AMATYC Annual Conference in Spokane Cancelled

by Kate Kozak, President and Anne Dudley, Executive Director

It is with sadness that we announce that the 2020 AMATYC Annual Conference in Spokane, WA, has been cancelled due to COVID-19. There were many factors involved in making this decision and it was not made lightly. The main reason to cancel was that AMATYC leadership was not confident that the conference could be held in a way that would ensure the safety of AMATYC attendees. We also felt that there was no way to conduct the AMATYC Annual Conference that we as AMATYC conference attendees expect – not just amazing talks, but the family reunion of colleagues.

Over the last few months, the AMATYC leadership has received many emails suggesting that AMATYC should cancel the conference. Thank you for your emails and your patience as we worked to reach a solution to this situation. Cancelling the conference involved many meetings with the Spokane Convention Center and the Spokane hotels to negotiate the cancellation of the conference due to COVID-19. If we cancelled the conference without these discussions, then AMATYC would have paid significant penalties for breaking contracts. Fortunately, these discussions went well and AMATYC was able to cancel the conference without any penalties. This was the fiscally responsible solution for AMATYC's continued financial health.

Many people have worked very hard to prepare for the conference. The office staff and all of the numerous volunteers have worked tirelessly on reviewing and planning the program, recruiting advertisers and exhibitors, writing articles for the AMATYC News, researching local restaurants and activities to attend in Spokane, and all the other many activities involved in planning the conference. The work of all of these individuals is very appreciated by the AMATYC leadership and we thank them very much.

We are saddened that we will not see our close friends and colleagues in Spokane in 2020. Unfortunately that is not possible. We feel for the members of the Spokane Local Events Committee who had been looking forward to showcasing the wonderful aspects of their city. The good news is that we will be able to see Spokane in 2027, when it will host the AMATYC Annual Conference. We hope to see many AMATYC members in 2027 in Spokane, and at all the conferences between now and 2027. So you will have plenty of opportunities to see your close friends and colleagues. The 2021 AMATYC Annual Conference will be in Phoenix, AZ, October 28–31. Future AMATYC News issues will highlight Phoenix and all the great things you can see and do in that city. Please stay tuned.

Project ACCCESS will take a one-year sabbatical, and Project ACCCESS activities that would have taken place in Spokane will now take place in Phoenix. Applications for Cohort 17 have been extended through May 17, 2021, and we encourage AMATYC members who qualify for Project ACCCESS to apply.

AMATYC is exploring many ideas for possible virtual activities in November, and we will share information about these activities as decisions are made. We already know that the AMATYC Executive Board and the Delegate Assembly will meet remotely to conduct the business of AMATYC. There will also be online forums for the five position statements that are being considered for input or final approval. Committees and A-Nets will continue to meet online at myAMATYC (my.amatyc.org) and may also hold virtual meetings this fall. Watch your email and the AMATYC website for information about these and other AMATYC activities.

Teaching for PROWESS Project

by April Ström, Southwest VP; Anne Dudley, Executive Director; and Karen Gaines, TIP Project Director

The Teaching for Prowess (TIP) team is thrilled to announce that the National Science Foundation has awarded $3 million to the TIP project, which will help community colleges as they support students’ pathways to college-level mathematics courses. This project will bring together IMPACT teams from eight community colleges, consisting of faculty, administrators, and support staff. These teams will work towards a common vision of successfully transforming departments and departmental culture for implementing active learning in college-level mathematics.

This collaborative project involves partnerships among AMATYC (led by Anne Dudley, Karen Gaines, Dennis Ebersole, and Julie Phelps), Oregon State University (led by Ann Sitomer) and two Phase 1 colleges – Chandler-Gilbert CC [AZ] (led by April Ström and Scott Adamson), and Clackamas CC [OR] (led by Scot Pyrnn). In Phase 2, we will recruit additional colleges to apply for internal funding to support their own projects with similar goals. Be on the lookout for announcements regarding TIP-related opportunities.

For more information about the TIP project, contact April Ström at aprilstrom@amatyc.org, Anne Dudley at annedudley@amatyc.org, or Karen Gaines at karengaines@amatyc.org.

Looff Carousel/Photo Courtesy of Visit Spokane
Teaching in the Times of COVID-19

Kathryn (Kate) Kozak
Coconino CC • Flagstaff, AZ

The times we live in right now are trying times, and the new normal is still unknown. Remote teaching this spring was a challenge for many of us. Some administrators called what we were doing online teaching, but remote teaching may be a better name. For those of us who have taught online in the past, the teaching that was done in the spring was not online teaching. Regardless of what it is called, I am very proud of the faculty who stepped up to the challenges of remote teaching. Considering all the uncertainty about fall, AMATYC's new online site has arrived at the perfect time. The myAMATYC site (my.amatyc.org) will help us ask and answer questions about maximizing our effectiveness regardless of teaching style.

Many questions were raised about teaching remotely. Should classes be taught synchronously or asynchronously? The students were used to having a fixed schedule and seeing you in class, so synchronously made sense. Why not continue as before? But what about the students who didn't have reliable internet access or students whose schedules had been affected by the pandemic? My solution was to teach synchronously, but then post a recording of the class meeting for those who couldn't attend. This still didn't address the issue of students without reliable internet access, but I believe all of my students were able to access the course material at some point during the week.

