can be found at www.mualphatheta.org or by emailing the national office at info@mualphatheta.org. Have a great close to the spring term and enjoy your summer!

Ready to Share via AMATYC Webinar?
by Mari Menard, Coordinator

Are you ready to share a new teaching method, testing philosophy, or pedagogy topic via AMATYC Webinar? AMATYC offers webinars in a variety of categories, including corequisites, statistics, online testing, math intensive, and other topics of interest. Webinars are a great way for AMATYC ANets to share goals of the network as well as recruit members. For more details about AMATYC Webinars, contact Mari Menard at marimenard@amatyc.org. Visit www.amatyc.org/Webinars and submit your proposal today.

Mu Alpha Theta Honor Society
by Jonathan Weisbrod, Liaison

As the end of the academic year approaches, now is a great time to reflect on the accomplishments of our Mu Alpha Theta chapters and look forward to goals for next year. Perhaps, if your college has a math club but not a chapter of Mu Alpha Theta, one of those goals could be to form a chapter. The process is straightforward and both the national Mu Alpha Theta office and I are happy to help.

For current chapters: The Mu Alpha Theta National Convention is taking place June 25-30 in Fayetteville, AR. If you will be in attendance, please say hello! Good luck to all who are expecting to compete in the various contests throughout the week.

I would like to highlight the chapter at Southern Union State CC (SUSCC) in Alabama. This chapter has a history of contributing to the mission of Mu Alpha Theta and AMATYC. Among their accomplishments is the John Edgar Excellence in Mathematics Scholarship offered to a STEM major at SUSCC each year, a semi-annual community service project, and an annual mathematics tournament offered to nearby high school students.

Congratulations to the SUSCC chapter sponsor, Paige Perry, who received both the 2021 Mu Alpha Theta Region 3 Sponsor of the Year Award and the 2022 Huneke Award.

Next, as our spring comes to a close, the deadline for Mu Alpha Theta sponsor awards is quickly approaching. Nomination packets for the Sister Scholastica Most Committed Sponsor Award are due on May 15, and nomination packets for the Huneke Award are due on June 15. Further information can be found here: https://mualphatheta.org/page/awards.

More information about Mu Alpha Theta can be found at www.mualphatheta.org or by emailing the national office at info@mualphatheta.org. Have a great close to the spring term and enjoy your summer!

Ready to Share via AMATYC Webinar?
by Mari Menard, Coordinator

Are you ready to share a new teaching method, testing philosophy, or pedagogy topic via AMATYC Webinar? AMATYC offers webinars in a variety of categories, including corequisites, statistics, online testing, math intensive, and other topics of interest. Webinars are a great way for AMATYC ANets to share goals of the network as well as recruit members. For more details about AMATYC Webinars, contact Mari Menard at marimenard@amatyc.org. Visit www.amatyc.org/Webinars and submit your proposal today.

AMATYC News

AMATYC Foundation
by Kathryn Kozak, Foundation Chair

Options for Donating

The AMATYC Foundation appreciates all the support from AMATYC members over the years. Last year's fundraising goal of $30,000 was reached and this year the Foundation has set a goal of $35,000. With your support, this goal is attainable.

Your donation will help AMATYC support Project ACCCESS, the Regional Scholarship, the new Adjunct Scholarships, and mini grants that are awarded by the Foundation. One may ask how you actually donate to the Foundation. There are several ways to donate:

- Participate in the Dot Campaign – donate $1 for every AMATYC Annual Conference you have attended. You can donate at the conference or donate now at www.amatyc.org/AMATYCFoundation. Either way, your donation makes you eligible for the Dot Campaign prizes. Make sure to pick up your dot at the Annual Conference in Omaha!
- Donate at www.amatyc.org/AMATYCFoundation. You can give any amount of money you wish at any point during the year. Remember, the AMATYC Foundation is a 501(c)3 so the donations are tax deductible to the extent allowed by law.
- Donate by setting up a recurring monthly donation at www.amatyc.org/AMATYCFoundation, which allows you to donate a fixed amount every month.

