Winners of the 2022 Student Research League
by Vinodh Chellamuthu, Coordinator

The national winners of the 5th Annual Student Research League (SRL) competition were announced at the AMATYC Annual Conference in Toronto.

Grand Prize Winner:
Midland College
Parker Tew, Eduardo Ornelas Cabello, Arnoldo Montanez
Faculty Mentor: Jamie Kneisley
Region: Southwest

2nd Place: MiraCosta College
Peiyi Liu, Seongwon Ko, Seongmin Na
Faculty Mentor: Zika Perovic
Region: West

3rd Place: Northern Virginia CC-Manassas
Angel Sanchez-Palomino, Raiyan Ahmad, Rohin Batra
Faculty Mentor: Matthew Westerhoff
Region: Mid-Atlantic

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

2023 AMATYC Annual Conference in Omaha
by Amanda Olson, Local Events Coordinator

As mathematicians, we enjoy doing things differently from the rest of the world. So, while baseball season ends for the rest of the world in November, AMATYC will start its baseball-themed mathematics celebration November 9-12, 2023, in Omaha, Nebraska. Every year, Omaha is the host site for the College World Series. You will even be able to see the stadium from your hotel window!

If baseball isn’t your thing, the conference will not be a total strikeout. The city has lots of hits to offer for everyone! You can start with the excellent downtown scene in the Capitol District. Rounding the corner, you have the Omaha Old Market with its cobbled streets, river views, live musicians, carriage rides, great food (including some of the best steak in the world), shops, and fun boutiques. You can even steal a visit to a second state by crossing over the Missouri River into Iowa using the Bob Kerry Pedestrian Bridge. Also, be sure to head over to the Gene Leahy Mall and play on the large outdoor slide. Besides AMATYC and the College World Series, Omaha also serves as the host site for the Olympic Swim Trials, Berkshire Hathaway Convention, and more! Get ready to slide into “HOmaha”!

AMATYC’s 50th Anniversary Logo
by Nancy Rivers, 50th Anniversary Celebration Task Force Chair

The 50th Anniversary Celebration Task Force would like to thank all who entered the logo design competition. We received numerous entries! The task force selected their top entries, which were then presented to the AMATYC membership for a vote. Thus, the winning 50th Anniversary AMATYC Logo was selected.

The winning design shown below was submitted by Maria Andersen. Again, thank you for the many entries. This logo will be used leading up to the 50th Anniversary Celebration during the 2024 AMATYC Annual Conference in Atlanta.
“Which do you think is harder, doing math or teaching math?” I was recently asked this question during office hours by a student in my Discrete Math class. Has a student ever asked you a question like this? It gave me pause because I had never thought about what I do in quite that way. My perception is that each can be difficult in its own way. Each requires a different skill set. In “doing math” we have to rely on logic and reasoning while pulling in pertinent information and eliminating the irrelevant. “Doing math” can be difficult if we do not have the proper foundation on which to build a solution, or if we are unfamiliar with the context in which a problem might be set. “Teaching math,” on the other hand, requires us to consider how our students think (and perhaps feel) about math and solve problems. What pitfalls or traps might students encounter? And how do we help students navigate those pitfalls or traps without robbing them of the opportunity to surmount the challenges on their own? How do we build persistence so that our students do not interpret challenges as an indicator of their inability to do math?

In that moment, I told my student that I find doing math more difficult when it involves problems and situations I have never seen before or for which I do not have the proper preparation. My student then shared that he thought I was going to say that teaching math was more difficult. He said he could not imagine taking the average person off the street and teaching them math. I shared that as a teacher at a community college this is precisely what I strive to do. I shared that when I teach I try to help students pull together the various pieces of mathematical knowledge they have so that they can construct a coherent image of the mathematical concepts we are studying, somewhat like helping students assemble a puzzle, and that having enjoyed puzzles as a child I find this a very rewarding process.

The more I reflected on this conversation and our different perspectives, the more I recognized there is an interesting intersection between the idea that doing math is “hard” and that teaching math is “hard.” Located in that intersection is the necessary messiness of mathematics. If we are really learning to do mathematics, it is messy! I cannot tell you how many balls of crumpled up paper with incorrect solutions that ended up in the trash can during my studies...a lot! Given that we are striving to teach students, we have to also address that this process is messy as well. In a classroom of two-year college students there are a variety of backgrounds and experiences which bring with it diversity of thought. Pulling together various student perspectives into something coherent is a different type of messy that is in itself challenging.

Learning is a process that is messy, confusing, and nebulous, especially in the beginning. It can even be uncomfortable for some. This is true whether we are learning to “do math” or to “teach math.” Why do many of our students expect learning to be easy? Why are they quick to give up if the problem gets messy? And, what about us instructors? Why are we sometimes tempted to give up when the students are disengaged, especially when it appears students are not learning? While the challenges are different, the fact remains that learning is messy for both students and instructors. Regardless, we need to proceed to learn and grow as instructors, and we need to help our students proceed to learn and grow as mathematicians. We need to provide opportunities for productive struggle in our courses so that we help students understand that deep learning is the result of struggle and discomfort.

If we accept that deep learning is messy, full of struggle and discomfort, then shouldn’t our classrooms exhibit messiness and elements of unpredictability? I am not thinking of an unprepared and disorganized classroom, but rather a classroom where students are provided challenging learning experiences where the mathematics is accessible for all students. The students are situated within a classroom environment where they are motivated to take risks, develop persistence, ask questions, and open to failing forward. Unpredictability can arise from the various perspectives and strategies that are evident in the classroom. This unpredictability can help students to see the same problem in a different light, or maybe to see a different strategy they had not considered, and through this experience gain a deeper understanding.

There is no such thing as a perfect teacher, a perfect classroom, or a perfect student. Both we and our students are in a state of progression, of growing and becoming. If we accept that the deep learning we desire for our students is messy and unpredictable, then we as instructors need to be strategic and organized in our planning so that we can better facilitate effective learning experiences that offer opportunities for critical and creative thinking through problem-solving. I firmly believe that we as mathematics instructors have the obligation to help our students understand that doing math can be messy and can be unpredictable, but also it can be rewarding.
2022 Herb Gross Presidential Award
by Laura Watkins, President

George Alexander, mathematics instructor at Madison Area Technical College, was awarded the 2022 Herb Gross Presidential Award at the AMATYC Annual Conference in Toronto. This award recognizes exceptional service to AMATYC and to the mathematics profession.

AMATYC relies on the efforts of many volunteers to provide the services it does. George is one of these volunteers. He has performed important work for AMATYC behind the scenes and most members do not know the importance of the work he does. If you are an AMATYC member you receive a copy of each issue of AMATYC’s peer-reviewed journal, the MathAMATYC Educator. George has been dedicating time and effort to this journal for more than 10 years. He has previously served as Editor and Production Manager, and currently serves as the Assistant Editor. During his tenure with the journal, he has performed tasks from reviewing all articles and arranging for typesetting and production of the journal to managing contacts for peer reviewers and arranging for blind reviews of submitted articles. We have such a wonderful journal due in large part to George.