Another question was how to continue using active learning in a remote setting? My course is normally taught almost exclusively via group work, but I felt compelled to switch to a lecture format because some students could not attend the synchronous class meetings. In my statistics class, I gave my students access to a Google document that was filled in during class as a form of guided discovery. Another common concern was students' access to special software. For example, we use Matlab in my differential equations course, but the students only accessed it on campus. I did not have time to test the free alternatives to Matlab, so I decided to omit the remaining Matlab activities.

Finally, many people were concerned with secure assessment. How do we give fair tests in this environment? There are many programs and apps that help students solve mathematical problems. It is also hard to be sure the person taking the test is actually your student. Although there are online proctored testing services, there are privacy concerns with these sites. Because of these issues, making sure that students taking the course can do the mathematics was a challenge.

For colleges that remained online for the summer, one positive aspect was that faculty and students didn't have to transition to remote teaching mid-semester. However, it was still a challenging experience, especially for faculty teaching online for the first time. Even though I was not teaching this summer, I made myself readily available for my colleagues to answer their questions as best I could.

As I write this article at the end of May, I still don't know what my fall semester will look like. My college is considering reducing class sizes so social distance can be maintained, or else keeping class sizes the same but asking the students to alternate between attending in-person and virtually. Such a hybrid approach seems possible but daunting. There is also the real possibility that classes will be 100% remote. Everything is still up in the air and there are too many unknowns at this time to make a final decision. I hope that when fall classes actually begin, we will be able to maintain whatever structure has been decided. Radical change mid-semester is very hard on everybody. I hope that for you, your fall term will start with some certainty.

Despite the pain and suffering associated with COVID-19, the pandemic does provide several rich teaching opportunities. One example is to use COVID-19 data in a statistics class. You can also bring COVID-19 data and mathematical models into an algebra or quantitative reasoning course. Describing what it means to “flatten the curve,” and describing the concepts of exponential growth has never been more relevant. There are many other mathematical concepts that can be taught using the COVID-19 data, but please remember to be cognizant of students’ experiences with the pandemic when bringing this topic up in your classes.

As I mentioned earlier, AMATYC has a new online site called myAMATYC (my.amatyc.org). This site creates a community for AMATYC members to ask questions like the ones posed in this article. Faculty can share teaching techniques and assessments, discuss best practices, exchange drafts of position statements, and mentor one another. On myAMATYC, you can connect with the large community consisting of all AMATYC members, as well as a variety of smaller communities. One great community is Moving Face to Face Classes Online, which focuses on teaching online or remotely. Every AMATYC committee and ANet also has a community on myAMATYC, making it easy to become actively involved. Here committees and ANets discuss position statements, teaching strategies, assessment, placement, resources available, and numerous other topics. There is also the IMPACT Live! Community centered on topics of interest from the Standards documents. Each community has a discussion forum to pose and answer questions, a library to share resources, and a directory to connect privately with members of the community. The myAMATYC site is a resource to help all AMATYC members learn and grow. I am sure that you will find it to be a useful site to visit often.

Finally, as you can see, the myAMATYC site uses the word “community” to describe the committees, the ANets, IMPACT Live! and AMATYC members. Everything is known as a community on this site. The reason for the name is because it is so important to create community among AMATYC members. I realize that having multiple names for the same entity can be a challenge at first, but I can safely say that many of us are known by multiple names throughout our life. As an example, I was born Amy Kathryn Matic, but I have since changed my name to Kathryn Matic, and then finally Kathryn Kozak or Kate Kozak. Everyone can adjust to changes in names. I am sure that you will get use to referring to committees and ANets as communities. The name may change but the purpose for these groups and organizations remains the same. I sometimes reflect that if I hadn’t changed my name, then I could be known as A Matic. So, I guess in a way, I really represent AMATYC.
In the spring of 1958, the founding president of Corning CC (CCC) in New York, an entity that had a name but little else at the time, traveled to the Massachusetts Institute of Technology (MIT) in search of someone who could be the first mathematics instructor at CCC. He asked the question, “Who is the best mathematics instructor at MIT?” The answer was unanimous, Herb Gross, a young Ph.D. candidate. The president approached Herb and offered him the position of Mathematics Chair at Corning CC. Herb's immediate question was, “What is a community college?” He knew about two-year colleges, and four-year colleges and universities, but had never heard of a community college. The president's response was, “I am not exactly sure either, but with your help we will find out.” Herb was a bit apprehensive but fascinated by the idea of working on something entirely new, and the idea of “community.” He talked it over with his wife, Louise, and they made the decision to relocate to Corning and begin a teaching career at CCC. This was a decision that had an impact not only on Corning, but all of mathematics education in the first two years of college.

In 1967, Herb became the founding president of New York State Mathematics Association of Two-Year Colleges (NYSMATYC), the first discipline related two-year college organization in the nation. In 1968, he left Corning to return to MIT, in the Center for Advanced Engineering Study. There he produced a series of calculus videos that have since been digitized and made freely available online through the MIT Open Courseware Project. This 50-year old calculus series, called Calculus Revisited, is more popular now than when it was first produced.

In 1973, Herb joined the faculty of Bunker Hill CC where he served as the mathematics chair. He became the first president of AMATYC in 1974. The Association of Community College Trustees named Herb an Educator of the Year in 1986, and the State University of New York (SUNY) awarded him an honorary doctorate in 2015.

