

CONFERENCING IN THE TIME OF COVID-19

by Judy Williams, Program Coordinator

This year's AMATYC conference will take place, virtually, **thanks to our wonderful Corporate Partners** who have each agreed to sponsor a day:

- Friday, November 6, Hawkes Learning
- Friday, November 13, McGraw Hill
- Friday, November 20, Wiley (AMATYC's newest corporate partner)

Each company will add special events to highlight their day.

Each of these three Fridays will feature the same outstanding presentations you expect at an in-person AMATYC Annual Conference. Presenters are being encouraged to make use of polls, breakout rooms, interactive Google Docs, or other creative options for engagement. Speakers can make their materials available on the AMATYC website before their scheduled date.

Plans are being finalized as this article is being written. Expect the daily schedule to begin at 11:00 am (EST) with a 45-minute keynote address, followed by a 15-minute break to stretch your legs and lay out materials for the breakout sessions that start at noon. All sessions will begin on the hour, with introduction, engagement, and Q&A, followed by a 15-minute break, through 4:00 pm (EST).

And, yes, the rumor is true! This conference is **FREE**, thanks to these special Corporate Partners! However, you must still go to the AMATYC website and **register**. This will help us plan for the volume of users and allow you to access the program.

One change we were looking forward to this year in Spokane was the scheduling of committee and ANet meetings individually throughout the conference, with one at each hour Thursday afternoon through Saturday. Those of us with multiple interests were going to be able to attend every community group we wanted! Each group has now been asked to schedule their meeting between November 7-12 and 14-19 so they are still part of the conference time frame. The groups working on position papers have been asked to hold their forums in October, before the Delegate Assembly meets on November 21. Check the committee and ANet articles throughout this issue for details.

Watch for more information, too, about the use of myAMATYC (my.amatyc.org) to house videos created by speakers who were to be on the program in Spokane. Use your AMATYC login for <http://my.amatyc.org> to view these great presentations.

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WINNERS OF THE 2020 STUDENT RESEARCH LEAGUE!

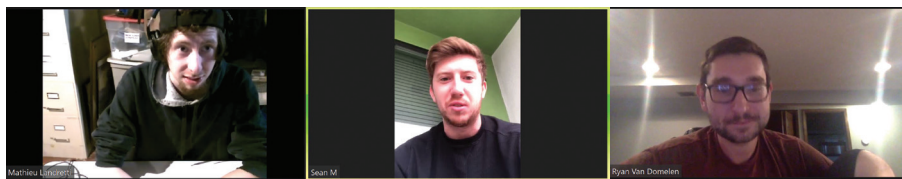
by Karen Gaines, Coordinator

This year's competition was held March 20-April 6. The Challenge Problem was titled "Forgive and Forget or Forever in Debt." The teams researched the current state of student loan debt, along with the ideas that have been proposed by presidential candidates and other individuals for solving the current crisis. The participants used mathematical modelling to evaluate the effectiveness of these proposals. Each team had to write a paper describing their analysis, recommending a plan for reducing student debt, and defending their recommendation.

The competitors were narrowed down to Regional Finalists, and then the top seven papers were forwarded to a team of STEM professionals who determined the national winners:

Grand Prize:	Mathieu Landretti, Sean McCauley, and Ryan Van Domelen Faculty Mentor: Enyinda Onunwor (Saint Paul College)
Second Place:	Tyler Traub, Sharon Memoi, and Joshua Mensah Faculty Mentor: Avani Shah (Saint Paul College)
Third Place:	Zachariah Holder, Sarah Redden, and Nayara Soria Faculty Mentor: Vineta Harper (College of the Sequoias)

See page 4 for more information on Student Research League, along with the names of the Regional Finalists. Congratulations to all the student teams for completing the competition and submitting their papers under extremely challenging circumstances.



Grand Prize - Saint Paul College (Central Region)

From left to right: Mathieu Landretti, Sean McCauley, Ryan Van Domelen



Second Place - Saint Paul College (Central Region)

From left to right: Sharon Memoi, Joshua Mensah, Tyler Traub

President's Message



PROFESSIONAL DEVELOPMENT IN A PANDEMIC

Kathryn (Kate) Kozak

Coconino CC • Flagstaff, AZ

The COVID-19 pandemic continues to drive considerable change and stress in everyone's personal and professional life. Many of us have understandably gone into "survival mode" during these times, hoping for a speedy return to normalcy. Regular professional development, including attending conferences, reading articles about teaching and mathematics, participating in webinars, talking with colleagues, and many other activities seem to be on hold right now. However, the current emphasis on remote learning provides numerous opportunities for professional development and growth. The skills and knowledge we develop now will continue to serve us when we are beyond pandemic mode.

One may say, "I have been teaching for a while, why do I need professional development?" I have been teaching for longer than I care to admit, and when I began my teaching career teaching statistics, we used formulas, tables, summary statistics, and only dealt with small data sets with at most two variables. Now, I rarely focus on those things. I've had to adapt and grow over the years to teach more relevant statistics, using modern statistical software. It is an exciting time to be teaching statistics, but I would not be able to appreciate it without numerous professional development opportunities over the years and the invaluable help of my colleagues. The best instructors never stop learning and AMATYC provides so many ways to enhance the goal of being the outstanding teacher I can be.

Members of AMATYC have shown time and time again an unflinching commitment to providing high-quality instruction and helping our students achieve their potential regardless of circumstances. Even with changes due to COVID-19, taking care of our students is still our top priority. Instructors face numerous new teaching situations including hybrid, synchronous, and asynchronous courses. Many of us have adapted on the fly and learned to use multiple platforms for communication and course delivery. We have questions about how to be effective in this new environment. How do we create student engagement? How do we fairly assess students' understanding? How do we deliver quality content? How do we keep track of everything? How do we support our colleagues? And in the midst of all this, our country is embroiled in divisive clashes over inclusion, diversity, and racial injustice. AMATYC has the tools and resources you need to help navigate these challenging times. Professional development and professional growth are not just for calmer times.

If you are like me, in the past for professional development I would attend the AMATYC Annual Conference, attend my local affiliate conference, talk with my colleagues, attend a webinar, and read the *AMATYC News* and the *MathAMATYC Educator*. However, this year some of these opportunities have been limited. Since many spring affiliate meetings were canceled and some fall meetings are going virtual, it is important to know that your AMATYC leadership and many of your colleagues are working harder than ever to make these virtual meetings valuable and rewarding.