George’s efforts help AMATYC to provide the mathematics community with scholarly articles related to the teaching and learning of mathematics in the first two years of college. He is well deserving of this award.

2022 Mathematics Excellence Award
by Kathryn Kozak, Past President

Nancy Sattler was awarded the 2022 Mathematics Excellence Award. Nancy was honored with this award by President Laura Watkins at the AMATYC Annual Conference in Toronto.

Nancy has been instrumental in improving mathematics education. In addition to being the president of AMATYC from 2014 to 2015, she has served AMATYC in many roles. These roles include chairing various AMATYC committees, and serving on the Executive Board as the Treasurer and Midwest Regional Vice President. Her service to AMATYC also included co-chairing the committee that wrote AMATYC’s IMPACT. In addition to her leadership during the writing process for this important document, she has tirelessly promoted the document to members of AMATYC and other organizations.

In addition to volunteering for AMATYC, Nancy assists many other organizations. She has been the historian, webmaster, and president of OhioMATYC; co-chair, webmaster, and social media administrator of the Joint Committee on Women in the Mathematical Sciences; and a member of the Mathematics Advisory Group for Transforming Post-Secondary Education in Mathematics (TPSE Math) where she is a co-chair of TPSE Math’s Teaching Strategies and Practices subgroup. She is also a member of the Mathematical Association of America, Ohio Council of Teachers of Mathematics, and the Conference Board of Mathematical Sciences. As evident from her nomination materials, when Nancy is a member of an organization, she makes sure that she is doing what she can to further the work of the organization.

Improving mathematics education is important to Nancy. She has facilitated numerous conference presentations and webinars to provide guidance to others. In addition, she has worked on several grants to provide the funds to aid colleges to improve their teaching. Through her numerous publications, her knowledge has been shared widely. Over her teaching career, she was a faculty member and dean at Terra CC, and is currently an adjunct faculty member at Walden University. Throughout her career she has earned several awards for excellence in teaching. Her distinguished career has been instrumental in improving mathematics education in the first two years of college.

With all of these accomplishments, Nancy is well deserving of the Mathematics Excellence Award. As said by Mary Beth Orrange in her letter of nomination, “Her strong voice for mathematics excellence is evident on every level; from helping her home-schooled grandsons with their math classes to her own classes, to leading national organizations. She presents, writes, leads, and fosters mathematics learning wherever possible.” Congratulations to Nancy on receiving this prestigious award.

2024 Mathematics Leadership Excellence Award Committee
by Kathryn Kozak, Past President

Based on a recommendation from the 2022 Mathematics Excellence Award (ME) committee, the ME award was revised and renamed to the Mathematics Leadership Excellence Award (MLE Award). The MLE Award is intended for educators who have made outstanding contributions through leadership in mathematics or mathematics education in the first two years of college. MLE Award recipients are recognized in even-numbered years. The selection process begins during odd-numbered years, and a new committee was presented to the 2022 Delegate Assembly. The 2024 MLE Award Committee members are: Kathryn Kozak of Coconino CC (Chair), Anthony Tavares of Sheridan College (Northeast), Keith Nabn of Pizdemont Virginia CC (Mid-Atlantic), Elmo Yakutova-Lorentz of Eastern Florida State College (Southeast), Arthur Schultz of Hopkinsville CC (Midwest), Brandy Englert of St. Louis CC (Central), Pat Barrentos of El Paso CC (Southwest), Lori Holdren of American College of Healthcare Sciences (Northwest), and Ben Moulton of Utah Valley University (West). Please consider nominating a leader in two-year college mathematics for the 2024 MLE Award. Nominations are due on November 1, 2023. Award details can be found at www.amatyc.org/MathExcellenceAward.
AMATYC and Tarrant County College in the Ft. Worth, Texas, area lost a strong supporter and outstanding teacher in September of 2022. David Price passed away peacefully in his sleep at the age of 78. He committed the last 43 years to sharing his knowledge of mathematics and his belief in its importance in all areas of human endeavor.

David and his wife, Elise, rarely missed an AMATYC conference and often presented together. They were on the program to present at the 2022 AMATYC Annual Conference in Toronto. David served AMATYC in many capacities including the role of president of TexMATYC.

David Price was known for being a calm, caring professor who searched to find ways of reaching all his students. He sought to relate many incidents of the past and inventions to mathematics and to show how basic human needs as well as our curiosity often led to the development of mathematical theories and processes.

He was the recipient of many teaching awards. In 2007 he was the college’s recipient of the Minnie Stevens Piper Award and its nominee that year for the state of Texas’s award by the same name. David retired as Professor Emeritus in 2019.

David was born in Commerce, Texas, to Joel and Mary Price. His family moved a few years later to Mineola, another small town nearby. He graduated with a degree in mathematics from Southwestern University and later completed his master’s degree at the University of North Texas and additional graduate study at the University of Utah. He began his career as an aerosystems engineer at General Dynamics. Fortunately for his many students whom he taught to value mathematics and to appreciate its contributions to their lives, he decided to change and follow the path that many in his family had chosen, teaching.

In addition to Elise, his wife and partner in education as well as life, David is survived by his son Paul, and Paul’s wife Lenore. David loved being “Daddy D” to their two children, grandson Micah, and granddaughter Kiersten.

Anyone wishing to honor David and Elise’s commitment to AMATYC may make a memorial contribution to the AMATYC Foundation. David was a lovely man who will be missed.

Mu Alpha Theta Honor Society
by Jonathan Weisbrod, Liaison

I would like to welcome Copiah-Lincoln CC Simpson County Center (Mendenhall, MS) as Mu Alpha Theta’s newest two-year college chapter. To all Mu Alpha Theta chapters: now is the time to think about summer plans. All chapters are invited to attend the National Convention in Fayetteville, AR, June 25-30. First time attendee grants and need-based grants are available for those who qualify. More information about the convention can be found at https://mualphatheta.org.

I would also like to highlight Florida State College at Jacksonville (FSCJ) in Florida. FSCJ’s Mu Alpha Theta chapter was chartered in 2019 and has attended the Mu Alpha Theta National Convention at every opportunity since then. FSCJ is also an institutional member of AMATYC, capitalizing on the professional development of faculty and opportunities to students that AMATYC and Mu Alpha Theta both aim to provide. If you have questions about the process of starting a chapter, contact me at jweisbrod@rcbc.edu.