To describe Herb as a classroom instructor, I will relate the words of Sam McInroy, a colleague at CCC. “After finishing my NSF master's degree in Math in 1964, I applied to, and was hired by, the Math Department at CCC. The fact that Herb would be a colleague played a large role in my applying to CCC. Over my first two years at CCC, I audited his Calc I, II, III, DE sequence because I felt that few, if any, instructors could hold a candle to Herb in the classroom. He did not disappoint.”

To many AMATYC members, Herb was best known as a motivational speaker. He was the AMATYC breakfast speaker twice, once in 1993 in Boston, and again in Nashville in 2014. NYSMATYC invited him to their conferences in consecutive years 2010 and 2011, where he made four presentations over that time and received a standing ovation every time.

Herb's gift to us and the world was his ability to convey his passion for mathematics and our students in a way to which all of us could relate. He did it with humor, with anecdotes, and a command of the room that any TED talk speaker would envy. Of course, he would never have been able to handle the TED talk time limits.

Although I never worked at the same place as Herb, I always considered him my mentor. He helped me understand that my job was not to teach mathematics, but it was to teach people. Many of these people were members of the lower half of society who had the goal of making it to the upper half. He pointed out that no matter how many people we helped reach that goal there would always be a lower half so there would always be more people to help.

My final words are to paraphrase the words from a song from the musical “Wicked,” Herbert I. Gross, because I knew you, I have been changed ... changed for good. Rest in peace, my Friend.

To read the extended version of Herb Gross’ obituary, visit www.nysmatyc.org/memorial/herb.
In Memory of David Graser
by Kathryn Kozak, President

It is with sadness that I write today about the passing of David Graser. Dave, as most of us called him, was very involved in AMATYC. Dave was the digital products coordinator for Beyond Crossroads and the chair of the Technology in Mathematics Education (TIME) committee. The Proctored Testing for Courses Taught at a Distance position statement reflects Dave’s influence, particularly with the phrase “When tests are used as an assessment of student learning for classes taught at a distance.” Assessments in Dave’s classes were not tests and he wanted to make sure that faculty were not forced to use tests. Dave was always pushing the envelope in his teaching of students. Recently, he was involved in writing IMPACT and in the development of IMPACT Live!, now part of myAMATYC (my.AMATYC.org). With Dave’s passing, AMATYC has lost an incredible volunteer and leader.

Dave has been my friend for many years. I first met Dave at an ArizMATYC conference. ArizMATYC meets in conjunction with the statewide math articulation task force. Dave and I served on this task force for many years. We worked together integrating many of the ideas that we learned at AMATYC conferences into our state-wide mathematics curriculum. Dave was also the webmaster for ArizMATYC, creating and maintaining www.arizmatyc.org. He was also part of the Local Events Committee for the upcoming AMATYC Annual Conference in Phoenix in 2021. On the lighter side, it is because of Dave and his love of beer that ArizMATYC’s bi-annual affiliate meetings start with a pre-registration happy hour at a local brewery.

Dave taught at Yavapai College in Prescott, AZ, since 1998. In the words of the president of Yavapai College, Lisa B. Rhine, “[Dave] was tireless in his pursuit of improving how math was taught. Dave had a passion for teaching and mentoring and would go above and beyond for his students.” He used mostly project-based assessment and had published a project-based mathematics textbook. The mathematics department at Yavapai College is grieving, as are members of ArizMATYC and AMATYC. Dave’s love of mathematics and teaching was second only to that for his family, whom he always spoke of with affection and humor. Dave is survived by his wife Leslie and 10-year old son Bowen. Dave will be missed by many. AMATYC and ArizMATYC have lost a gem of a person, and I have lost a dear friend.

Dave’s obituary and tribute wall can be viewed at www.ruffnerwakelin.com/obituaries/David-Jay-Graser?obId=15091146#/celebrationWall.
Seeking Nominations for the 2021 Executive Board Election

by Jim Ham, Nominating Committee Chair

AMATYC is a member-led organization with more than 100 volunteers. Committed leaders coordinate our committees and ANets, our student competitions, our professional development activities such as webinars, traveling workshops, and Project ACCCESS, our conference, our publications, our online presence, and our governance. Most of these volunteer positions are appointed; however, the Executive Board positions are elected.

Every two years AMATYC holds an election for new officers. In the upcoming 2021 election, there will be an election for 10 of the 13 board positions: President-Elect, Secretary, and the eight Regional Vice Presidents.

Serving on the Executive Board is rewarding and can be a valuable professional development experience. Collectively, board members represent AMATYC at affiliate and other national meetings, appoint members to AMATYC leadership positions, approve the annual budget and unexpected expenditures, select the annual conference site and keynote speakers, contribute to position statements, and participate in strategic planning. And occasionally, they help maneuver AMATYC through difficult times, such as making decisions about a conference during a worldwide pandemic.

The Secretary and the Regional Vice Presidents are elected for two-year terms, limited to a maximum of three terms. The President-Elect will serve for a total of six years (two as President-Elect, two as President, and two as Past President).