The AMATYC Annual Conference will be held virtually on three consecutive Fridays: November 6, November 13, and November 20. The program will have outstanding content that is sure to provide

motivation and ideas that can be used immediately. In addition, there are several webinars offered each month by AMATYC and other professional organizations. Choose something you are interested in and commit to attending one each month. On the AMATYC website, the *MathAMATYC Educator* is available to members and the *AMATYC News* is available to everyone. In addition to AMATYC webinars, there are traveling workshops, meet and learn forums, and Teaching Tips Videos. All can be accessed at www.amatyc.org/ProfessionalDevelopment. Also, the myAMATYC site (my.amatyc.org) is an incredible resource for sharing information, asking questions and discussing timely topics. You do not have to be alone as you work through all of the issues associated with remote teaching and learning. Despite social distancing, there has never been a better time to collaborate on the art of teaching. The members of AMATYC have a wealth of valuable information to share.

We all want our students to see value in the subjects we teach. Unfortunately, too many students are not gaining an appreciation of the power of mathematics and mathematical thinking. An example is my niece, who recently took an introductory statistics course at a community college, and now sees no value in the subject and has a genuine dislike for statistics. The reasons this happened are complicated and it is naïve to simply blame the instructor or the attitude of the student. But one reason students come out of a mathematics class without seeing the value could be that they have insufficient opportunities to explore the topic. This is due to many factors, but in my opinion one factor is the extensive use of online homework systems. Yes, I know that grading is the worst part of our job and online homework has made that part much more manageable. However, it also limits us to the questions the authors and the publishers provide. Ideally, homework is an opportunity to see your students explore mathematics. When I talk about multivariable reasoning in my statistics class, I use technology for all calculations, and I care more about if my students understand what a confidence interval is telling them and less about how to calculate the confidence interval. I care more about students telling the story they gain from a graph and less about them picking the right interpretation from a list of possible interpretations. Online homework often emphasizes the mechanics of the topic rather than exploration, and doesn't allow instructors a lot of flexibility. However, online homework makes grading easier, provides instant feedback, and offers added learning aids for our students. Professional development will help us learn how to incorporate activities that add deeper understanding and appreciation of mathematics, such as active learning, project-based assessment, and other ways to create better learning in the classroom.

As I reflect on the current state of remote teaching brought on by the pandemic, I am excited by the possibilities to grow and learn as a teaching professional. No one asked for this, but remember we are teaching students who did not ask to be taught this way. Let's show them how to learn by setting the example of being outstanding educators despite COVID-19 or anything else. I look forward to hearing about the wonderful things you are doing or meet you online in an upcoming webinar. I'll be there.

STUDENT MATHEMATICS LEAGUE

by Steve Hundert, Coordinator

Sadly, the 2020-2021 Student Mathematics League competition has been canceled. With most colleges in remote operation we do not think it is possible to run the competition. For students looking for a challenge as well as some friendly competition, we will instead be running the *AMATYC Online Challenge*, which will be comprised of problems from past SML contests.

Do you have a math problem you need to solve? I know someone you should talk to, Seth Thomason. Seth scored an incredible perfect 80 on his way to winning the 2019-2020 Student Mathematics League competition and the Charles Miller Memorial scholarship. Wow!

Those involved in writing the SML rules wisely included provisions for a disaster, which we were forced to invoke for the 2019-2020 competition. Under the disaster provisions, if a college was unable to hold Round 2 of the competition due to the pandemic, the college's Round 1 scores were doubled. This was our first time using the disaster provisions on a wide scale, so we may make some minor adjustments to the rules based on this year's experience.

Here are the individual and team winners from the 2019-2020 competition. Congratulations to all!

Results for 2019-2020 Student Mathematics League

Top Teams in the Nation

1.	Diablo Valley College, CA	285.0 pts.
2.	Foothill College, CA	272.0
3.	Los Angeles City College, CA	239.0
4.	Brookdale CC, NJ	235.0
5.	West Valley College, CA	229.0

Top Team and Individual in the Region

Northeast	LaGuardia CC, NY
	Gowtham Manickam, Middlesex CC, MA
Mid-Atlantic	Brookdale CC, NJ
	Emma Key, Montgomery College, MD
Southeast	Pellissippi State CC, TN
	Jingxing Wang, Pellissippi State CC, TN
Midwest	Schoolcraft College, MI
	Seth Thomason, College of Lake County, IL
Central	Rochester CTC, MN
	Timothy Alexander, Rochester CTC, MN
Southwest	Tarrant County College, TX
	Ethan Harrah, Tarrant County College, TX
Northwest	Bellevue College, WA
	Millan Philipose, Seattle Central College, WA
West	Diablo Valley College, CA
	Mingshi Song, Laney College, CA

Top Individuals in the Nation

1.	Seth Thomason, College of Lake County, IL	80.0 pts.
2.	Mingshi Song, Laney College, CA	70.5
(tie)	Dylan Hildebrand, Harper College, IL	70.5
4.	Timothy Alexander, Rochester CTC, MN	68.0
5.	Srihari Ganesh, Schoolcraft College, MI	66.0
6.	Shenlone Wu, Los Angeles City College, CA	54.5
7.	Ali Hamdoun, Henry Ford College, MI	54.0
8.	Abhishek Vangipuram, Schoolcraft College, MI	53.5
9.	Alex Dang, Los Angeles City College, CA	52.5
(tie)	Benjamin Noh, Pasadena City College, CA	52.5

myAMATYC –

COLLABORATION OPPORTUNITIES

by Karen Gaines, Online Community Coordinator

It is finally here! In June of this year myAMATYC had its soft roll-out. The myAMATYC site is an online platform created to encourage collaboration and communication among college mathematics faculty and other stakeholders. The myAMATYC community is located at my.amatyc.org and is accessible to all AMATYC members. The site has three major components:

1. The main site, which houses an All-Access Public Library (for sharing activities, videos, webinars, and resources), and a directory of members (for connecting with colleagues). Here, you can share a great project that helps students apply the Fundamental Theorem of Calculus, post information about current brain research, or announce a webinar you are presenting for your department on student engagement – the sky's the limit!
2. *IMPACT Live!*, where our *IMPACT* document is kept as a living document with content in the form of blogs (*IMPACTful Thoughts*), research (*IMPACT Plus*), and discussions (*IMPACT In Action*). The Spotlight of the Month highlights different AMATYC Committees, ANets, or topics. Previous months have featured Developmental Math and Corequisites, Ownership, Equity, and Standards.
3. Communities, where you can collaborate specifically with colleagues who share common interests. Each of AMATYC's Committees and ANETs has its own Community (which you can join) and each Region has its own Community (in which you automatically have membership). In addition, the Student Research League and several special interest groups (e.g., grants, leadership) have individual Communities.