In Summer 2022, three FSCJ students, Cedric Broussard, Trinity Bascom, and Malissa McWhite attended the Mu Alpha Theta National Convention in Alexandria, VA, along with the FSCJ chapter’s faculty sponsor, Sharon Sweet. The students returned from the convention with several awards. As a team, FSCJ placed 2nd in the Mu Alpha Theta Poster Competition. Individually, Trinity Bascom placed 9th overall in the Theta Division Chalk Talk Competition. Locally, FSCJ chapter holds fundraising events for chapter activities and serves the community with its tutoring program for area high school students.

Registration for the national convention is open March 1-May 1. We look forward to seeing you!

Register Now for 2023 Student Research League
by Vinodh Chellamuthu, Coordinator

The 2023 Student Research League Competition is now open for registration! The competition will begin on Friday, March 17, and end on Monday, April 3. Registration ends March 15. Whether you have been a Faculty Mentor during the past years of the competition or have never mentored a team before, consider getting involved this year. The competition also needs evaluators from every affiliate to help determine the winners for the 2023 SRL Competition. To learn more or share ideas about Student Research League, please join the SRL Community on myAMATYC. If you have questions, contact Vinodh Chellamuthu at SRL@amatyc.org.
Project ACCCESS – Thank You for a Successful Conference!
by Lisa Feinman, Coordinator

At the 48th AMATYC Annual Conference in Toronto, 24 members of Cohort 17 finished their Project ACCCESS fellowship (some of whom were initially part of Cohort 16), and 22 faculty began their time as members of Cohort 18. New this year were sessions on equity and grant writing. Thanks to all who presented during our sessions: Marty Kellum*, Elizabeth Weaver*, Sara Van Asten, Anne Vance*, Rob Eby*, Vicki Todd*, Gabriel Porrata Vallejo*, Megan Breit-Goodwin*, Brittany Mosby*, and Matthew Pragel* (*ACCCESS Alumni).

Before Cohort 17 presented their research at the poster session, they had the opportunity to share with the new cohort. Cohort 18 also met with their mentors during the conference to help formulate ideas for projects, which will be presented at next year’s poster session in Omaha. Thank you to everyone who served as mentors for the Fellows this year, and in years past. If you are interested in serving as a mentor for Cohort 19, please contact Vicki Todd, Project Assistant, at v_todd@southwesterncc.edu.

For those who will be in their first four years of full-time teaching of mathematics in the first two years of college during the 2023-2024 academic year, please consider applying for Cohort 19 of AMATYC Project ACCCESS that will meet for the first time at the 2023 AMATYC Annual Conference in Omaha. Details about Project ACCCESS can be found at www.amatyc.org/ACCCESS.

Project ACCCESS Cohort 17: From a Fellowship to a Family
by Taylor Darwin, Project ACCCESS Fellow

When I returned home from Toronto, I was asked “What exactly do you do at a math conference? How much can you actually talk about math?” Admittedly, I may have had this thought on the way to my first AMATYC conference last year. Quickly, I learned how deep and meaningful the conversations behind teaching quality mathematics in community colleges can be. During my time at AMATYC conferences, I have learned strategies for teaching mathematics to diverse populations of students, while also acquiring information about important topics in mathematics education, such as equity, meaningful assessments, and student engagement, to name a few. Although the conference content is always significant, I am truly moved by how this organization has successfully created a tight-knit community. The community spirit is remarkable, considering how many individuals attend this conference. To be at AMATYC is to feel loved, supported, safe, and in a community where you feel inspired to become the best educator you can be.

Having the opportunity to become a Project ACCCESS Fellow has undoubtedly been one of the most rewarding experiences of my professional life. It is difficult to explain for those who may not have experienced this opportunity first-hand, but I may attempt to describe this experience as a cohort of individuals who come from various parts of the country, with different backgrounds, various levels of teaching, and a beautiful mix of personalities that come to know each other as a family. I advocate on behalf of this program as a rewarding professional experience, but also a personal one; I am indebted to the colleagues at my institution who urged me to apply for the fellowship when I first entered postsecondary teaching. Further, I urge those reading to encourage new faculty to do the same. Personally, this has been a rewarding opportunity to be able to learn and grow as an educator, while also being provided the chance to present professional work at the conference. Undoubtedly, this has established a strong foundation for my teaching in community colleges, and I can’t wait to see you all in Omaha next year!
MathAMATYC Educator: Call for Articles on Active Learning
by Johanna Debrecht, Editor

We invite members of the mathematics education community to submit an article for inclusion in the Fall 2024 Special Issue on Active Learning in the MathAMATYC Educator, AMATYC’s peer-reviewed academic journal. Priority will be given to submissions from the Teaching for Prowess (TfP) project and submissions related to AMATYC’s IMPACT: Improving Mathematical Prowess and College Teaching. We welcome manuscripts that focus on the many aspects of active learning: how students engage in these environments, the nature of student learning, evidence of learning gains, how teachers plan, implement, or reflect on instruction, formative assessment in active classrooms, examples of student thinking, broader discussions of departmental impact, and other related themes.

Kindly consider submitting an article and also share this information with your colleagues. For more information and for the article submission link, visit www.amatyc.org/MathAMATYC Educator. At this website, please take some time to review our publication guidelines. For full consideration in the special issue, articles should be submitted by October 1, 2023, to allow sufficient time for the peer review process.

For more information, please contact Johanna Debrecht at MAEEditor@amatyc.org.

Summer Conversation about Data Science
by Rachel Saidi, Data Science Subcommittee Chair

In July 2022, the Data Science Subcommittee participated in IMPACT Live! with the focus on student success. We centered the month-long conversation around three main questions: What does data science mean to you? Why is data science important? What does student success look like in the context of data science?

Responses to these questions were both broad and specific. Participants explored pedagogical approaches, program requirements, and technology and skills needed by students entering the field of data science.

Here are some of the prompts members responded to during the month-long discussion.

- What kind of program do you offer or will you offer? Certificate, A.A. degree, AAS degree, or A.S. degree?
- Where is the data science program housed? In the mathematics, statistics, computer science, information technology, or other department?
- What types of data tools and skills will the program stress? Will the program include proprietary software or open source programming languages? (For example, R and R Studio, Python, SQL, Git/Github, LaTeX, Power BI, or Excel, to name a few.)
- What local employment opportunities are available for students who are interested in upskilling or preparing to go straight into a career in data science?
- Will there be internships or other opportunities available for students?
- Are there any local government organizations or industries willing to partner with the program?

Because data science is a new and evolving discipline, there is a need to continue to explore these questions, especially at community colleges. AMATYC members will have many more opportunities to join similar future conversations.

Grants Update: What Makes a Strong Funding Proposal
by Megan Breit-Goodwin, Grants Coordinator

What makes a strong funding proposal? This question is something I have been asked as grants coordinator, and to be honest, is a question I have asked myself. My response to the question is short, but not simple. A strong project makes a strong proposal.

I’d like to unpack that response a bit, because it leads to the question: what makes a project strong? Strong projects address challenges and innovate, and a project’s strength can be assessed through the direct and broader impacts of its goals and outcomes. Connecting and explaining how the outcomes and impacts of a project will make changes that address the challenge is essential.