If you have questions or wish to recommend yourself or someone else for a position on the Executive Board, please visit www.amatyc.org/ExecutiveBoardNomin or contact one of the members of the Nominating Committee listed below. Now may be the right time for you to help shape AMATYC’s future!

Nominating Committee Chair:
Jim Ham (jimham@amatyc.org)

Committee Members at Large:
Behnaz Rouhani (brouhani@amatyc.org)
Rochelle Beatty (rbeatty@kckcc.edu)
Julie Gunkelman (jagunkel@oaklandcc.edu)

Regional Representatives on Committee:
Northeast - Dona Boccio (dboccio@qcc.cuny.edu)
Mid-Atlantic - Christine Mirbaha (cmirbaha@amatyc.org)
Southeast - Penny Morris (pmorris@polk.edu)
Midwest - Florian Haiduc (fhaiduc@starkstate.edu)
Central - Nicole Lang (nlang@nhcc.edu)
Northwest - Luke Audette (Lkaudette@gmail.com)
Southwest - Paula Wilhite (pwilhite@ntcc.edu)
West - Shane Tang (shane.tang@slcc.edu)

TexMATYC Traveling Workshop

by Sonia Ford Petch

As part of the annual TexMATYC meeting, in conjunction with the Texas Community College Teachers Association conference, approximately thirty-five mathematics instructors attended the AMATYC Traveling Workshop on Saturday, February 29, 2020. The TexMATYC board members were excited to offer this new addition to their section programming and were fortunate to receive a grant from AMATYC for the opportunity.

The title for the Traveling Workshop was “Inquiry-Based Learning in Principle and in Practice.” The workshop was designed to help instructors implement strategies to incorporate active learning techniques under the larger umbrella of inquiry-based learning. The workshop facilitators were Matt Jones from California State University–Dominguez Hills and Xiao Xiao from Utica College.

The workshop modeled strategies to engage students in the classroom and utilized classroom videos to demonstrate and explore inquiry-based learning strategies. Four main activities were shared, including think-pair-share, classroom polling, group work, and exit tickets. The facilitators were engaging and led quality discussions through think-pair-share activities around these main topics. The attendees provided positive feedback at the end of the workshop. After hosting this successful workshop, the TexMATYC board is considering applying to offer another AMATYC Traveling Workshop at a future meeting.

Need Professional Development that many faculty can attend with minimal cost?
Need Professional Development at your institution or affiliate conference?

To Learn More visit the AMATYC Traveling Workshop website where you can find information on math content (strands), Traveling Workshop grants, how to submit your Traveling Workshop request, and how to become a Traveling Workshop Facilitator (presenter).
amatyc.org/TravelingWorkshops

AMATYC Traveling Workshops Coordinator
Mari Menard
tw@amatyc.org

American Mathematical Association of Two-Year Colleges
Opening Doors Through Mathematics
amatyc.org
Highlights of the 2015 CBMS Survey
by Rikki Blair

Since 1965, the Conference Board of the Mathematical Sciences (CBMS) has been examining course enrollments and programs at two-year and four-year colleges and universities. The CBMS, a consortium of eighteen professional associations in the mathematical sciences, administers a national survey every five years, with funding from the National Science Foundation. The survey reports can be viewed at www.ams.org/profession/data/cbms-survey.

Here are some key findings described in the CBMS 2015 report, along with references to tables in the report.

- At two-year colleges, precollege enrollments accounted for 41% of college mathematics and statistics enrollments in Fall 2015 (782,000 students), compared to approximately 57% during the period from 1995 to 2010 (Table TYE.4).
- There were approximately 101,000 additional 2015 enrollments in precollege mathematics courses taught outside of mathematics departments (Table TYE.4).
- At four-year colleges in Fall 2015, there were 253,000 enrollments in precollege courses, or about 11% of total mathematics enrollments (Table E.2).
- Pathways courses and sequences are an alternative to the traditional remediation curricula. The development of Pathways was a partial response to concerns that too many students needed remediation and that many students never advance beyond remedial courses. Pathways courses are aimed at decreasing the number of developmental courses, increasing enrollment in college-level courses, and aligning students’ courses to their career paths.

CBMS began its study of Pathways in 2015 with questions in the survey focusing on two-year colleges. In 2015, 58% of two-year colleges offered a Pathways course sequence, with 193,000 enrollments in Fall 2015 (Table TYE.11). Figure 1 shows that Statistics was the Pathways course most commonly offered, while Pathways Foundations courses had the highest enrollment.

The adoption of Pathways may help to explain some of the growth in enrollments of existing courses at the precalculus level (from 368,000 in 2010 to 445,000 in 2015) and in statistics (from 137,000 in 2010 to 280,000 in 2015). Specifically in Pathways courses, 2015 enrollments were approximately 56,000 in Statistics and 45,000 in Quantitative Reasoning/Literacy (Tables TYE.4 and TYE.11).

The 2020 CBMS survey will be administered in fall 2020, and will include Pathways-related questions on the questionnaires for both four-year colleges and two-year colleges.

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Equity Committee: Zooming in on Privilege
by AJ Stachelek, Chair

When the pandemic shook the educational landscape in the spring of 2020, educational systems from pre-kindergarten to graduate institutions were required to shift entire systems to online platforms. As a result of this transition, intense discussions arose around access and technological skills of both faculty and students, various webinars offered up “how to” guides of pedagogical strategies, and technological-based professional development became a necessity. Looking back, perhaps too much time was spent trying to determine how we could make this shift, and not enough time spent thinking about whether or not we should. Without having the time to reimagine what an equitable form of online education might look like, or even if such a change is possible, many teachers and faculty tried to mimic their existing course structures and norms when they converted to online modalities. I too made a similar shift.