Please login to the site using your AMATYC username and password, check out the exciting content, and join a few Communities! Engage in the content on the *IMPACT Live!* pages. Update your profile and establish a network of AMATYC colleagues by initiating and accepting contact requests.

This site was created for YOU, and it will thrive if YOU join in and contribute content, share knowledge, or seek assistance using the discussion forums. Please take advantage of this wonderful resource brought to you by AMATYC!

If you have problems signing in, contact the AMATYC Office at amatyc@amatyc.org. For other questions or feedback, contact Karen Gaines at occ@amatyc.org. Together we will create an awesome site!



Student Research League Third Place – College of the Sequoias (West Region)

Left to Right: Vineta Harper (Faculty Mentor), Sarah Redden, Nayara Soria, Zachariah Holder

MY EXPERIENCE AS AN AMATYC PROJECT SLOPE FELLOW

by Brooks Ziegler, Pellissippi State CC

I have been honored to be part of the first cohort of AMATYC's Project SLOPE Research Fellows (Scholarly Leaders Originating as Practicing Educators in Two-Year Colleges). The Project SLOPE program engages a cohort of AMATYC members in the Scholarship of Teaching and Learning (SoTL), a process of classroom-based inquiry into questions about teaching and student learning.

I teach a variety of mathematics courses at Pellissippi State CC in Knoxville, TN. My Project SLOPE research was inspired by a student in one of my introductory statistics classes, who had just finished part of a semester-long project for the class. The student noted in their feedback that prior to my course, the student believed all statistics used in research were skewed or, even worse, completely made up in an effort to falsify scientific studies. I wondered how many of my students in rural Tennessee shared the same views on statistics coming into my class, and how their attitudes towards the subject might have an impact on their learning and ownership of their education.

With these questions in mind, I focused my Project SLOPE research study on how students' attitudes towards statistics change as they are exposed to the practical and theoretical nature of the subject. Specifically, I wanted to explore changes in students' attitudes towards the accuracy and validity of statistical findings in scientific studies, attitudes towards the relevance of statistical applications to future education, and attitudes towards the value of statistics for the layperson. I planned to give a 30-question survey at the beginning, middle, and end of the 2020 spring semester. I collected the first survey without major incident. However, during the week I planned to distribute the second survey, my college switched to completely online instruction, taking away the possibility of collecting accurate data from the last two surveys.

From the data in the first batch of surveys, I was able to get a snapshot of student attitudes towards statistics at the beginning of the course. The majority (12) of the 19 students felt statistics was a valid aspect of scientific research, but 15 also responded that they did not believe statistics was important to their chosen major. In addition, more than half of the students (12) viewed being enrolled in statistics as a very unpleasant experience, and 14 felt intimidated by mathematics in general. While these results were not unexpected, they do show the potential roadblocks students must overcome, in the form of attitudes about an academic subject before the course has begun.

I plan to conduct the full round of three surveys during the fall 2020 and spring 2021 semesters. I look forward to seeing how these attitudes change over time, as the students are exposed to a statistics course which follows the Guidelines for Assessment and Instruction in Statistics Education (GAISE).

Learn more about Project SLOPE by visiting www.amatyc.org/ProjectSlope.

STATISTICS COMMITTEE

by Julie Hanson, Chair

The AMATYC/ASA Joint Committee (AMATYC's Joint Committee with the American Statistical Association) sponsors a series of webinars related to teaching statistics. The committee would like to express our appreciation to Duane Day, Dan Petrak, and Anelise Sabbag for presenting a webinar on August 21. Their webinar was titled "Promoting Student Engagement in Online Statistics Courses." We would also like to thank Leah Beck and Kathy Kubo for presenting their webinar titled "Designing and Implementing an Effective Corequisite Statistics Course" on October 26.

To register for an upcoming webinar, or to view the recording and other materials from past webinars, visit www.amatyc.org/StatsResources or www.amatyc.org/Webinars. If you teach statistics, consider joining our Statistics Community on myAMATYC (my.amatyc.org). For more information about the Statistics Committee, contact Julie Hanson at julie.hanson@clinton.edu.

STUDENT RESEARCH LEAGUE: REGIONAL FINALISTS

by Karen Gaines, Coordinator

As mentioned on page 1, the 2020 Student Research League competition took place this spring with the topic "Forgive and Forget or Forever in Debt." Twelve student teams were named Regional Finalists for their work analyzing potential approaches to student loan debt. To be named a Regional Finalist, a team had to receive a score that met a minimum threshold and also was among the top three teams in their AMATYC region. The 2020 Regional Finalists are as follows:

Mid-Atlantic

Omar Alsalihi (Northern Virginia CC – Manassas)

Darnell Darden, Damian Shaw (College of Southern Maryland)

Midwest

Amanda Brooks, Amanda Smith (Hopkinsville CC)

Yexuan Sun, Haiyuan Yu (University of Wisconsin-Eau Claire – Barron County)

Shelby Jenkins, Danielle Myers, Dannielle Burnley (Hopkinsville CC)

Central

Mathieu Landretti, Sean McCauley, Ryan Van Domelen (St. Paul College)

Tyler Traub, Sharon Memoi, Joshua Mensah (Saint Paul College)

Samual Sisk, David Wise, Caleb Heide (Metropolitan CC – Blue River)

Southwest

Eric Silva, Lam Tran, and Christian Rudinski (Arizona Western College)

West

Alexander Ackermann, Askar Bashirov, Jungwon Yoon (MiraCosta College)

Zachariah Holder, Sarah Redden, Nayara Soria (College of the Sequoias)

Safeer Rasul, Jesus Galeana, Jared Patterson (College of the Sequoias)

The other AMATYC regions did not have any regional finalists, either because there were no submissions or because the submissions did not meet the minimum score requirement. The national winners were selected from the Regional Finalists (see page 1) and will be recognized at the AMATYC Annual Conference next year. Scholarships for the national winners and prizes for the Regional Finalists were sponsored by the AMATYC Foundation and the generous donations of members.

Please mark your calendars for next year's competition. Registration begins January 1, 2021. You can also be involved by becoming a Student Research League Evaluator for your region. For more details, check out www.amatyc.org/StudentResLeague. If you have questions, please contact Karen Gaines at srl@amatyc.org.