AMATYC received NSF funding for a project titled Facilitating Accessibility in STEM at Two-Year Colleges (NSF #2228226). The development of the project began by identifying a need to improve inclusivity and diversity in quantitative-heavy STEM fields by creating better learning experiences for students with disabilities. Project leadership transformed this challenge into a project when they determined that to improve student learning, faculty needed support to make changes to their teaching.

The Facilitating Accessibility in STEM at Two-Year Colleges project includes a 2023 summer workshop designed to support two-year college mathematics, chemistry, and physics faculty as they develop knowledge and techniques to make their classes more accessible to all students. The outcomes of the project include innovative teaching and learning methods designed for inclusivity and effective engagement of students with disabilities, and the initiation of a network of faculty across the professional organizations of AMATYC, the Two-Year Chemistry Consortium (2YC3), and the American Association of Physics Teachers (AAPT) that will continue sharing the knowledge and techniques developed at the workshop.

This project addresses a challenge of national interest, and provides direct support to empower the community of two-year college mathematics, chemistry, and physics faculty to develop impactful techniques that will better serve students with disabilities and create more inclusive learning experiences for all students. Importantly, the project will equip faculty to continue this effort beyond the summer workshop by creating a foundation and community for continued learning and innovation in this important work.

To learn more about the Facilitating Accessibility in STEM at Two-Year Colleges project, including how you can apply to participate, visit: www.amatyc.org/AccessibilityInSTEM. Applications are due Monday, April 17, 2023.
Leila and Simon Peskoff Award

The recipient of the 2022 Leila and Simon Peskoff Award was Megan Breit-Goodwin, from Anoka-Ramsey CC in Minnesota. Since receiving her degree, Megan has continued to learn by attending the AMATYC conference and various workshops. For AMATYC she has been the lead on Project Slope, and she is the current grant coordinator. As Mark Omodt stated in his nomination letter, “Megan's commitment to education, scholarship and service are a testament to the early career experiences that she had within AMATYC, and her work is a great example of the goals of Project ACCCESS. For this reason, I am happy to nominate her for the Peskoff Award.”

This annual award, made possible through a contribution to the AMATYC Foundation by Fred Peskoff in memory of his parents, is given 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. The award included a lifetime membership in AMATYC.

Margie Hobbs Award

The 2022 recipient of the Margie Hobbs Award was Jason Farrington from Paradise Valley CC in Arizona. Jason's presentation during the 48th Annual Conference was “Using Retrieval Practice to Improve Mathematical Learning and Thinking.”

The award, made possible through contributions to the AMATYC Foundation, is given annually to an AMATYC member who has been selected for the first time to do a conference presentation in which the awardee is the sole presenter. The award included a check to help defray travel expenses to the AMATYC Annual Conference in Toronto.

AMATYC Wanda Garner Presidential Student Scholarship

The recipients of the Wanda Garner Presidential Student Scholarship were Isaac Goodspeed of Georgia State College-Perimeter, nominated by Somaya Muiny, and Ryan Alexander Curtis of Santa Fe College, nominated by Steve Grosteffon.

The purpose of the AMATYC Wanda Garner Presidential Student Scholarship is to encourage the study of mathematics or related fields by students enrolled in institutions of higher education. Each recipient of the AMATYC Wanda Garner Presidential Student Scholarship receives a $1,000 scholarship from the AMATYC Foundation. For 2022, the Foundation voted to award two scholarships, instead of one as in previous years. The recipients were chosen randomly from the twenty-four nominees.

Faculty Mathematics League

Results of the competition at the AMATYC Annual Conference in Toronto.

Spencer Bartholomew (Salt Lake CC) - tie for first
Sean Sanders (Sheridan College) - tie for first
Aisha Arroyo (Middlesex CC) - third place
We Said “You’re Welcome”; Now We Say “Thank You!”
by Sean Saunders, Toronto Local Events Coordinator

Well hey there, hosers, eh? We had so much fun at the 48th AMATYC Annual Conference in “Toronna” (you know, the T dot, T.O., the 6ix, or Tor-on-toh as out-of-towners like to say). We welcomed over 700 math educators and guests to the Great White North just in time for the first snow of the season on Wednesday. But things really started to warm up on Thursday when the sessions began, on topics ranging from developmental math, quantitative reasoning and literacy, statistics, precalculus and calculus, to music, games and puzzles, escape rooms, and magic, to infinity (and beyond)! Of course, the Exhibit Hall and Hospitality Room were both bustling places, where educators from across the continent got to mingle, “talk shop” with each other, and just hang out, play a few games, and let loose a bit!

Also on Thursday, we heard from keynote speaker Peter Liljedahl, author of Building Thinking Classrooms in Mathematics, whose innovative and profound ideas got so many people thinking that he agreed to a follow-up fireside chat the next morning.

On Friday, we heard from featured speaker Sunil Singh on “The Power of Mathematical Storytelling,” and over at the Faculty Math League competition the Northeast region leveraged their home ice advantage to hold onto the trophy again this year!

On Saturday, featured speaker Stan Yoshinobu discussed equitable and inclusive teaching practices, and Ben Orlin, author of Math with Bad Drawings (and one of the top scorers in the Faculty Math League!), gave an engaging keynote talk that was full of humour, wisdom, and helpful insights for every math educator who regularly faces blank stares and confusion in the classroom.

At night, we explored everything the city has to offer, from a trip up the CN tower, to a walk downtown for a shopping excursion at the magical Winter Village, to exploring the marine life at Ripley’s Aquarium.

Everyone enjoyed the diversity of culinary experiences Toronto is known for, from dinner at some of its most iconic locations, including the 360 atop the CN Tower, to grabbing a poutine or Canadian bacon sandwich at a local vendor, to sampling some of Toronto’s finest beers from a variety of microbreweries right downtown.

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Conference Reflections from Toronto
by Michael Pemberton, Program Coordinator

Thank you to everyone who presented at the 48th AMATYC Annual Conference in Toronto. Your participation and willingness to share your expertise is a major part of what makes every AMATYC conference great! The conference could not occur without you.

At the Closing Session on Sunday morning, President Laura Watkins asked everyone to share what they learned from the conference that they plan to immediately use. Many attendees were enthusiastic about the variety, diversity, and quality of topics on the conference program, the new ideas ready for immediate classroom use, and the welcoming atmosphere throughout the week. The opportunity to come together with our community of friends and colleagues to learn from one another, including collaboration to share teaching practices and current research within the field, were particular highlights. Inquiry-based unit exam reviews, incorporating research experiences for students, conversations with our classes about learning math as a language, and increasing student interaction and engagement were also common themes.

Everyone was encouraged to attend this year’s Virtual Days held on December 2-3 for even more ideas about assessment, technology, equity and inclusion, and student success strategies. Those who participated learned about topics such as incorporating social justice in statistics, self-placement practices, and how to effectively use partial credit in their courses.