No matter how you donate, you have the option to give money to a specific fund or donate to the general fund. If you donate to a specific fund, your donation is earmarked for that fund and the Foundation will not spend it for any other purpose. A donation to the general fund allows the Foundation to use that money for any of the Foundation supported initiatives, projects, awards, and scholarships in need of funds. Currently, the Student Research League and Regional Scholarship Program are in need of donations and could use your help. Other funds may not need as much support. An example is the Wanda Garner Presidential Scholarship Fund which has been endowed by Wanda's family and will continue indefinitely. The Foundation thanks you for any support you give.

Deadlines for Foundation-Supported Awards

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, 2023.

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. Visit www.amatyc.org/MargieHobbsAward for more information. The deadline is June 1, 2023.
Math’s a Hit in Omaha!
by Michael Pemberton, Program Coordinator

Game-changing ideas and grand-slam presentations await during our 49th AMATYC Annual Conference. The conference will be November 9-12, 2023, in Omaha, home of the College World Series. You can step into the batter’s box on Thursday morning between 8:00 am to 10:00 am, where several of our ANets will deliver their “best pitch” during themed sessions, each consisting of six 15-minute talks on the following topics:

- Promising Practices for Corequisite Support Courses
- Actively Engaging Students with Math Intensive Topics
- Authentic Placement and Assessment Practices and Issues
- Developing Data Science Programs at Two-Year Colleges
- Inspiring Student Curiosity In and Out of the Classroom
- Racism is Everyone’s (Math) Problem

The conference app Whova makes it easy to browse for presentations, create a personal schedule, and either move between rooms or stay with one themed session all morning. First-time attendees may choose to join a walking tour of the CHI Health Center and Hilton Omaha while learning more about AMATYC and meeting leaders from the Executive Board, Professional Development team, and Conference Committee along the route. These AMATYC 101 walking tours will leave from the Registration area on Wednesday evening at 5:00 pm and again on Thursday morning at 8:00 am.

Thursday’s keynote session by Linda Braddy is not to be missed. Her experience promoting the use of evidence-based teaching practices that improve student learning outcomes, and her focus on promoting social justice are 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 research projects and grant-related work at the Research Session beginning at 7:00 pm.

The Center for Undergraduate Research in Mathematics (CURM) has organized an exciting symposium for this year’s conference. The keynote address “Undergraduate Research in Mathematics for Two-Year College Students” will take place on Friday morning, immediately followed by a workshop “Engaging in Research in Mathematics with Two-Year College Students.” The symposium will provide resources to empower faculty to write a mini-grant proposal and create a program for undergraduate research in mathematics at their college.

Friday also holds many more opportunities to take in out-of-the-park presentations. Rally the team together and enjoy conversation with friends during the Regional Luncheon and Meeting. In the afternoon, be sure to visit the posters displayed in the North Ballroom from 2:00 pm to 4:00 pm, and learn more about their projects and research.

As with any AMATYC Conference, you can look forward to each day full of ideas that inspire you to focus on student success, build an inclusive classroom, design corequisite courses, revise curriculum within STEM, and incorporate technology in your classes. Even better, you may attend as many ANet meetings as you like; check the conference program for specifics.

At Saturday’s Awards Breakfast, Aaron Yazzie, mechanical engineer at NASA Jet Propulsion Laboratory, will share his passion for STEM outreach through his extensive contributions to NASA’s quest to not only study the development of terrestrial plants in our solar system, but also to search for evidence of past life on Mars.

Finally, the Closing Session on Sunday morning is a wonderful opportunity to listen to take-aways from others and share what this year’s conference has meant for you.

Need a Roommate for Omaha?

Sharing your room at the conference hotel is a great way to reduce your costs and enjoy the fellowship of a colleague at the conference. Team up with a colleague to be your roommate, or complete the roommate request form at www.amatyc.org/2023ConfHome. Roommate Network Director Sarah Miller will work to help pair you with another conference attendee who would like to share a room. While AMATYC cannot guarantee a pairing, the pairing process has often been very successful. Sometimes roommates who found one another through the roommate pairing process continue to room together year after year.

Register Early for Omaha!