Looking forward to the upcoming fall semester, I recognize a need to question which aspects of my normal teaching practices I should keep and which aspects I should discard. In order to help with this process, I began asking one simple question to motivate my decisions: “Does this aspect of my _______ (course design, opportunities for interaction, assessments) ________ (enhance, accommodate, measure) content knowledge and learning, or does it reflect on a student’s privilege (or more often, lack thereof)?” This reflective question has drastically altered the shape of my online course, especially in comparison to my previously designed in-person courses. This single question has also had a profound impact on my in-person course design, as the pandemic opened my eyes to a variety of ways privilege (or lack thereof) impacts access to learning and educational outcomes.

In preparation for the upcoming semester, I invite others to consider this simple reflective question as they design courses, whether those courses are in-person, online, or hybrid. Also, if this article inspired you to think more about equity in mathematics, or you have any comments or thoughts on this topic, please contact me at equityinmathed@gmail.com.

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Figure 1. Percentage of mathematics programs at public two-year colleges offering various Pathways courses, and 2015 enrollment in Pathways courses. Source: 2015 CBMS Survey of Undergraduate Programs, Table TYE.11.

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If people do not believe that mathematics is simple, it is only because they do not realize how complicated life is.

–John von Neumann, 1947
Due to the COVID-19 pandemic and the restrictions on large gatherings, many college faculty were required to transition their mathematics classes to a remote or online format in the middle of an academic term. With this abrupt change during the spring, many instructors lacked the materials and equipment necessary to make a successful transition.

In response to this real need of AMATYC members, the Foundation altered its mini-grant program to allow for mini-grants of up to $250 to purchase materials and equipment to facilitate the transition to remote learning. With a budget of $7,500, thirty randomly selected applicants received a COVID-19 mini-grant. Here are more details about the grant recipients:

- 126 individuals applied for a mini-grant.
- About one fourth (23.8%) of the applicants received an award.
- Awardees included full-time, adjunct, and retired members.
- The requested amounts ranged from $41 to $2,352. Over half of applicants requested more than $250. The total amount requested was $47,630.
- The requested materials and equipment included document cameras, web cams, tablets, iPads, computers, monitors, routers, printers, printer ink and toner, software, apps, subscriptions to video conferencing software, office furniture, smart pens, video editing services, and whiteboards.

AMATYC and the AMATYC Foundation recognize the herculean and nimble efforts of our members in rising to the challenge of delivering high quality instruction with little advance notice, and in many cases with very little training in the new online environment. Thank you to all college faculty for your flexibility in transitioning your classes midsemester, for your continued efforts in conducting your classes in a new format, and for helping your colleagues do the same.

To donate to the AMATYC foundation to support programs like the COVID-19 mini-grants program, please visit the donations page at www.amatyc.org/FoundationDonation.

MATYCONN AMATYC Traveling Workshop

The Mathematical Association of Two-Year Colleges of Connecticut (MATYCONN) welcomed Julie Phelps to its fall meeting at Gateway CC in New Haven, CT, last October. Julie, a mathematics professor at Valencia College in Florida, facilitated an AMATYC traveling workshop titled Make an IMPACT by Teaching with PROWESS. IMPACT is AMATYC's newest standards guide released in 2018, and PROWESS is an acronym for Proficiency, Ownership, Engagement, Leading to Student Success.

After presenting an overview of IMPACT, Julie demonstrated a variety of hands-on activities that engage students in active learning. Participants had the opportunity to try out activities that develop intellectual curiosity and motivate students to learn. Many activities used affordable technology suitable for use in the classroom. We all had fun with the Walk that Function activity, which used a motion sensor to plot our distance from a wall versus time. The challenge was to emulate a given graph by varying our speed as we walked toward the wall. It's not as easy as it sounds! Embedding a mathematics lesson in an activity can promote deeper understanding and enhance retention. I vividly remember this activity, even months after the workshop.

AMATYC's traveling workshops provide high-quality professional development at an affordable cost. Julie was a wealth of knowledge, and we are grateful to her for sharing her time and expertise with us.
How Quickly Things Can Change
by Pat Riley, Webinar Coordinator

It’s hard to believe that only a few short months ago, things were proceeding close to normal. The spring term was humming along nicely. Many were making plans for summer teaching or summer vacation. Then, almost overnight, we found ourselves in a unique situation, and we had to adapt on the spot. Many were asked to make dramatic changes in a very short time, and felt like they were “building the plane while in the air.” Others, who had more experience with distance learning or who already had a substantial online component in their classes, may have had relatively fewer changes to make.

However, I suspect everyone had to make adjustments, likely major ones. You may have needed to learn a new and challenging technology tool. Perhaps you investigated alternate methods of assessing your students. You most likely noticed changes in how some of your students performed or communicated, due to the situation. I think we all could relate to the common saying “necessity is the mother of invention.”