As we turn our thoughts to next year in Omaha, Amanda Olson, Local Events Coordinator, spoke on the city’s charm including several must-see area attractions. With one of the world’s best zoos, the College World Series, the Riverfront, the Bob Kerry Pedestrian Bridge, and the historic Old Market, there’s much to look forward to in Omaha. Mark November 9-12, 2023, on your calendars until we gather together again in Omaha where “Math’s a Hit!”

The Toronto Local Events Committee did an amazing job coordinating the hospitality room, organizing the local excursions, and making sure everyone had a great experience in Toronto. They were such a talented and fun group to work with, and I want to thank them for their hard work and dedication!

Whether you joined us in Toronto and are looking to keeping the fun going, or are sad that you missed out, either way, you’ll want to register for Omaha next year, where AMATYC is once again sure to be a big hit!

Thank You to Toronto Presiders
by Julie Gunkelman, Assistant Program Coordinator

The program committee extends a big thank you to the one hundred AMATYC members who presided over the sessions at the 48th AMATYC Annual Conference in Toronto. We are truly grateful for your professionalism and support for the presenters. AMATYC swag and gift cards were raffled off to presiders who completed an evaluation form for the sessions. The winners were Mark Earley, Barbara Leitherer, Paul Seeburger and Christopher Riola. Interested in helping? You can volunteer to preside using the presider application form at www.amatyc.org/preside. Or, you can volunteer at the same time you submit your proposal to present in Omaha. By volunteering to preside, you can help make our next conference a home run!
**Ignite 2022 — A Smashing Success**
by Jennifer Ackerman, ITL ANet Chair

The first-ever AMATYC Ignite event was held at the 2012 AMATYC Annual Conference in Jacksonville and was spearheaded by Fred Feldon. Ten years later the Friday night Ignite event, hosted by the Innovative Teaching and Learning Academic Network (ITL ANet), is still going strong! Sixteen participants shared their passion five minutes at a time, as each presenter’s twenty slides automatically advanced every 15 seconds.

A few new presenters joined several experienced Igniters in Toronto for fun and illuminating talks. There was a little something for everyone: a musical talk, a mini-theater to promote IMPACT Live!, a tutorial on creating memes, as well as some practical talks on topics such as free statistics software. The night ended with a new Ignite Karaoke, where willing participants ad-libbed their way through Ignite slides that they hadn’t seen in advance.

Although conference presentation proposals for the 2023 AMATYC Annual Conference are not due until February 15 (note the new date!), it’s never too early to begin thinking about presenting at Ignite 2023 in Omaha. Ignite is always looking for presentations that might entertain and excite a mathematician. Anyone who has a new idea, teaching technique, math-related hobby, or another topic to share their passion about the teaching and learning of mathematics is welcome to send their ideas to Ignite host Eddie Tchertchian (eddietchertchian@amatyc.org).

Thanks to everyone who joined Ignite in Toronto and we look forward to seeing you in Omaha!

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**Toronto Poster Session**
by Julie Gunkelman, Assistant Program Coordinator

The center of the Exhibit Hall at the 48th AMATYC Annual Conference was filled with the buzz of AMATYC members sharing their posters. The poster topics included active learning, student completion, success, engagement, and adaptive online homework. If you presented a poster in Toronto, we encourage you to step up to the plate, update the presentation, and submit a presentation proposal for next year’s conference in Omaha! Even if you didn’t present, help us knock it out of the park in Omaha by submitting a poster or presentation proposal via www.amatyc.org/2023ProposalCall for the 49th AMATYC Annual Conference by the new deadline of February 15, 2023.

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**AMATYC Webinars — Now is the Time!**
by Mari Menard, Coordinator

Did you present at the AMATYC Conference in Toronto? An AMATYC Webinar is a great way to keep the conversation going and continue your professional development by facilitating a webinar on your topic. There are a variety of webinar categories from which to choose, so come share your challenges, thoughts, and wow moments with others from the comfort of your office or home. For details visit www.amatyc.org/Webinars or email Mari Menard at marimenard@amatyc.org.

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**Thank You to our Corporate Sponsors**
by Crystal Wiggins, Advertising Chair and Todd Stine, Exhibits Chair

The 48th AMATYC Annual Conference in Toronto was a success! The Exhibit Hall was a smashing hit and that is all thanks to our dedicated exhibitors. We would like to give a special thanks to our FOUR amazing corporate partners:

- Hawkes Learning
- Wiley
- McGraw Hill
- Pearson
**Teaching for PROWESS:**

**Active Learning in Action**

by Karen Gaines, TIP Project Director

The Teaching for PROWESS (TIP) project is pleased that six Phase 2 colleges are beginning work with the project. Our focus is on using active learning in the classroom by transforming the culture in mathematics teaching at community colleges. The following is a summary of the exciting and innovative work these colleges plan for their three-year projects.

**Randolph CC** (Asheboro, NC) is taking a three-stage approach to transforming their Statistics course. First, faculty will receive training about active learning. Next, they will observe faculty implementing active learning in the classroom. Finally, they will implement active learning in their own classrooms. After a structure for this process is created, using the Statistics course as a model, the project will expand to precalculus and then to other mathematics courses. The team hopes this philosophy will spread to the science courses with lessons learned by the project.

**Pima CC** (Tucson, AZ) is working to increase enrollment, success, and access for all students with a focus on traditionally underrepresented populations in Calculus I by establishing faculty learning communities for the prerequisite courses for Calculus I. Prerequisite courses include Intermediate Algebra and Precalculus. These learning communities will create active-based lesson plans for topics with which students traditionally struggle, conduct lesson studies of those lesson plans, and revise the lessons accordingly. Student success in participating faculty members’ classes will be compared with that of non-participating faculty members’ classes. Results and lesson plans will be shared amongst all faculty.

**St. Louis CC** (St. Louis, MO) is working to infuse active learning into mathematics courses at four campuses, starting with Precalculus Algebra. As part of the project, there is an Active Learning Champion in each of the four campus math departments. The Active Learning Champions meet regularly to share ideas and cheer one another along as they learn new skills and techniques for implementing active learning in the classroom. They are collaborating to create a repository of active learning activities that will be shared with all math faculty. These activities will be shared with other Missouri math faculty through Missouri’s AMATYC affiliate, MOMATYC, including presenting the keynote address at the annual conference. Once the activities are refined, AMATYC members will have access to them through the myAMATYC library.

**Connecticut State CC** has chosen to implement Professional Learning Communities (PLCs) comprised of math faculty who are teaching College Algebra. A new PLC cohort will be formed each semester of the three-year grant. PLC participants will receive training in the four pillars of active learning. This training includes participation in the NSF-funded Inclusive STEM Teach Project in order to address the fourth active learning pillar – instructor’s attention to equitable and inclusive practices. Through regular PLC meetings during the semester, participants will support each other by sharing best practices, problem-solving things that are not working, and collaborating on the creation of active learning lessons.