Are you looking forward to getting into the game at the 2023 AMATYC Annual Conference in Omaha, Nebraska? If your college prefers to pay your registration fee from the current year’s budget instead of waiting until fall, please email Office Director Beverly Vance at amatyc@amatyc.org and put “Conference Registration Now” in the subject line. Beverly will send you the necessary information so that conference registration can be paid now.

AMATYC News 6
Boys Town — A Personal Reflection
by Daniel Bueno, Boys Town Graduate

I was at Boys Town for about a year and a half and I'm not sure where I would be now without their help. To say the least, I was pretty far behind in school when I got there, while having my own personal struggles to deal with. But fortunately, I was able to graduate on time, with honors, while learning principles that continue to help me today.

One of the critical takeaways I had while at Boys Town was the importance of taking your education and career path seriously. Boys Town doesn't just tell you what's right or wrong and hope you get the memo; they will set you up with the tools for success as well. No matter what you choose to do after graduation, Boys Town will offer the support needed to succeed. They provide low-cost housing for graduates, cash rewards for sustained employment and met goals, a plethora of scholarships for graduates, and a team of people dedicated to helping alumni with the challenges of adult life. When I was at Boys Town I earned some of these scholarships, allowing me to attend Metropolitan CC free of charge, for which I am very grateful. The support I've received from them has allowed me to go to school without stressing about paying my tuition, allowing me to focus more on my education and family.

Boys Town provides needed structure to youth in need while giving them the essential tools to succeed in their lives. Organizations like Boys Town are vital to upholding youth and giving them the opportunities they might've never had otherwise. My experience at Boys Town is one I will never forget.

About the author: Daniel is currently a full-time student at Metropolitan CC (MCC) in Omaha, NE, working as a Noyce Intern. When he finishes his degree from MCC, he plans to transfer to the University of Nebraska-Omaha.

You may remember Boys Town from the 1938 movie in which Spencer Tracy's portrayal of founder Father Flanagan won an Oscar. Today Boys Town continues Father Flanagan's legacy of saving children and healing families, not just in Omaha but around the nation. Their programs include child and family services, a hospital and medical clinic, education, and training. The Omaha Local Events Committee will support Boys Town by raising funds for school supplies, toiletries, and sports equipment for students who live and attend school at Boys Town. Watch the conference website for opportunities to participate in this service project.

Presiders Needed
by Julie Gunkelman, Assistant Program Coordinator

Are you ready to assist a presenter at the 49th AMATYC Annual Conference to make their session a home run? Being a presider is a great way to help at the conference while still attending a presentation that interests you. When you complete the presider form at www.amatyc.org/preside you can select the days that work best to preside. You can also let the Conference Committee know what type of session you are interested in attending. Thank you in advance for supporting our Omaha presenters to step up to the plate and share why “Math’s a Hit!”

Recommend a Keynote Speaker
by Anne Dudley, Executive Director

AMATYC invites you to recommend a Keynote for a future conference. If you have heard an engaging speaker who would be great as the Thursday afternoon keynote or the Saturday breakfast keynote, submit their name and contact information to AMATYC at www.amatyc.org/ReferKeynoteSpeaker. Recommended names are vetted by the AMATYC Board.
Teaching for PROWESS Project
The One Doing is the One Learning
by Scott Adamson, Chandler-Gilbert CC

Perhaps the administrators at your campus, like ours, have the opportunity to visit classrooms as part of their responsibility to observe faculty. Let’s do a quick thought exercise. What do you think this administrator, whether a dean, vice-president, or department chair expects to see when visiting a mathematics classroom? Do their expectations align with reality once in the classroom? What do we as mathematics faculty hope that they see? Does this hope align with reality?

Chandler-Gilbert CC (CGCC) has been involved for the past three years with a project called Community College Mathematics through Active Learning and Systemic Instructional Change. The project, funded by the National Science Foundation (DUE-2013493, -2012962, -2013232, -2013550), is a five-year collaborative project involving partnerships with AMATYC (lead organization), Chandler-Gilbert CC, Clackamas CC, and Oregon State University. The project aims to advance the four pillars described in the AMATYC IMPACT guide: Proficiency, Ownership, Engagement, and Student Success. Dubbed Teaching for PROWESS (TIP), the project has had a transformative impact on the CGCC mathematics faculty.