TIME IS RUNNING OUT! TEACHING EXCELLENCE AWARD NOMINATIONS

by Laura Watkins, President-Elect

Many of us, I think, approached the 2020-2021 academic year with a bit of trepidation. With many colleges moving instruction online (whether synchronous or asynchronous) for the semester, transitioning our face-to-face instruction to online has consumed a great deal of time. Those teaching face-to-face also have extra responsibilities, managing new safety protocols, classroom cameras, or other pandemic-related changes. Most of us are overburdened and wonder how we could take on one more thing. Well, I'm asking you to do just that. Can you take on one more thing to honor that exceptional colleague? Or, to throw your own hat in the ring for the AMATYC Teaching Excellence (TE) Award?

During a time where many of us feel we cannot do that "one more thing," let me help by providing some details about who is eligible for the award, the necessary nomination materials, and how the awardees are determined. I suggest you recruit a colleague or two to help assemble the nomination materials.

- Full-time, part-time, or adjunct faculty who are AMATYC members whose primary assigned duty is delivering instruction in an associate degree granting program can be nominated for the award. To be eligible, the nominee must have taught the equivalent of 150 semester hours; these hours could have been taught at different colleges. Self-nominations are encouraged. Individuals can be selected for the award only once.
- A nomination consists of the nomination form; a cover letter from the nominator; a resume or CV from the nominee; one-page letters of recommendation from each of a student, a colleague, and a supervisor; and a two-page summary of the candidate's most recent student evaluations.
- A committee, consisting of representatives from each of the eight AMATYC regions as well as an adjunct at-large representative, ranks the recipients on a pre-determined point system: Instructional Effectiveness and Support of Students (25 points); Professional Involvement and Professional Development/Renewal Activities (10 points); Interaction with Colleagues (10 points); and Service to Departments/Division/College (5 points). The awards are granted on these criteria alone.

The number of TE awards given is based on the total number of nominations received and the strength of the applicant pool. It is possible to give anywhere from 0 to 8 TE awards; to give 8 awards we need at least 23 nominations. The 2021 AMATYC TE award committee hopes to award the maximum of 8 awards. Time is getting short, so grab a friend or two and put together a nomination packet for that outstanding colleague. You probably know someone who deserves recognition via the AMATYC TE award – that person could be you! Please consider nominating yourself or a colleague.

The names of the AMATYC Teaching Excellence awardees will be announced at the 2021 AMATYC Annual Conference in Phoenix. Visit www.amatyc.org/TeachExAward for more information regarding the criteria for the award, the nomination form, and the representative from your region. **Nominations are due by December 10, 2020.**

PRESENTERS AND PRESIDERS NEEDED

47th AMATYC Annual Conference
Phoenix 2021

Come to Phoenix, AZ, October 28-31, 2021, to get fired up for math! We look forward to seeing your conference presentation ideas. Proposals may be submitted from November 1, 2020, to February 1, 2021, at www.amatyc.org.

You can also volunteer to serve as a presider by submitting a request at the same site. You may let us know what areas are of interest to you, and available days for your assignment.

For more guidance on writing a fired-up proposal, or about being a presider, look for announcements on the conference website directing you to videos with examples. These are also embedded in the submission site.

All proposals must be submitted by February 1, 2021.

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

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|------------------------|--|
| • Judy Williams | programcoordinator@amatyc.org |
| • Mike Pemberton | programassist@amatyc.org |
| • Nathalie Vega-Rhodes | conferenceassist@amatyc.org |



WEBINARS — A LITTLE SOMETHING FOR EVERYONE

by Pat Riley, Coordinator

In the new COVID-19 world, everyone has had to make many adjustments. Some of these adjustments have been frustrating and some have been effective. One of the more effective adjustments has been the increased use of the webinar. Ironically, while we have all been practicing social distancing and staying physically farther apart, we have also been interacting with a larger number of colleagues, through webinars and other live online formats.

With in-person conferences and professional development opportunities becoming scarce, webinars are an easy and convenient way to get valuable ideas and information. The AMATYC Webinar Series has greatly expanded during 2020. Recent webinars have covered a wide variety of topics, including many ideas for transitioning effectively to a remote environment. There have been webinars about online teaching, statistics, equity, technology, and student engagement with more to come!

Can't make it during a scheduled webinar? No worries! Each webinar is recorded and posted on the AMATYC site (under the Professional Development section for Webinars). Webinars are sorted by topic, going back several years. Most of them have the YouTube recordings and the PowerPoint presentations; some also have the chat transcripts from the session.

Is there a topic that you have an interest in that does not appear on the webinar list? If so, feel free to use the email address below to request a webinar on that topic. Or, even better, volunteer to present a webinar!

For more details about AMATYC Webinars, contact Pat Riley at pat-rick.riley@kctcs.edu or visit the webinar page at www.amatyc.org/Webinars.

INTERNATIONAL MATHEMATICS ANet UPDATE

by Barbara Leitherer, Leader

The International Mathematics ANet has completed its work on the position statement titled *Mathematics and Global Learning*. We just learned that the statement has passed another editing round with Vicky Mayfield in August. The position statement received final feedback from the AMATYC community in a virtual forum on October 14, and will be presented to the Delegate Assembly on November 21.

Over the summer, the ANet has set up its *IMPACT* space, uploaded webinars, introduced a blog, and recruited new members into the group. Congratulations and thanks to Shane Tang, who volunteered to serve as liaison between the ANet and the *IMPACT* Live! Leadership team. Along with the Community Leader of the ANet and a member of the Standards Committee, Shane will co-lead the content design so that the International Mathematics Community can host *IMPACT* Live! in February 2021.

Due to the cancellation of the AMATYC Annual Conference in Spokane, our themed session entitled "Developing Global Competencies: Critical Thinking, Creativity, and Collaboration" has also been canceled. We are excited to reapply for a themed session for the 2021 AMATYC Annual Conference in Phoenix. Now more than ever, the pandemic pushes us to see teaching and learning through a global lens. Mathematics and statistics are key disciplines to understand the magnitude of a health crisis, design models to predict its ending, and analyze its impact on the economy and human life. If you are interested in a more vibrant classroom, making current events the core of meaningful learning, and creating global awareness among your students, we invite you to collaborate with us to learn more about the work of the International Mathematics ANet.