**Kellogg CC** (Battle Creek, MI) is beginning their focus on their College Algebra courses. The goal is to create a mindset shift in both faculty and students that encourages critical thinking instead of rote work. The project will involve redesigning the course including creating a bank of external resources for both students and faculty. The tutoring center will be an important partner in this process.

**Indian River State College** (Fort Pierce, FL) is implementing active learning by incorporating portfolio assessments, inquiry-based learning, online homework redesign, whiteboards in face-to-face classrooms, as well as Excel and Mathematica projects. Embedded learning assistants will also be utilized in both face-to-face and online classes. Diagnostic and final exam scores data in addition to student and faculty focus group data will be collected during the project.

For more details, please visit www.teachingforprowess.com.

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**Research Session in Toronto**

by Frank Marfai, RMETYC ANet Chair

AMATYC’s Research in Mathematics Education at Two-Year Colleges (RMETYC) ANet is committed to sharing research findings that connect our teaching practices to the work in our departments. One of the goals of this academic network is to provide support for the dissemination of results emerging from research conducted at two-year colleges. To this end, a dedicated research session is held at each AMATYC Annual Conference in which current findings are shared. The Research Session was held on Thursday evening of the 48th AMATYC Annual Conference in Toronto and was well-attended.

The evening began with a keynote address by Megan Breit-Goodwin (Anoka-Ramsey CC), focused on the scholarship of teaching and learning to systematically investigate teaching practices and student experiences. The keynote was followed by breakout sessions from various areas of research that focused on findings from current and ongoing endeavors.

These sessions included diverse areas of research. Some sessions were focused on the research of teachers, such as the analysis of cognitive interviews of community college instructors of college algebra, while a related session discussed findings from an instrument piloted to assess the mathematical knowledge for teaching of community college algebra. Others were centered around the study of students, such as a session characterizing the ways of student thinking regarding substitution equivalence, while another session analyzed students’ learning experiences in an introductory statistics course, with an emphasis on students’ lived experiences and perceptions and how these influenced students’ identity development.

One session delved into research of newly developed algorithms used to solve linear systems with large ill-conditioned coefficient matrices, while another session investigated the effect of Course-based Undergraduate Research Experiences (CUREs) on student self-efficacy and science identity in STEM courses, using the methods of quantitative and qualitative analysis of student surveys.

Research at the community college level is active and growing, and RMETYC is here to support you. To learn more about this ANet or become a member, please visit myAMATYC (https://my.amatyc.org) and join the Research community.
Thank You for Your Support of the AMATYC Foundation
by Kathryn Kozak, Foundation Chair

The AMATYC Foundation greatly appreciates your support. During 2022, the Foundation had two giving campaigns. One was the Show Your Love campaign that ran from February 14 through March 14, 2022. A pie was sent to a randomly selected member from the AMATYC region with the highest percentage of members who donated. In addition, a pie was sent to a randomly selected member from the AMATYC region who donated the highest amount.

The second campaign was the annual dot campaign, which ended on the Friday of the AMATYC Annual Conference. One prize, a two-year AMATYC membership, was given to a random person whose region donated the largest amount. Another prize, a one-year AMATYC membership, went to a donor whose region had the highest percentage of members donating to the AMATYC Foundation. The final two prizes, a discount registration to the AMATYC Annual Conference in Omaha and a quilt made from mathematical t-shirts by long-time member Karen Gaines, were awarded to two randomly selected individuals.

Between these two campaigns, monthly and one-time donations, and online shopping through Amazon Smiles, the 2022 goal of $30,000 was reached. This was all due due to the generosity of people like you. Please consider supporting the AMATYC Foundation during 2023 through monthly giving, Amazon Smiles, and the 2023 giving campaigns. Thank you for all you do to support AMATYC and the AMATYC Foundation.

New Math for Liberal Arts
ANet Chair
Gregory D. Foley

Greg Foley began his teaching career in 1977 at North Harris County College (now Lone Star College) in Houston, TX. In 1986, while teaching at Austin CC, he earned his Ph.D. at the University of Texas. Greg has taught at Ohio State University, Sam Houston State University, Appalachian State University, and since 2007, at Ohio University as the Morton Professor of Mathematics Education. He teaches Quantitative Reasoning for first-year college students and also mathematics education seminars for Ph.D. students. Greg has written for The AMATYC Review and the MathAMATYC Educator, has served on various AMATYC committees, and helped write Crossroads, Beyond Crossroads, and IMPACT. In 1998, he received AMATYC’s Award for Mathematics Excellence. Greg is a coauthor for two textbooks, Advanced Quantitative Reasoning: Mathematics for the World Around Us and Precalculus: Graphical, Numerical, Algebraic. He looks forward to aligning the ANet to AMATYC’s position statement on mathematics pathways.

myAMATYC 2.0
by Karen Gaines, Online Community Coordinator

AMATYC’s collaborative website, myAMATYC (https://my.AMATYC.org), has a bold new look and exciting new features. The site still provides great content through the various libraries filled with resources for teaching mathematics in the first two years of college. It also provides a space for our ANets and other groups to share ideas with each other and to join in discussions. In addition, the site is the home of our three standards documents (Crossroads, Beyond Crossroads, and IMPACT). At myAMATYC (https://my.amatyc.org), you can find the original published versions by clicking on many quick links throughout the website or by doing a simple search. Starting this year, you will find proposed changes (for membership approval) of the documents and ultimately the approved changes as they become available. The IMPACT Live! community will be the home of updates for the documents.

The bold new look is intended to provide an easier method of navigating the site and finding exactly what members are looking for. Once logged in, a member is directed to a personalized member page that displays customized content based on their Community membership and topics of interest.

Come check out the new look, share your knowledge with colleagues, and enjoy the benefits of your colleagues sharing with you! Go to https://my.amatyc.org and let the collaboration begin!
**IMPACT Live! for 2023**  
by Evan Evans, Digital Coordinator  
Julie Phelps, Standards Committee Chair

**IMPACT Live!** (www.amatyc.org/live) is rolling into 2023 with some added features. The site will serve as the platform where AMATYC’s various Standards Revision Groups will share their progress and solicit feedback from our membership.

In addition, each month **IMPACT Live!** highlights a different ANet or AMATYC group through the Spotlight of the Month. This gives the group an opportunity to share what is new and what they are working on in their area, through twice-monthly blog posts and discussion. We will continue to emphasize PROWESS, the four pillars of the **IMPACT** document, and **IMPACT** LiveWire podcasts highlighting various people that advance and promote AMATYC’s principles.