Nearly all mathematics faculty at CGCC have been involved in thinking about creating an active learning community in the classroom focused on promoting student thinking. Using the Building Thinking Classrooms framework (https://buildingthinkingclassrooms.com), faculty have flipped the classroom—but not in the way that you are likely thinking about. In a Building Thinking Classroom, students are at whiteboards all around the classroom. They are collaboratively making sense of mathematical ideas, solving meaningful problems, and communicating their thinking verbally and in writing with others. The instructor provides instructions that encourage the student activity at the whiteboards and then works to orchestrate, with the whole class, mathematical discussions about the mathematical learning. Imagine a classroom scene with up to 30 students standing in small clusters at the whiteboards. They are talking, writing, and doing mathematics together as they are challenged to make sense of problems. The classroom is “flipped” in the sense that the students are at the whiteboards and the instructor is watching the students! Well, to be more descriptive, the instructor is asking questions, challenging students to continue to think, and facilitating classroom discourse. In short, the instructor is supporting and challenging student thinking and engaging with “in the moment” formative assessment.

Remember the administrator who is about to observe one of our TIP faculty? What do they expect to see? Maybe they expect to see students sitting in desks as they passively copy the notes written on the board by the instructor or mimic the procedures shown by the instructor. At CGCC, administrators see something quite different in this “flipped classroom” environment, and they are very excited! Students are thinking. Students are engaged. Students are showcasing their mathematical knowledge. More importantly, students are learning to love (or at least appreciate) mathematics as they come to make sense of the ideas and apply their understanding to meaningful problems as they work collaboratively with classmates. The one doing mathematics is the one learning mathematics.

Who is doing – and who is learning – in your classroom? Visit www.amatyc.org/TeachingForProwess to learn more about the TIP project.

Project Launchpad
by Tim Weston, University of Colorado-Boulder

Project Launchpad, led by a research team at the University of Colorado-Boulder, needs your help for a study about mathematics faculty. The purpose of the study is to understand and improve teaching in college mathematics courses and to learn how to improve professional development on mathematics teaching. The education research literature is slim on studies that focus on two-year college instructors, so we seek your help to provide data about your teaching work.

We are looking for two-year college instructors to complete a brief survey about your professional career and your involvement in teaching-focused professional development. The survey also asks about the classes you teach, your teaching style, and your academic and scholarly activities. There are two versions of the survey: one for early-career instructors and one for experienced instructors. The survey website will help you identify which survey is appropriate for you.

The research is supported by a grant from the National Science Foundation (DUE-1821704) and is being conducted in cooperation with AMATYC and the Mathematical Association of America (MAA). You will receive a $25 electronic gift certificate if you complete the survey. All information you give us is confidential. For more information or to take the survey, visit https://tinyurl.com/2YcmhSurvey.

We greatly appreciate your help. Feel free to share this invitation with your colleagues at two-year colleges. Contact Tim Weston at westont@colorado.edu if you have any questions.

The AMATYC News is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published four times per year in Winter, Spring, Summer, and Fall. Your articles, announcements, comments, and letters to the Editor are welcome. Submit materials by November 25, February 25, June 1, and August 15 for the respective issues.

Address changes should be sent to:
AMATYC Office
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134
Phone 901.333.5643  Fax 901.333.5651
amatyc@amatyc.org

All other correspondence should be directed to:
Jennifer Travis
AMATYC News Editor
Lone Star College - North Harris
2700 W. W. Thorne Dr.
Houston, TX 77073
Phone 281.618.1147
AMATYCNews@amatyc.org
Resources for Faculty
by Nancy Sattler

Transforming Post-Secondary Education in Mathematics (TPSE Math) serves as a collaborator and repository for various webinars and reports dealing with mathematics and mathematics education. Interested in learning more about active learning? You may wish to view Estrella Johnson’s recorded webinar on active learning in undergraduate mathematics courses. She mentioned that “Of all students who enter college intending to major in a STEM field, recent studies estimate that only 40-50% (varying by discipline) complete a degree in a STEM major” (Seymour & Hunter, 2019). She cites Freeman et al. (2014) and mentioned that active learning increases student performance in science, engineering, and mathematics. The slides and recording of this webinar and other past webinars are available at www.tpsemath.org/events, along with information about upcoming webinars. For reports on important topics in mathematics and mathematics education, visit www.tpsemath.org/reports.