You can join the ANet online or contact Barbara Leitherer at bleitherer@amatyc.org.

NOMINATION DEADLINE FOR THE 2021 ELECTION QUICKLY APPROACHING

by Jim Ham, Nominating Committee Chair

Every two years AMATYC holds an election of new officers, even in the midst of a pandemic. While the next election will not occur until September 2021, the nomination materials are due February 1, 2021. In the 2021 election, members will elect ten officers to serve AMATYC during the 2022 and 2023 calendar years: The President-Elect, the Secretary, and the eight Regional Vice Presidents.

In brief, here are some of the responsibilities of each board officer:

President-Elect

The President-Elect commits to six years in AMATYC leadership, serving two years each as President-Elect, President, and immediate Past President. The President-Elect serves as chair of the Teaching Excellence Committee, leads the Executive Board in strategic planning, and serves as the liaison of the affiliate presidents. The President leads the Executive Board, conducts the annual meetings of the organization, and plays a significant role in appointing AMATYC leaders. The immediate Past President leads the Mathematics Excellence Award Committee, the Nominating Committee, and the AMATYC Foundation.

Secretary

The Secretary serves a two-year term and is eligible for three consecutive terms. The Secretary records minutes of all official meetings of the organization and Executive Board.

Regional Vice Presidents

The eight Regional Vice Presidents (VPs) serve a two-year term and are eligible for three consecutive terms. The VPs attend affiliate meetings in their respective regions, conduct membership drives, appoint state delegates, and conduct regional meetings at the annual conference.

All Executive Board Members

In addition to the specific duties of each officer, all Executive Board members serve as liaisons to other AMATYC leaders, meet in board meetings twice annually over several days and at other times as needed, serve on numerous ad hoc and standing committees, serve as delegates, and select the upcoming conference sites.

For details on the required nomination materials or for more information about the open positions, visit the website at www.amatyc.org/ExecutiveBoardNomin.

If you have questions about the nomination process, please contact one of the members of the Nominating Committee listed below.

• Jim Ham	Chair	jimham@amatyc.org
• Behnaz Rouhani	Member-at-Large	brouhani@gsu.edu
• Rochelle Beatty	Member-at-Large	rbeatty@kckcc.edu
• Julie Gunkelman	Member-at-Large	jagunkel@oaklandcc.edu
• Dona Boccio	Northeast Region	dboccio@qcc.cuny.edu
• Christine Mirbaha	Mid-Atlantic Region	cmirbaha@ccbcmd.edu
• Penny Morris	Southeast Region	pmorris@polk.edu
• Florian Haiduc	Midwest Region	fhaiduc@starkstate.edu
• Nicole Lang	Central Region	nlange@nhcc.edu
• Paula Wilhite	Southwest Region	pwilhite@ntcc.edu
• Luke Audette	Northwest Region	Lkaudette@gmail.com
• Shane Tang	West Region	shane.tang@slcc.edu

"Serving on the AMATYC Board has been the most significant professional development experience in my career."
—J. Ham

COLLABORATION CORNER

by Jon Oaks, Midwest VP

The North American Study Group on Ethnomathematics (NASGEm) is affiliated with the International Study Group of Ethnomathematics (ISGEm) and the National Council of Teachers of Mathematics (NCTM). Ethnomathematics is a term coined by Ubiratan D'Ambrosio to describe the mathematical practices of identifiable cultural groups. NASGEm strives to increase understanding of the cultural diversity of mathematical practices, and to apply this knowledge to education and development.

NASGEm sponsors the *Journal of Mathematics and Culture*, an open-access journal that considers submissions in Arabic, English, Italian, Portuguese, and Spanish. The journal has dedicated editors for each language submission, and an extensive global community of reviewers. Articles in the journal's contents focus on the intersections between mathematics and culture in both Western and non-Western societies, and among mathematics professionals and people in other professions. NASGEm invites AMATYC members to check out the journal at <https://journalofmathematicsandculture.wordpress.com>. To learn more about NASGEm and ethnomathematics, visit www.facebook.com/NASGEm-833744423324872/.

RESOURCES FROM TPSE MATH

by Nancy Sattler

AMATYC is a partner of Transforming Post-Secondary Education in Mathematics (TPSE Math). TPSE Math identifies innovative practices where they exist, advocates for innovation where they do not, and works with and through partners to implement and scale effective practices, striving to ensure that students and society are enriched by the power and beauty of mathematics. TPSE has four priority areas: Lower-Division Pathways, led by Mercedes Franco and Alycia Marshall; Upper-Division Pathways, led by Rick Cleary and William Velez; Graduate Education, led by Stephen Cantrell and Michael O'Sullivan, and Teaching Strategies and Practices, led by Ron Buckmire and Nancy Sattler. AMATYC members on the Mathematics Advisory Group (MAG) include Dan Fahringer, Jim Ham, Jane Tanner, Paula Wilhite, and Michelle Younker. Dan, Jim, and Jane are members of the Lower-Division Pathways group while Paula and Michelle are members of the Teaching Strategies and Practices Group.

The Teaching Strategies and Practices group has organized webinars and white papers to help faculty. These can be found at <http://tpsemath.org/meetings>. AMATYC members may be interested in TPSE's Top Ten List of Recommended Practices for Every Online Instructor:

1. keep compassion and flexibility as top priorities;
2. communicate expectations clearly, often, and through multiple modalities;
3. balance synchronous and asynchronous instruction;
4. encourage student collaboration and discourse;
5. embrace the range of student needs, including disability and other equity concerns;
6. rethink assessment and the role of high-stakes assessments;
7. help students access assistance and learn how to learn online;
8. have backup plans for technological glitches;
9. collaborate with colleagues; and
10. use this disruption as an opportunity to integrate new practices and resources.

An expansion of this list can be found at <http://tpsemath.org>.

UPCOMING DIVISION/ DEPARTMENT LEADERSHIP ANET EVENTS

by Christine Mirbaha, Leader

This past year has challenged everyone, including people who lead within their department or division. With the unparalleled demands of recent months, these leaders have had to make extremely difficult decisions and provide critical support and guidance for students, faculty, and staff. As a result, networking among mathematics department leaders has never been so important. The Division/Department Leadership ANet has planned a series of events before, during and after the AMATYC virtual conference, designed to foster a nurturing environment for people in leadership roles.

The final hearing for the proposed revisions to the position statement *Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College* took place on October 22. This document will be presented for ratification during AMATYC's Delegate Assembly on Saturday, November 21.