After making changes and trying new ideas, the next logical step is to analyze them and then share the results. Did you find a new technology that really helped your teaching? Did you implement a new policy in your classes that produced unexpected results? Did you try something in a class that you once were sure you would never do? How did your students respond to the changes that were made? If you experienced something that is worth sharing with others, please consider presenting it in an AMATYC webinar! Your colleagues across the country are all considering options they may have never considered before. Your experiences and your newfound knowledge could be extremely valuable to other faculty.

Webinars are easy to schedule and even easier to present. If you did any remote teaching during the COVID-19 disruption, then you already have the skills needed to carry out a webinar. You already had to present your material in a way that was probably new to you, so why not take another step into the unknown and share your knowledge in a webinar format?

Be on the lookout for emails from AMATYC with information about upcoming webinars throughout the fall. If you have any ideas or suggestions, or if you are interested in presenting a webinar, please contact Pat Riley at patriley@amatyc.org.

AMATYC 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. This summer has included three of these online professional development opportunities.

On June 29–30, a virtual workshop was held titled “Teaching Introductory Statistics in the 2020s: Multivariable Thinking, Data Fluency, and Statistical Inference Beyond ‘p < 0.05’.” This workshop was presented by Beth Chance, Rob Gould, Danny Kaplan, Kari Lock Morgan, Roxy Peck, and Jeff Witmer; and was facilitated by Allan Rossman. Some workshop themes included “the three-ations” (Visualization, Randomization, Simulation), Multivariable Thinking, Data Moves, and Effect Size. Presenters shared a wealth of ideas for student activities, including the exploration of graphs, the use of StatPREP Little Apps, and simulation-based inference. Attendees learned about applications using data sets involving organic foods, voting barriers in elections, Scottish hill racing, taxi driver tips, a dog’s ability to smell disease in humans, the contagiousness of yawning, and more.

The learning continued on July 8, with an AMATYC webinar titled “Tools for Building Big Data Career Pathways at Community Colleges.” Two of the presenters were Joyce Malyn-Smith and Sarah MacGillivray of the Education Development Center’s Oceans of Data Institute. The other four presenters, Paul Hansford, Michael Harris, James Polzin and Suzanne Smith, are faculty members from four community colleges who have used resources from the Oceans of Data Institute to help build data science programs at their colleges. The presenters shared these resources, including “Tools for Building a Big Data Career Pathway,” the “Profile of the Data Practitioner,” and the “Mentoring New Data Pathways Community of Practice.” The Oceans of Data Institute created these materials as part of two grants (NSF 1501927 and NSF 1902568) focused on helping colleges build data science programs. Webinar attendees learned about various models for data science programs at two-year colleges, as well as challenges and successful strategies. There was ample opportunity to ask the presenters questions about their experiences. The recording and other materials from this webinar, as well as from previous webinars, are available on the AMATYC Webinar Webpage (www.amatyc.org/Webinars) and on the AMATYC Statistics Resources Webpage (www.amatyc.org/StatsResources).

On Friday, August 21, Duane Day, Dan Petrak, and Anelise Sabbag will present a webinar titled “Promoting Student Engagement in Online Statistics Courses.” Registration for this webinar, as well as other upcoming webinars, is available at www.amatyc.org/Webinars.

New Online Community Coordinator

Karen Gaines is looking forward to a new role in AMATYC as the Online Community Coordinator (OCC). She began the journey to this position as a member of the AMATYC Standards Task Force and Steering Committee and followed up by being a writer and editor for the IMPACT document. She volunteered to help set up IMPACT Live! (the living part of IMPACT) as a stand-alone website, which then became part of the new and exciting myAMATYC site (my.amatyc.org). With all of her ‘spare time’ she now has since retiring from St. Louis CC, it was a natural fit to become the OCC. Please contact Karen at OCC@amatyc.org for any questions, concerns, or suggestions (positive comments are appreciated too)!
More on the Teaching for Prowess Grant
by April Ström, Southwest VP

An exciting new grant is the $3M Teaching for Prowess (TfP) project (NSF DUE 2013493). By leveraging the instructional standards promoted by AMATYC’s IMPACT: Improving Mathematical Prowess And College Teaching guide, we intend to build upon the work of the NSF-funded SEMINAL (Student Engagement in Mathematics through an Institutional Network for Active Learning) program. The aim of the project is to transform mathematical instructional practices that promote students’ deep engagement in mathematical thinking, instructors’ interest in and use of student thinking, student-to-student interaction, and instructors’ attention to equitable and inclusive practices. The project has potential to contribute to knowledge on how active learning improves students’ engagement, knowledge, and ability.

The five-year project aims to increase student success rates in gateway and pre-requisite mathematics courses through focus on three key components: (1) development of content and pedagogical knowledge, (2) building of community engagement through AMATYC’s community portal, and (3) investigating the effects of project interventions on student success. Research activities will be guided by design-based implementation research and will facilitate researcher-practitioner partnerships that support faculty in developing a research perspective to inform their teaching.

During Phase 1, two community colleges will implement a project to address the IMPACT pillars of PROWESS (proficiency, ownership, engagement, and student success) and the SEMINAL, active learning principles. In Phase 2, we will recruit additional colleges to apply for internal funding to support their own projects with similar interests.