In addition to the Spotlight of the Month, **IMPACT Live!** will be the location for the Standards Revision Groups to share their progress and solicit input from our membership as they develop the digital enhanced versions of **Crossroads**, **Beyond Crossroads**, and **IMPACT**; as well as current AMATYC position statements. The goal of **IMPACT Live!** is to return to its roots as a living extension of our signature LiveWire podcasts highlighting various people that advance and promote AMATYC’s principles.

It is not too late to get involved. If you are interested in being a part of the **IMPACT** review team or any Standards Revision Group, contact Julie Phelps at jphelps@amatyc.org. Also visit the **IMPACT Live!** site to check out the latest news, hosts, and podcasts that support the **IMPACT** document.

**Standards Team Update**  
by Julie Phelps, Standards Team Chair

The 2022 Standards Team has made significant progress reviewing and proposing updates to our standards. The leadership team would like to recognize the contributions made by the following AMATYC members.

- **Standards Update Team**  
  Karen Gaines (Leader), Kathryn Van Wagoner, Fermin Ortiz, Joan Smeltzer, Joan Zoellner, Lara Rosenberger, Johanna Debrecht, Bukurie Gjoci, Rob Eby, Mary Beth Orrange, Nancy Rivers, Daniel Ozimek, Dexter Lim

- **Equity Team**  
  Ana Jiménez and Nancy Sattler (Leaders), Ben Aschenbrenner, Gabriel Porrata Vallejo, Jennifer Lawhon, Johanna Debrecht, Sidra Van De Car, John Bakken, Denise Lujan, Christina Holdiness, Jeff Thies, Nancy Kress, Jon Oaks, Irene Duransczyk, Marilyn Mays

- **Pathways Team**  
  Joan Zoellner (Leader), Helen Burn, Ted Coe, Kathryn Kozak, Brad Thompson

- **Statistics Team**  
  Mark Earley (Leader), Roxy Peck, Kathryn Kozak, Brad Thompson, Jenny Xie, Kelly Spoon, Kelly Fitzpatrick

It is not too late to join for the 2023 Updates! If you are interested in helping with this work, join an ANet and get involved in the 2023 updates. Simply sign in to https://my.amatyc.org, click on Communities in the drop-down menu, and choose the ANet or other community you would like to join.

**Placement and Assessment ANet**  
by Christine Mirbaha, Chair

Huge thanks to everyone who was able to participate in the Placement and Assessment ANet’s meeting and sharing session in Toronto! Our discussions, especially those on directed self-placement, were enlightening, fruitful, and beneficial. Other topics of conversation included multiple measures, credit for prior learning, corequisite issues, general education assessments, and the effect of various measures on effective placement into mathematics courses. We also considered the possibility of creating another position statement regarding placement, which will be discussed when our ANet meets early in 2023. Going forward, our ANet will continue to work on several projects. These include possibly hosting **IMPACT Live!** during 2023, working on our revisions to the current Standards that are under our purview, and revising the Initial Placement of Students into the Mathematics Curriculum position statement that was approved at AMATYC’s 2021 Delegate Assembly. In addition, we will discuss trends in placement and assessment, along with possible future position statement topics.

If you are interested in placement or assessment issues, AMATYC’s Placement and Assessment ANet’s members invite you to connect with us. Please enroll in our community in myAMATYC and join our conversation. It’s a great way to get involved and network with your colleagues! For more information on our ANet’s focus and activities, contact Christine Mirbaha at cmirbaha@ccbcmd.edu.

**SML Problem Corner**

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

A neon light is failing. When the switch is flipped, it lights for a second, then goes off for a second; lights for a second, then goes off for 2 seconds; lights for a second, then goes off for 3 seconds, etc. Exactly two minutes after the switch is flipped, how long (in seconds) will it stay off before it goes on again?

**Future AMATYC Conferences**

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<tr>
<td>2023</td>
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<td>November 9-12</td>
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<td>Atlanta, GA</td>
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<td>2028</td>
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For additional information, contact the AMATYC Office at amatyc@amatyc.org.
The American Statistical Association (ASA) and the Mathematical Association of America (MAA) are collaborating with the non-profit organization Digital Promise to provide research and evaluation of new introductory statistics courseware. This project, titled Statistics Teaching and Technology Studies (STATS), is funded by the Bill & Melinda Gates Foundation and involves multiple partners: Lumen Learning is developing student-centered online learning courseware; Digital Promise is leading a study of the impacts of that courseware on student learning.

Underpinning the project is a goal of increasing student achievement, especially for students for whom mathematics and statistics courses are traditionally a barrier to postsecondary success. In partnership with the National Student Clearinghouse Research Center, the Digital Promise team analyzed 808,496 unique student records from 579 introductory statistics courses. They found the average course success rate was just 68% with the average student in 53% of the Introductory Statistics courses earning a grade below C.

Instructors of introductory statistics courses share the goal of promoting student success and equipping students to be critical consumers of information. Toward that end, many have implemented student-centered, active learning approaches, but these approaches generally haven’t scaled. Adding to the challenge is that students may be in need of remediation, but providing personalized instruction in real time or implementing corequisites is difficult. The STATS project will address these challenges through student-centered learning software and faculty communities of practice.

The STATS courseware is being developed in collaboration with an advisory group of statistics education leaders and based on recommendations of the ASA’s Guidelines for Assessment and Instruction in Statistics Education (GAISE) Report, thus reflecting best practices in statistics education.

The research being conducted by Digital Promise has two phases. The pilot phase will investigate courseware implementation variables and their relationships to evidence-based teaching practices and student outcomes (engagement, learning, and course success). Later, a randomized control trial will estimate the impacts of implementing the courseware on outcomes, especially for underrepresented groups.

Digital Promise is still looking for academic partners for the research. Instructors can join as individuals or as part of a departmental team. Participants in either phase of the study have an opportunity to contribute to the knowledge base on effective introductory statistics teaching. The short-term benefits of participating in either phase of the project include free access to Lumen’s statistics courseware for your students, a $2,000 stipend per academic year for participating instructors who complete all data collection activities, and knowledge of how your students perform relative to other students on a statistics concept inventory (end of second semester). In addition, an annual $5,000 stipend is provided to participating institutions, and students can earn a $25 honorarium for focus group participation.

To learn more, email StatsResearch@digitalpromise.org or visit https://digitalpromise.org/initiative/learning-sciences/statistics-teaching-and-technology-studies-stats/.

About twenty members of the Statistics ANet met during the AMATYC conference in Toronto. Full meeting minutes will be available on myAMATYC. Here are some highlights:

- Julie Neisler from Digital Promise gave a short presentation on the Statistics Teaching and Technologies Study (STATS), a research-based project to develop curriculum, technology, and pedagogy designed to increase completion rates in introductory statistics courses. There are opportunities for instructors to pilot some of these developing materials. For more information, see the flyer posted on our ANet page in myAMATYC or contact StatsResearch@digitalpromise.org.