TPSE Math will soon be selecting participants for its third Leadership Institute to be held in 2023-2024. The focus of this year-long institute will be on improving diversity, equity, and inclusion in mathematics and statistics. Each participant will increase their ability to make a difference as a leader at the local and national levels and respond to future challenges as leaders at their institution and in professional organizations. See www.tpsemath.org/leadership for more information.

It’s BACK — The AMATYC Regional Scholarship!
by Sarah Pauley, Northwest VP

We know it’s what you have all been waiting for - the Regional Scholarship is coming back to help YOU get to the annual conference in Omaha! Watch your email and myAMATYC for when applications will be accepted for the AMATYC Regional Scholarship.

The Regional Scholarship helps one AMATYC member from each region defray the costs of attending the annual conference. Each scholarship is in the amount of a discounted conference registration and any AMATYC regular member can apply. The application is simple! Just fill out your name and some contact information to be entered. Winners are selected through a random drawing by the regional Vice Presidents.

Each of the eight regions awards one scholarship. An additional eight scholarships are awarded to recipients chosen at random from all who apply. Thank you to the AMATYC Foundation who, through your donations, is funding the additional eight scholarships.

The deadline is September 1, so be on the lookout for an application link and more information coming soon. Support the AMATYC Regional Scholarship program by donating to the AMATYC Foundation and find out more at www.amatyc.org/donations.

If you have questions email your Regional Vice President or Sarah Pauley at sarahpauley@amatyc.org. Stay tuned!

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

The liveliest topic at our ANet meeting in Toronto was the possible name change for this academic network. Based on a straw ballot, the majority present thought that we should become the Quantitative Reasoning (QR) ANet.

Although at our colleges we still teach Technical Math and special courses for business and elementary education majors, it is generally accepted that there are three main mathematical pathways: statistics, quantitative reasoning, and algebra-to-calculus. Each of these paths has its own gateway course, and the course that makes the most sense for the largest group of students is Quantitative Reasoning.

Gaze and Richardson (2019) examined what courses are being offered in the Quantitative Reasoning/Math for Liberal Arts arena in states across the country. Backed by AMATYC’s IMPACT, the Carnegie Foundation, the Dana Center, the MAA, the National Numeracy Network, and TPSE Math, the consensus is moving toward a QR course that includes proportional reasoning, statistical reasoning, probability, and mathematical modeling and that puts a premium on student thinking and student communication. Thus, the QR name for the ANet may better reflect current practice as well as what’s anticipated in the future. We would love to hear your thoughts about this on myamatyc.org and IMPACT Live!


Professional Development
Inspire Zone
by Behnaz Rouhani,
Professional Development Coordinator

Do you have a little time to spare and to make a short video? If your answer is yes, here are two ways you can contribute.

1. Create a 5-7-minute video that provides students with tips on how to learn and study more effectively. To access previously recorded videos please visit www.amatyc.org/howtostudy.

2. Create a 15-minute video to answer a specific question related to teaching and learning. You can visit https://amatyc.org/page/TeachingTipVideos to browse through the great work of colleagues.