New Professional Development Coordinator

Behnaz Rouhani will serve as the new AMATYC Professional Development Coordinator. She earned her B.S. in Mathematics from Herfordshire University in the United Kingdom, her M.A. in Economics from West Virginia University, and then her M.A. in Mathematics and Ph.D. in Mathematics Education from the University of Georgia. She is currently a Professor of Mathematics at the Online Campus of the Perimeter College at Georgia State University. Behnaz served as Secretary on the 2018-2019 AMATYC Executive Board, and is the Past President of GMATYC. Behnaz has been teaching online mathematics and mathematics education courses using various platforms since 1999. Prior to teaching, she worked in private industry as a research analyst. She has written two study guides, and also a self-help book for students on how to be successful in their mathematics journey. She has presented at various international, national, regional and local professional conferences.

Behnaz has been honored with several awards for her teaching, including the Commissioner’s Award of Excellence at Athens Technical College, the Exemplary Professor Award at Georgia Perimeter College, and being named a Governor’s Teaching Fellow in 2011.

New Grants Coordinator

AMATYC has a rich history of supporting and engaging with projects that advance the teaching and learning in the first two years of college mathematics. As the new Grants Coordinator, Megan Breit-Goodwin looks forward to working with the AMATYC community to expand and enhance the ways we work together on grant-funded projects. Megan Breit-Goodwin is a mathematics faculty member at Anoka-Ramsey CC in Minnesota. She finds inquiry into teaching and learning a way to grow in her teaching, and she enjoys engagement with the AMATYC community in professional learning. She is a former Project ACCCESS Fellow (Cohort 5) and also the Principal Investigator for the AMATYC Project SLOPE program.

Grants Update
by Megan Breit-Goodwin, Coordinator

Grant funding can be pivotal for advancing ideas and initiatives that focus on teaching and learning in the first two years of college mathematics. AMATYC is working to build and expand meaningful partnerships with its membership and community in developing and implementing grant-funded projects. One of the most important directions of this effort is to strengthen AMATYC’s engagement with its committees, ANets and state affiliates in grant-related work.

To learn more about current and recent AMATYC grant-funded projects, visit www.amatyc.org/AMATYCSupportedGrants.

If you have questions about AMATYC’s grant-funded projects, or if you’d like to discuss potential grant funding for ideas or initiatives you are developing, reach out to Megan Breit-Goodwin at Megan.Breit-Goodwin@anokaramsey.edu. Visit myAMATYC (my.amatyc.org) for information and conversations about grant-related learning opportunities and collaborative efforts.
**Developmental Mathematics Committee**

by Kathryn Van Wagoner, Chair

In this time of rapid change to the work we do, we have an opportunity to improve upon the past. Participation in professional development opportunities can expand our vision of possibilities for improving teaching and learning in developmental mathematics.

The Developmental Mathematics Committee has taken the new position statement, *Professional Development for Teachers of Developmental Mathematics*, through an input hearing and progressive approvals from the AMATYC Executive Board, prior to the final virtual hearing this fall. We expect this position statement to be presented to the Delegate Assembly for approval.

As we wrap up work on one position statement, we have begun work on new position statements about mathematics pathways and corequisite mathematics courses. If you are interested in contributing to this work, contact Kathryn Van Wagoner at kvanwagoner@amatyc.org, or Helen Burn at hburn@highline.edu.

**Purchasing from Amazon? Support AMATYC!**

by Jim Ham, Foundation Chair

For about two years AMATYC has participated in the Amazon Smile fundraising program. This program allows you to make a charitable contribution to AMATYC with no direct cost to yourself, simply by changing how you order everyday items online.

To participate, instead of going to the default Amazon website, go to https://smile.amazon.com and choose *American Mathematical Association of Two Year Colleges* Inc as your designated charity. Amazon Smile will donate 0.5% of the purchase price from your eligible Amazon Smile purchases to AMATYC.

When using smile.amazon.com you’ll find the same prices, same product selection, and same convenient shopping experiences as amazon.com, but you will be supporting AMATYC.

Thank you for considering this change to how you make purchases on Amazon.

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**AMATYC News**

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**Teaching Tip Videos**

AMATYC’s Teaching Tip videos provide answers to specific questions related to teaching and learning. Each video delivers insights in a focused 15-minute presentation to fit your busy schedule. To access the videos, visit www.amatyc.org/TeachingTipVideos.

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The 4th National Math Summit will be February 23-24, 2021, in Las Vegas. The Summit is co-sponsored by AMATYC, NOSS, and Paul Nolting. This is a pre-conference to the NOSS Annual Conference and will be held at the Westgate Resort and Casino. Registration cost is $125 for the Summit. This is a separate registration process and fee from the NOSS Conference. Supporting partners of the Summit include the Charles A. Dana Center, Carnegie Math Pathways/WestEd, and the Mathematical Association of America. For more information about NOSS or to register for the summit, visit https://thenoss.org/Math-Summit.
Highlights of the 2020 January and Spring AMATYC Board Meetings
by Nancy Rivers, Secretary

A strategic planning and orientation meeting is held at the beginning of the term of each new AMATYC Executive Board. On January 10-11, this meeting was held virtually. In addition to the time spent familiarizing new board members, committee chairs and ANet leaders with AMATYC processes and policies, a board meeting was held. On April 17-20, the Spring Board Meeting was held, also virtually. Highlights of these meetings included:

• Approved of the creation of the position of Online Community Coordinator in support of myAMATYC (my.amatyc.org).
• Endorsed the spirit of the position statements Equity in Mathematics and The Academic Preparation of Mathematics Faculty Teaching in the First Two Years of College.
• Approved financial support of the 4th National Mathematics Summit to be held February 23-24, 2021, prior to the National Organization for Student Success (NOSS) conference.
• Approved revisions to the Wanda Garner Guidelines.
• Approved that the institutional member dues remain $530 for the period from July 1, 2021 through June 30, 2022.
• Pending membership verification, many appointments and reappointments were approved. Here are a few:
  o Chris Ward, Southern West Virginia Community and Technical College, Historian
  o Vicky Mayfield, Eastern Wyoming College, Editing Director
  o George Alexander, Madison Area Technical College, Journal Assistant Editor
  o Megan Breit-Goodwin, Anoka-Ramsey CC, Grants Coordinator
  o Behnaz Rouhani, Perimeter College at Georgia State University, Professional Development Coordinator
  o Marilyn Mays, Joint Committee on Women in the Mathematical Sciences Representative

Student Mathematics League
by Steve Hundert, Coordinator

Like everything else, this year’s Student Mathematics League (SML) competition was disrupted by the coronavirus and the results have been delayed. While the majority of colleges were able to successfully run both rounds of the competition, a sizable number of colleges closed their campuses just before they were scheduled to administer Round 2 of the test.

To determine this year’s winning teams and individuals, I will follow the SML disaster policy, which basically allows for a campus’s score in one round to be doubled, if a disaster prevents the campus from holding the other round of the SML test. Because a large number of moderators do not currently have access to their Round 2 tests, the deadline for posting results will be delayed to a time when faculty have access to their offices.

Results will be announced as soon as possible, and the winners will receive their plaques and gift certificates.

Mathematics Standards in the First Two Years of College (IMPACT) Committee
by Julie Phelps, Chair, and Evan Evans

The Mathematics Standards in the First Two Years of College (IMPACT) Committee and the IMPACT Live! team are excited to share the previous and upcoming themes for their portals on myAMATYC (my.amatyc.org):
• June - Fostering Student and Faculty Ownership During a Pandemic, hosted by IMPACT Committee
• July – Equity Practices that Enhance Mathematics Learning: From In-Person to Online Classes, hosted by Equity Committee
• August – Implementation of AMATYC’s Standards and a ‘Common Vision’ Through the Eyes of the Teaching Practitioner, hosted by IMPACT Committee
• September – Implementing Corequisites to Impact Student Success – Our Journey, hosted by Developmental Mathematics Committee

Tentative themes for upcoming months include Pathways (October), Professional Development (November), Mathematical Proficiency (December), and Student Engagement (January).

IMPACT Live! consists of four portals on the new my.amatyc.org website. IMPACT Chapters contains the original published document. In the IMPACT Plus portal you can read articles and research connected to the monthly discussion topic. The IMPACT in Action portal allows faculty to inspire each other and share practical ideas for how they can make an impact on student success. Finally, the IMPACTful Thoughts portal features insights from people who are leaders and innovators in education.

These portals allow mathematics instructors to interact with each other, and also serve as a repository for lesson plans, worksheets, projects, videos, and exercises. All of the IMPACT Live! portals and the Community portals were built specifically for mathematics instructors and can be utilized daily, weekly, or monthly. Since June 2020, the IMPACT Live! portals have been hosting lively discussions around emerging topics and the highlighted monthly themes.

The goal of the IMPACT Committee and the IMPACT Live! team is to develop an online portal that highlights implementation specifics, such as teaching ideas, department suggestions, and promotion of the standards beyond the classroom. The committee’s work is ongoing and we greatly appreciate the support of our many volunteers, beta-testers, and committee members who have helped with the implementation of the new IMPACT Live! website: https://my.amatyc.org/communities/community-home.
Focus on Affiliates: InMATYC
by Ben Aschenbrenner, InMATYC President

A cordial hello from sunny Indiana! The Indiana Mathematics Association of Two Year Colleges consists mostly of members from the Ivy Tech system of community colleges across the state. We also have members from Vincennes University and Indiana University-Purdue University Indianapolis, as well as some regular cross border interlopers from other Midwest states. We Midwesterners are very friendly!

InMATYC was born in 1976 as the Indiana Regional Mathematics Consortium and has evolved over the years into its present form. We currently host two meetings a year, which feature professional development and opportunities to discuss ongoing statewide issues and opportunities for collaboration. Our most recent meeting at the beginning of April was scheduled for what turned out to be a most interesting time for educators everywhere.

Instead of throwing in the towel, we met online. We discussed many topics, including online readiness and assessment. Perhaps most importantly, we laid out goals for our organization for the next few years. We want to increase our service presence in our state and continue to diversify our membership. The pandemic and advent of virtual classrooms across the board provide us with significant challenges and also opportunities to work together, as we consider how to best serve our students.

For more information about InMATYC, including our new award for faculty who have contributed to open-source materials and our student scholarship, visit http://inmatyc.matyc.org. Be well, fellow mathematics instructors and remember—silence supports the status quo! Those of us who operate on the front lines of instruction have plenty of opportunities to stand in solidarity with minoritized students; don’t let those moments pass by you.