- The US Conference on Teaching Statistics (USCOTS) is an excellent professional development opportunity and will be held in-person this year at State College, PA, June 1-3, 2023. Visit www.causeweb.org for more information.

- A team of members from the ANet, led by Mark Earley, is working with other ANets to update the AMATYC document Beyond Crossroads as it relates to statistics and data science. Watch for updates on this work on myAMATYC and please share your feedback with the writing team.

- ANet members present at the meeting voted unanimously to support changing the name of our ANet to the Statistics and Data Science ANet. The AMATYC Executive Board approved the name change during the fall board meeting. This aligns the name of our committee with comparable groups within the American Statistical Association (ASA) and Mathematical Association of America (MAA) that have already been renamed to include the emerging field of data science. We will still retain a Data Science Subcommittee chair who will focus on our efforts in Data Science.

- Look for another Community College DataFest to be held sometime in March or April 2023. We are working with the AMATYC Board to make this event an official yearly event supported by AMATYC.

- Our ANet will sponsor a themed session at the 2023 AMATYC Annual Conference in Omaha. The theme will be Data Science Programs at Two-Year Colleges.

- We are working on developing a data science focused grant proposal to the National Science Foundation. The purpose of this grant will be to develop the data science skills of two-year college mathematics faculty, with the ultimate goal of helping more two-year colleges develop data science programs at their institutions.

Members brainstormed ideas for year-round activities to engage our ANet members. Suggestions included focused virtual conversation groups during the year on topics of interest including developing data science programs, using R in introductory statistics, bootstrapping, integrating ethics in data science and statistics courses, and corequisite statistics courses. Watch for these topics in our ongoing AMATYC webinar series.
Equity ANet: Connecting with Colleagues
by Benjamin Aschenbrenner, Chair

One of the most important things we can do to support diversity in our colleges and organizations is to connect and support each other. I think this practice could be a small example of what John A. Powell (Director of the Othering and Belonging Institute at University of California-Berkeley) calls targeted universalism.

I suspect feeling isolated is a sentiment many instructors can identify with. It’s so easy to remain in our classroom and not feel connected to the larger teaching community in our college, let alone beyond our own institution (and of course the pandemic made this worse in many ways). Reaching out to colleagues to say “Hi!” should be a part of our common practice. I feel this truth most at the national conference when there is an opportunity to check on people who I only know because of the conference but who share the same passions around equity that I do and are engaged in the same challenging work.

The reason this tactic is connected to the goals of diversity, equity, and inclusion, is because though everyone needs love and connection, I suspect that folks from underrepresented groups may have additional layers of feelings around belonging. Let’s not beat around the bush here: some of those feelings are generated by “nice” white folks who micro-aggress (aka hurt) their colleagues of color by saying unexamined things (at best) or intentionally marginalizing and damaging things (at worst).

The reason this tactic is related to targeted universalism is that the universal goal is that everyone feels connected and appreciated and supported in the work they do. Being a classroom teacher is challenging. Being a community college teacher takes a special calling. Being a community college math teacher takes dedication, heart and commitment as you wrestle with a topic (math) that your students have mixed feelings about (or straight up dislike). The targeted part of this strategy (connecting and supporting colleagues) is that you can be really intentional about who you are taking the time to stop and talk to or send an email asking about how they are or how their break was or even going further to suggest meeting for coffee and visiting about the job and life and how everything is going.

Don’t underestimate how your time and energy can be seen as real love and support for a colleague who may need it on any given day!

Board Meeting Highlights
by Nancy Rivers, Secretary

The AMATYC Executive Board met virtually on June 9, July 7, August 25, September 22, and October 20, 2022. The 2022 Fall Board meeting was held in Toronto, Ontario, on November 13-16. Highlights and actions taken by the Board during these meetings include:

- Approved a service project for Boys Town in Omaha, led by the Local Events Coordinator and Committee.
- Approved six themed sessions for the 2023 AMATYC Annual Conference in Omaha.
- Approved changes to the conference timeline, including extending the proposal deadline to February 15.
- Made the following appointments and reappointments:
  - Julie Gunkelman, Assistant Program Coordinator
  - Lisa Feinman, Project ACCCESS Coordinator
  - Johanna Debrecht, Editor MathAMATYC Educator
  - Marilyn Mays, JCW Representative from AMATYC
  - Julie Phelps, Mathematics Standards in the First Two Years of College Chair
  - Behnaz Rouhani, Professional Development Coordinator
  - Victor Piercey, Legal Advisor
  - Evan Evans, Standards Digital Coordinator
  - Fred Peskoff, Foundation Board
  - Judy Ackerman, Foundation Investments Board
  - Julie Hanson, Statistics: AMATYC/ASA Joint Committee
- Participated in Strategic Planning centered on the 2018-2023 Strategic Plan.
- Participated in Strategic Planning with AMATYC leaders looking to the 2024-2029 Strategic Plan.
- Approved the CURM grant Leadership Team to host a Symposium at the 2023 and 2024 AMATYC Annual Conferences.
- Approved holding an Ignite! Event during the 48th, 49th, and 50th AMATYC Annual Conferences.
- Approved renaming the Statistics ANet as the Statistics and Data Science ANet.
- Took the following actions on position statements:
  - Endorsed the spirit of Initial Placement of Students into the Mathematics Curriculum.
  - Approved the changes to Time Limits for Course Prerequisites.
- Retired the Guideline document Mathematics Departments at Two-Year Colleges.

The AMATYC Executive Board met on December 3 immediately following the Delegate Assembly. Highlights of that meeting will be shared in the next issue of the AMATYC News.

AMATYC 2023 Calendar of Events

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

A form is available at www.amatyc.org/AffiliateConferences to update or add affiliate conference information.

AMATYC News 15
Focus on Affiliates: ORMATYC
by Jeff Crabill, ORMATYC President

Every year in April, faculty around the state gather at the annual ORMATYC conference in Lincoln City, on the beautiful Oregon coast. The 2023 conference will undoubtedly focus on the recent work done to align many lower-division transfer courses in Oregon in accordance with Oregon Senate Bill 233. This 2021 law requires common course numbering and learning outcomes for a list of highly enrolled lower-division courses from all disciplines, including precalculus, most of the calculus sequence, and introductory statistics. College and university representatives from all over the state have been working together in discipline-specific subcommittees to align course numbering, course descriptions, number of credits, and learning outcomes, with a goal of facilitating transfer of these highly enrolled courses among all public institutions in Oregon.

Excitement is brewing for the upcoming 2024 Northwest Regional Mathematics Conference at Salishan Resort in Gleneden Beach, Oregon, co-hosted by ORMATYC and by Clark CC (WA). The conference will take place April 18-20, 2024. This traditionally quinquennial joint Oregon and Washington conference had to be postponed because of the pandemic and all are excited to restart the tradition of the joint conference once every five years.

For all the details about ORMATYC and our upcoming conference, visit www.ORMATYC.org.