The annual Division/Department Leadership ANet Meeting will be held on Thursday, November 19 from 3:00 pm to 4:30 pm (EST). Details will be shared as we get closer to that date.

No AMATYC Annual Conference would be complete without the Department and Division Chairs' Sharing Session (formerly known as the Chairs' Colloquium). This session will be held virtually on January 12, 2021, from 2:00 to 4:00 pm (EST). At this session, past, present and future leaders are invited to discuss topics and issues important to their leadership roles, their colleges, and their departments.

The Division/Department ANet community on myAMATYC (my.amatyc.org) is a great place for leaders to network and share resources. To join our ANet community, go to <http://my.amatyc.org> and click on Communities, or contact Christine Mirbaha at cmirbaha@ccbcmd.edu.

DATE CHANGE FOR THE FOURTH NATIONAL MATHEMATICS SUMMIT

by Nancy Sattler

Mark your calendars! The date has been changed for the Fourth National Mathematics Summit (NMS) to be held in Las Vegas, at the Westgate Resort and Casino. The NMS will be held June 14-15, 2021, prior to the National Organization for Student Success (NOSS) Annual Meeting. The conference will open with a keynote address by Jenna Carpenter, dean and professor of the School of Engineering at Campbell University. Her talk, "Turning Lemons into Lemonade: Pandemic-Fueled Opportunities for Reforming Entry-Level College Mathematics," will focus on equity issues. Registration for the NMS is available at <https://thenoss.org/event-3821542>

The NMS regularly sponsors webinars, in conjunction with partners NOSS, the Charles A. Dana Center, Carnegie Math Pathways, Paul Nolting, and the Mathematical Association of America. Topics for upcoming webinars include student engagement and professional development during a pandemic. Check the AMATYC website for additional webinars.

IMPACT Live! COMMUNITY CONVERSATIONS

by Evan Evans, Julie Phelps, and
Karen Gaines

The Mathematics Standards in the First Two Years of College (*IMPACT*) Committee and *IMPACT Live!* team are excited to share what is new in 2020. It has been a crazy, yet productive, year for all of us on so many levels. We have been developing an online portal for mathematics instructors to collaborate with AMATYC members and friends while promoting AMATYC mathematical standards beyond the learning environments. This work is ongoing and we greatly appreciate the support of our many volunteers, guest bloggers and Community hosts who have helped design and grow the *IMPACT Live!* website, <http://my.amatyc.org/IMPACTLive>. We look forward to watching this site flourish and mature as we engage more members of our community in rich conversations.

As you navigate the *IMPACT Live!* Community, here are some places to linger:

- *IMPACTful Thoughts* – Blog post and discussion to set the theme for the month
- *IMPACT in Action* – Weekly discussion posts
- *IMPACT Plus* – Research-based discussion

The *IMPACT Live!* portals on the new site have been supporting discussions around emerging topics and monthly themes. Each monthly theme is hosted by a different AMATYC Community. The theme for November is Professional Development, hosted by the Professional Development Community and the Division/Department Leadership ANet. Tentative themes for upcoming months are Professional Highlights for 2020 (December), Student Engagement (January), and International Mathematics (February).

EQUITY COMMITTEE: EXPLORING SYSTEMS IN MATHEMATICS EDUCATION

by AJ Stachelek, Chair

Consider the following questions: What are some aspects of my own teaching that I think support student success? What are some aspects that could be improved? Then, in addition to questions about student success, consider the broader perspective of systems in mathematics education. Data disaggregated by race demonstrates that there exist extreme disparities in educational outcomes. So it is imperative to carefully question and analyze the systems that are integral parts of mathematics education. I invite you to join me in inspecting elements of mathematics education to expose systemic racism that is woven into its fabric, as this shift enables us to move towards an anti-racism stance. Let's work towards removing the barriers that have upheld the inequities in regards to access, opportunity, and success of mathematics students. I hope that the following questions can inspire you to shift to an equity lens; to move from the dominant conversation that focuses on ways in which students do not meet the expectations of the system, to the ways in which the system fails to meet the needs of students. These questions may help you identify potential systemic issues at your own institution.

The first set of questions addresses placement in mathematics courses:

- Is the placement method used valid and reliable, especially when considering minoritized students' placement?
- Does it impose a disproportionate burden on certain groups of students?
- Do the placement criteria provide accurate and useful information that helps faculty design appropriate supports to enable student success?

The second set of questions addresses issues that occur across course sequences:

- Is the sequence of courses prescribed required in its entirety for students to be successful across all courses?
- Do the prerequisites and corequisites for a given course contain material that is essential for a student to be successful in this particular course?

The final set of questions addresses issues within a single course

- Do I assume anything about my students or their previous knowledge that may vary based on cultural differences? (Assumptions could include contextual knowledge, language differences, or mathematical notation.)
- Do I assume anything about my students based on their race or ethnicity? (Assumptions could include their knowledge, involvement in the course, ambition, or reasons for missing classes or assignments.)
- Do I make assumptions about my students based on their performance that may be inaccurate based on their different lived experiences?

I invite you to share responses to these or other questions on the Equity Committee page on myAMATYC (my.amatyc.org). If you feel inspired to embark on your own equity journey, please do not hesitate to join our committee or contact me at equityinmathed@gmail.com.

STATPREP: ACTIVITIES FOR NEW FREE LITTLE APPS

by Ambika Silva

In April of 2020, StatPREP introduced the new generation of Little Apps, created by Danny Kaplan, who received the 2017 U. S. Conference on Teaching Statistics (USCOTS) Lifetime Achievement Award. These new generation apps fixed the connection issues that faculty had encountered with the original Little Apps, added more datasets, and allowed users to add their own datasets. These new capabilities have expanded the usefulness of the Little Apps and given instructors more flexibility in demonstrating data-centric statistics to introductory statistics students. The six new-generation Little Apps are available at <https://statprep.github.io/LittleAppSite>. Each Little App is oriented around a graphical display of data with statistical annotations.

The original Little Apps were paired with activities to help students visualize statistical concepts. These activities were updated in June 2020 to be compatible with the new generation Little Apps, and can be found at <https://statprep.github.io/LittleAppSite/Activities.html>. The activities can be done either virtually or on paper, as group projects or as instructor-led discussions. They are appropriate for multiple modalities, including asynchronous online classes, remote synchronous classes, and in-person classes. Each activity has a Word and PDF version that you can download and post in your learning management system, or you can give your students the link to the website.