If you have questions or would like to contribute a video, contact Behnaz Rouhani at brouhani@amatyc.org.
New RMETYC Chair
Frank Marfai

I would like to welcome you to the Research in Mathematics Education for Two-Year Colleges (RMETYC) Academic Network (ANet). I teach mathematics and statistics at Phoenix College, one of the Maricopa Community Colleges in Arizona. I have had the wonderful opportunity during my career to have been part of research teams on different grants that have helped positively impact the teaching of mathematics, student engagement, and student self-efficacy in STEM fields. I have learned in talking to colleagues at other community colleges that this experience is not the norm. At many community colleges, the ecosystem is not set up to support research that can benefit our teaching and our students. Sometimes, we are one of the few on campus engaged in this type of work. My motivation in stepping up to this leadership role is to help us build a community of mutual support and knowledge. Whether you are new to research, are seeking guidance in how to do research at your own institution, are seeking colleagues to engage in a research collaboration, are working on a doctoral degree, or simply wanting to connect with colleagues doing research work, I invite you to join the RMETYC ANet and contribute to the conversation in the RMETYC Community on myAMATYC. Feel free to contact me at frank.marfai@amatyc.org.

Introducing the Statistics and Data Science ANet
by Rebecca Wong and Rachel Saidi, Co-Chairs

You’ll notice our ANet has a new name, the Statistics and Data Science ANet. This name change acknowledges the continued growth of data science as a field of study and career pathway. Data Science will no longer be handled by a subcommittee. Instead, our ANet will promote both data science and statistics endeavors at community colleges. The AMATYC Board has approved these modified goals for our ANet that acknowledge the broadening of our focus:

• Provide professional development and support for the teaching and learning of statistics and data science.
• Provide resources for faculty interested in developing statistics and data science programs and courses.
• Foster the use of the Guidelines for Assessment and Instruction in Statistics Education (GAISE) guidelines in the first two years of college.
• Serve as a liaison with four-year college faculty, other mathematical organizations and professional statistics organizations in order to share resources.

We will be celebrating our expanded focus by hosting a themed session at the 2023 AMATYC Annual Conference in Omaha: “Developing Data Science Programs at Two-Year Colleges.” We have six exciting presentations lined up for this session, including information on how two successful data science programs got started as well as resources for colleges who are considering starting a data science program of their own. Some of the speakers for this session also participated in the webinar our ANet co-sponsored with the Joint ASA/AMATYC Committee in July 2022 on developing data science programs at two-year colleges. A recording of this webinar is available at www.amatyc.org/Webinars.

With the incredible growth in the number of students enrolled in introductory statistics and the emergence of data science, the AMATYC document Beyond Crossroads is being updated to include statistics and data science content. Beyond Crossroads was published in 2006 and the chapter on curriculum and program development currently has no information on statistics and data science. A subcommittee of Statistics and Data Science ANet members have been working to write this new section that will be included in the revision of the Beyond Crossroads document. We look forward to sharing our work with ANet members soon. Subcommittee members include: Brad Thompson, Kathryn Kozak, Mark Early, Michael Sullivan, Rachel Saidi, Rebecca Wong, and Roxy Peck.

Following our successful pilot in spring 2022, another Community College DataFest competition was held April 14–16, 2023. DataFest will be a yearly Spring event with the support of the AMATYC Board. Thanks to the generous support of Pearson, all Community College DataFest participants will receive a t-shirt commemorating the event.

If you teach statistics or data science or you would like to learn more about bringing a data science program to your school, please consider joining our Statistics and Data Science Community on myAMATYC (https://my.amatyc.org). For more information, contact Rachel Saidi at rachel.saidi@montgomerycollege.edu or Rebecca Wong at rkwongedd@gmail.com.
I’ve been thinking a lot about the intersection of equity and diversity work with hiring committees. There is much to consider through an equity lens when analyzing the process of selecting someone for a job. Really, these considerations are the same as when thinking about teacher of the year, or the promotion process, or any selective opportunity. This topic also has resonance in a year in which the U.S. Supreme Court is considering banning the policy of affirmative action.

I’ll start with an anecdote and some vulnerability. I know I personally have been in a group of white faculty hearing someone talk about a new hire and hearing the statement “they hired her because she was Black.” I don’t know how I responded at the time but I fear that I did not meet the moment with the words that were needed. Many of us often stumble when issues of race pop up unexpectedly.