Each Little App is accessed through an ordinary web link and explores a particular statistical methodology, technique, or graphic. Whatever the curriculum of your introductory statistics course, there should be at least one Little App that will fit. Have questions or comments? Join the discussion about the new Little Apps at the StatPREP community online at MAA Connect, <https://connect.maa.org/home>.

CONNECTING INDUSTRY TO MATHEMATICS INSTRUCTION — THE CIMI PROGRAM

by Jay Martin and Julia Smith, Wake Tech CC

Connecting Industry to Mathematics Instruction (CIMI) is a three-year project funded by the Advanced Technological Education program of the National Science Foundation (NSF ATE-1954291). Partners in the grant are Wake Technical CC (WTCC), Wake County Public School System (WCPSS), and Wake Ed Partnership. The purpose of CIMI is to change classroom practices of mathematics instructors by increasing their use of industry-inspired activities and promoting equity in the Applied Engineering Technology (AET) and STEM programs.

The first CIMI summer workshop was in July, held virtually due to the COVID-19 pandemic. Fourteen high school math teachers from WCPSS and four math instructors from WTCC participated in the two-week workshop. Each teacher virtually connected with several industries that use mathematics in their workplace. The industry representatives explained what their business does, and provided specific mathematics applications that they use. Each pair of teachers selected a company and a math application, and then spent two full days expanding it into a student activity that will span at least one ninety-minute class period. They developed a student sheet, teacher notes, and an answer key. In addition to presenting their lessons to fellow workshop participants, they worked with a professional videographer to develop a storyboard for a video highlighting the company, the math, WTCC, and the specific AET Program. We teamed with Rodney Null from Rhodes State College in Ohio and Rick Roberts from the South Carolina Advanced Technological Education Center to provide the teachers with detailed feedback on the activities they created.

Workshop participants also had the opportunity to learn more about resources available at WTCC for students, as well as the five AET Programs offered at WTCC (Mechanical Engineering Technologies, Civil Engineering Technologies/Geomatics, Architectural Technologies, and Biopharmaceutical Technologies). Aligning our goal with the current social climate, we also provided opportunities for educators to discuss equity in the classroom, including the struggles our students face daily. We were pleased to have a presentation from the National Society of Black Engineers, as well as a presentation on equity by AJ Stachelek, chair of the AMATYC Equity Committee. In addition, a workshop by the National Alliance for Partnerships in Equity occurred in October.

Each teacher has committed to pilot at least three activities per semester in their classroom during the 2020-2021 academic year. Each activity will receive detailed feedback from at least one teacher. The teachers will have the opportunity to refine their lessons, expand their computing skills, promote equity in their classroom, and visit an industry partner with students. Some teachers may choose to write additional activities.

At the end of the three-year project, we will have developed an online catalog of self-contained, validated activities designed to improve student skills in mathematics, critical thinking, and communication using authentic industry-inspired scenarios. Thus far, twelve lessons have been developed, each inspired by one of our corporate partners. For example, in the "Waste Water Collection" lesson inspired by Highfill Engineering, students use a system of equations to determine the size of the pipe and pump impeller needed to move wastewater from one basin to another.

We would like to thank AMATYC for their support of CIMI by providing the equity presentation and for allowing the dissemination of the lessons on *IMPACT Live!* once they have been field-tested and are ready for sharing.

GRANTS UPDATE

by Megan Breit-Goodwin, Coordinator

In collaboration with our community, AMATYC is excited to celebrate three projects that received funding from the National Science Foundation (NSF) this summer.

Increasing Student Success in Community College Mathematics through Active Learning and System Instructional Change (NSF IUSE-2013493) is a five-year project led by Principal Investigator (PI) Anne Dudley, AMATYC Executive Director, and co-PIs Dennis Ebersole (North Hampton CC), Karen Gaines (St. Louis CC, Faculty Emeritus) and Julie Phelps (Valencia College). The project is in collaboration with Chandler-Gilbert CC, Clackamas CC, and Oregon State University, with AMATYC serving as the grant administrator. The project will help community colleges as they support students' pathways to college-level mathematics courses. Teams of faculty, administrators, and support staff from eight community colleges will work toward a common vision of transforming departments to support active learning in college-level mathematics.

As described in the adjacent article, *Helping Students Understand Real-World Applications of Mathematics by Connecting Industry to Math Instruction* (NSF ATE-1954291) is led by PI James Martin and co-PI Julia Smith of Wake Technical CC. The project will enhance the experiences of high school and CC math students through industry-validated and classroom-tested learning activities that directly integrate mathematics concepts to industry contexts. The project is sponsored by Wake Technical CC, in collaboration with Wake County Public Schools and Wake Ed Partnerships, and supported by AMATYC. The developed contextual lessons will be disseminated through the my.amatyc.org site. The project outcomes and materials will be presented at the 2022 AMATYC Annual Conference.

Algebra Instruction at Community Colleges: Validating Measures of Quality Instruction (NSF 2000527, 2000566, 200602, 2006644) is a project led by Vilma Mesa (University of Michigan), in collaboration with Mary Beisiegel (Oregon State University), Irene Duranczyk (University of Minnesota), and Laura Watkins, Patrick Kimani, and April Ström (Maricopa County CC District). The project builds upon the *Algebra Instruction at Community Colleges* project (also funded by NSF) by creating and validating an instrument to measure community college faculty mathematical knowledge for teaching algebra, refining an existing video-coding instrument, and exploring the theoretical and empirical connections between the constructs underlying both instruments. These instruments will be important tools for assessing future professional development efforts. The project will engage community college faculty in item development and also in validation of the instruments. This project directly supports AMATYC's strategic priority of promoting research on the teaching and learning of mathematics and statistics in the first two years of college.

AMATYC provides two levels of support for externally-funded grant projects: Level 1 support that includes a written statement of support and commitment, and Level 2 support in which AMATYC serves as a grant administrator. AMATYC invites requests for collaboration in grant-funded projects that support the AMATYC mission, provide benefits to AMATYC membership, and advance teaching and learning in the first two years of college mathematics. For more information about collaborating with AMATYC on a grant-funded project, reach out to Megan Breit-Goodwin at Megan.Breit-Goodwin@anokaramsey.edu.

UPDATES IN RESPONSE TO COVID-19

by Jim Ham, Foundation Chair

The AMATYC Foundation funds several awards to members and students each year. The worldwide pandemic and the cancellation of the annual conference have impacted some of these awards. Here are updates on these awards for 2020.