Today I will try to correct that stumble. First off, let me say that the statement and assertion are hurtful. It dismisses the new hire’s abilities and the fact that she was qualified for the position and made it through multiple rounds of interviews where people got to review her credentials, hear her answer the same questions as all the other candidates and present a sample lesson. Perhaps her Blackness and gender were factors amongst others that were considered. We have institutions with leadership and faculty groups where over-representation by white people is the norm. We are going to have to be intentional about undoing that and in the course of that correction white people will be slightly disadvantaged in that one facet. They can attempt to overcome this disadvantage by investing heavily in understanding white supremacy and the racialized world we live in, in addition to their own privilege and how it manifests itself in their lives.

Perhaps a more nuanced (and less insulting) argument would go, “the college did not hire the best candidate because of this focus on diversity.” I wonder if the flaws of this statement could be agreed upon. Firstly, a “best” candidate is not an objective thing that has only one meaning. Secondly, a candidate’s background and lived experience should be a part of what we consider as part of that person’s value to the department, especially when it enriches the team in some way. Diversity is absolutely something that should be valued and part of the equation, most especially when departments are monochromatic or lack basic reflection of the community being served.

Is it possible there could be excessive zeal in pursuing diversity as its own end? Sure – I suppose it’s possible, and you may even be able to point to an example, but hiring processes that disadvantage candidates from marginalized groups are far more common than those which are overzealous.

The bad news about equity work is that our challenges are enormous. The good news is that anyone can begin and contribute to the work that needs to be done. My challenge to you is to inquire about hiring and promotion processes in your institution and if (and how) diversity is a part of the conversation. Whether your position, rank, or status, these are important questions to ask and conversations to have.

The Standards Update Teams and ANets have been working on updating the AMATYC standards documents (Crossroads, Beyond Crossroads, and IMPACT). The time for more feedback from the AMATYC membership is here.

You as AMATYC members can provide feedback on these updates in two ways:

1. Visit myAMATYC to review the online content using this link https://my.amatyc.org/impactive-home/standards-docs or simply search for ‘standards documents’ on that site.
2. Attend the Standards Update Forums at 6:00 pm (EDT) on the following dates:
   - June 7 – Standards for Content
   - June 14 – Standards for Intellectual Development
   - June 21 – Standards for Pedagogy
   - June 28 – Chapter 6 Beyond Crossroads

These are the proposed dates of the forums as of the writing of this article. Details and updates about the forums can be found at https://my.AMATYC.org.

Your input is very important to making the standards document reflect the beliefs of our organization. Please take the time to make a difference for our profession by sharing your feedback and comments about this work.

Can YOU work a Student Mathematics League problem? This one is from the Spring 2014 competition.

In approval voting, each voter can distribute up to 5 votes among 6 candidates. For example, you could cast 3 votes for one candidate and 2 for another, or you could cast 1 vote for each of 4 candidates (and not cast your fifth vote). In how many ways can you distribute your votes?
FOCUS ON AFFILIATES: GMATYC
by Avi Kar, GMATYC President

In 1987, the Georgia Mathematical Association of Two-Year Colleges (GMATYC) was founded at the first annual DeKalb College (later Georgia Perimeter College, now Georgia State University’s Perimeter College) Mathematics Conference. Since its inception, the organization has had 17 presidents, each serving a two-year term representing institutions across Georgia. Currently the organization is over 150 members strong.

GMATYC’s annual meeting is held during the Georgia State University Perimeter College Mathematics Conference each February. This year, the 36th Annual Mathematics Conference was on February 10. The conference theme was “Back to the Future – Face-to-Face and Beyond.” GMATYC was well-represented, with many members attending and giving presentations. During the GMATYC business meeting, the GMATYC Bill Bompart Teaching Excellence award was presented to Hong Du of Georgia State University’s Perimeter College.

The 50th AMATYC Annual Conference will be held November 14-17, 2024, in Atlanta, GA. GMATYC will be the local affiliate to host the conference. Currently the local events committee is working hard to plan informative, engaging, and fun events during the conference. Watch for GMATYC members promoting the milestone event during our 49th AMATYC Annual Conference this year in Omaha.

Please visit the GMATYC website at http://sites.gsu.edu/gmatyc/ for more information about GMATYC, including membership, nominations for the GMATYC positions, and events.