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Margie Hobbs Award: The Hobbs award provides \$500 to a first-time conference speaker to defray expenses to the annual conference. Since this year's virtual conference does not require travel, no awards were given. Next year, the Foundation will select two Hobbs awardees.

Leila and Simon Peskoff Award: The Peskoff award provides a lifetime AMATYC membership to a former Project ACCESS Fellow. In 2020, there were no applicants and therefore no awards. The Foundation plans to select two Peskoff awardees in 2021.

Wanda Garner Presidential Student Scholarship: One \$1,000 student scholarship will be awarded this year as planned. As in past years, each affiliate president was asked to submit one student nomination for this award to the AMATYC President. The winner will be chosen from these nominees.

ICME Grants: The Foundation approved a total of \$2,000 for ICME-14 grants to help members defray travel expenses to the 2020 International Congress on Mathematical Education (ICME) in Shanghai, China. The conference was canceled and rescheduled for July 2021. The ICME grants will be awarded in 2021; more information will be provided in the January 2021 newsletter.

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As you may know, 2020 has been a financially difficult year for AMATYC. Our annual conference funds a good proportion of our non-conference expenses. Without the revenue from the conference in 2020, AMATYC will run a substantial deficit. In addition, much of the fundraising for the Foundation occurs at the annual conference, an in-person opportunity lost this year.

The Foundation Board is planning an all-membership virtual fundraising campaign. We will be setting goals and planning the fundraising campaign to begin November 14 with a mailing to members and friends, and end December 3, the day identified as "Giving Tuesday."

Members and friends donate to the Foundation for a variety of reasons, such as honoring a colleague, supporting a specific program such as the student mathematics competitions, or contributing to the overall mission of AMATYC. See the 2019 Honor Roll of Donors on the next page.

Please consider contributing to the Foundation this year. And thanks so much if you have already contributed. To donate to the AMATYC Foundation, please visit the donations page at www.amatyc.org/FoundationDonation.

Future AMATYC Conferences

2021	Phoenix, AZ	October 28-31
2022	Toronto, Canada	November 17-20
2023	Omaha, NE	November 9-12
2024	Atlanta, GA	November 14-17
2025	Reno, NV	November 13-16
2026	Orlando, FL	November 19-22
2027	Spokane, WA	November 11-14

For additional information, contact the AMATYC Office at amatyc@amatyc.org or 901.333.5643.

CBMS COVID-19 SURVEY

Check with your department chair for an email sent around October 6 for a CBMS survey on the impact of COVID-19 on fall 2020 classes. Please encourage him or her to complete and return the survey. Visit <http://www.ams.org/profession/data/cbms-survey/cbms2020> for more information.

VIRTUAL TRAVELING WORKSHOPS

Need professional development, a workshop tailored for you, and offered virtually so your faculty can reconnect? Low cost with a grant opportunity? Then consider an AMATYC Virtual Traveling Workshop! For more information, visit www.amatyc.org/TravelingWorkshops or contact Mari Menard at tw@amatyc.org.

The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published four times per year in January, April, August, and October. 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.

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AMATYC Foundation 2019 Honor Roll

by Jim Ham, Foundation Chair

The AMATYC Foundation sincerely thanks all those who have given generously throughout 2019. These donations support AMATYC initiatives such as Project ACCESS, traveling workshops, student leagues, and grants. Contributions to the Foundation also support the many awards AMATYC presents, including the Margie Hobbs Award, the Leila and Simon Peskoff Award, and the Wanda Garner Presidential Student Scholarship. All contributions help AMATYC achieve its vision to be a leading voice and resource for excellence in mathematics in the first two years of college. Once again, thank you for your contribution!

AMATYC strives for accuracy within this Honor Roll listing. If information is incorrect or missing, or if contributors prefer their names to be listed differently in the future, please accept our sincere apology and contact Beverly Vance at amatyc@amatyc.org so that appropriate corrections can be made.



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Focus on Affiliates: OCMA and OCMC

by Corey Pyne, OCMA President and OCMC Co-Chair

I'm writing to you on behalf of the Ontario Colleges Mathematics Association (OCMA) and the Ontario Colleges Mathematics Council (OCMC) to explain what goes on in Ontario's two AMATYC affiliates. For some, the distinction is trivial – it's only one letter different! – but the two organizations have different roles. OCMA is a professional organization dedicated to teaching development, while OCMC is an advisory body for policy and operational practices for Ontario's 24 publicly funded colleges. Why the split? Well, our college system is geographically huge – a 1700 km span from east to west and a 1000 km spread from north to south – but there aren't that many mathematics professors. Even if you are lucky enough to have a math department at your college, you're more likely to find someone teaching the same types of courses as you in the opposite corner of the province than in an office down the hall. OCMA helps bring geographically distant people together to grow as mathematics educators. Each college in Ontario is independent of the others and mandated to provide vocational education to its community. They are also

individually and collectively regulated by the Ministry of Colleges and Universities. Student retention and college preparedness are challenges for us, and OCMC is the forum for sharing successes in these areas in efforts to build system-wide practices.

OCMA would have celebrated its 40th anniversary in May 2020 if COVID hadn't occurred. Since then, we have been trying to work out if our next conference is the 40th, 40.5th, or 41st. Our annual conference is the main vehicle for professors and technology partners to share their experiences in the practice of teaching, as opposed to theory or technical aspects of mathematics. We are proponents of total conferencing – you are always on site for all presentations, meals, accommodations, and evening activities – because we want our members to talk to and learn from one another, even if it's in front of a campfire at 11:00 pm. Between conferences, we organize themed evening and weekend professional development events, often attracting participants from high schools and four-year universities.

OCMC is the latest in a long chain of math advisory groups that started in 1967. Currently we're part of a larger interdisciplinary group that includes language and general education. One of our main focal points is to maintain communication with technology, health sciences, business, and other areas that we service, to ensure that math remains integral to the student's vocational training. Our greatest historical achievement is the College Math Project, a preliminary study examining how Ontario's differentiated high school pathways lead to college math success, which was expanded into a funded research project (beyond OCMC). The work of both projects ultimately led to positive changes in advising for college-bound high school students.

I hope through this brief introduction you're able to see how OCMA and OCMC complement one another to enhance college mathematics education in Ontario. We look forward to meeting you at the 2022 AMATYC Annual Conference in Toronto!

Volume 35 Number 4 October 2020

AMATYC
NEWS™

ISSN: 0889-3845

