I. **Call to Order**
President Kathryn (Kate) Kozak called the meeting to order at 2:04 pm (EST).

II. **Welcome and Introductions**
President Kozak welcomed the delegates and announced that Laura Watkins was appointed as Parliamentarian and Timekeeper. President Kozak introduced the members of the 2020 – 2021 Executive Board.

Kathryn Kozak – President
Laura Watkins – President-Elect
James Ham – Past President
Barbra Steinhurst – Treasurer
Nancy Rivers – Secretary
Sophia Georgiakaki – Northeast Vice President
Dennis Ebersole – Mid-Atlantic Vice President
Alvina Atkinson – Southeast Vice President
Jon Oaks – Midwest Vice President
Dale Johanson – Central Vice President
April Ström – Southwest Vice President
Sarah Pauley – Northwest Vice President
Eddie Tchertchian – West Vice President

III. **Announcement of Quorum**
Secretary Nancy Rivers announced a delegate count of 151 out of 247 delegates and stated that there was a quorum.

IV. **Approval of the Rules of Conduct**
Motion: To approve the rules of conduct.
Motion made by James N. Adair, state delegate, Tennessee, Southeast Region.
Motion was seconded by Kathryn Van Wagoner, affiliate president delegate, UMATYC, West Region.

Motion approved

V. **Approval of the Agenda**
Motion: To approve the agenda.
Motion made by Chris Ward, affiliate president delegate, WVMATYC, Mid-Atlantic Region.
Motion was seconded by Lance Phillips, state delegate, Oklahoma, Southwest Region.

Motion approved
VI. **2019 Delegate Assembly Minutes**
President Kozak reported that the minutes from the 2019 Delegate Assembly held in Milwaukee were reviewed, revised, and approved by the 2019 Delegate Assembly Minutes Approval Committee, chaired by Sophia Georgiakaki, Vice-President, Northeast.

VII. **Approval of the 2020 Minutes Approval Committee**
**Motion:** That the membership of the Minutes Approval Committee for the 2020 AMATYC Delegate Assembly be approved as listed in the attachment.

The committee consists of:

- Sophia Georgiakaki, Northeast Vice-President, Chair
- Marty Kellum, state delegate, Alabama, Southeast Region
- Sam Pearsall, affiliate delegate, CMC3-South, West Region
- Nicole Lang, affiliate president, MinnMATYC, Central Region
- Marilyn Mays, AMATYC Past President, Southwest Region
- Nancy Rivers, 2020 – 2021 AMATYC Board Secretary, Southeast Region, will serve in an *ex officio* capacity.

Motion made by Nancy Sattler, past-president delegate, Ohio, Midwest Region. Motion was seconded by Jessica Bernards, state delegate, Oregon, Northwest Region.

**Motion approved**

VIII. **Reports**

A. **President’s Report**

The report was received in the Delegate Assembly packet.

Additional items to include:

- There were 1,166 registrants for the conference on Friday, November 6; 1,277 registrants for the conference on Friday, November 13; and 1,288 registrants for the conference on Friday, November 20. This was the number registered for each day, not necessarily the number present.

B. **Treasurer’s Report**

The report was received in the Delegate Assembly packet.

C. **AMATYC Foundation**

The report was received in the Delegate Assembly packet.

Additional information provided:

- The Project ACCCESS Cohort with membership extended for one year is only Cohort 16, not Cohorts 15 and 16 as reported in the Delegate Assembly 2020 packet.
• The Leila and Simon Peskoff Award and the Margie Hobbs Award were not awarded this year.
• The AMATYC Wanda Garner Presidential Student Scholarship was awarded to Niousha Toroghi, Coconino CC. She was nominated by ArizMATYC.

D. Strategic Planning

The 2018 – 2023 Plan was received in the Delegate Assembly packet.

E. Conference Site Selection

Orlando, Florida, was announced as the site of the 2026 AMATYC Annual Conference, and Spokane, Washington, was announced as the site of the 2027 AMATYC Annual Conference.

Additional information provided:
• There will be a surcharge on hotel rooms of $5 per room, per night at the conference hotels in Spokane, Washington, in 2027. These funds will be rebated back to the AMATYC treasury.
• The correct dates for the 2021 AMATYC Annual Conference in Phoenix, Arizona, are October 28 – 31, 2021.

IX. New Business

A. Position Statement on Mathematics and Global Learning: Barbara Leitherer

Motion: That the AMATYC Delegate Assembly approve the position statement on Mathematics and Global Learning. (Attachment A)

Motion made by Barbara Leitherer, International Mathematics ANet.

Motion approved

B. Position Statement on Equity in Mathematics: AJ Stachelek

Motion: That the AMATYC Delegate Assembly approve the position statement on Diversity, Equity, and Inclusion in Mathematics that replaces the Equal Opportunity in Mathematics position statement. (Attachment B)

Motion made by AJ Stachelek, Equity Committee.

Motion approved

C. Position Statement on The Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College: Christine Mirbaha

Motion: That the AMATYC Delegate Assembly approve the position statement on The Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College, an update and revision of The Academic Preparation of Mathematics Faculty at Two-Year Colleges position statement. (Attachment C)

Motion made by Christine Mirbaha, Division/Department Leadership ANet.
Motion: To send this (position statement entitled *The Academic Preparation of Faculty Teaching Mathematics in the First Two Years of College*) back to committee.
Motion made by James N. Adair, state delegate, Tennessee, Southeast Region.
Motion was seconded by Elizabeth Weaver, affiliate delegate, TMATYC, Southeast Region.

Motion approved

D. Position Statement on *Professional Development for Faculty Teaching Developmental Mathematics*: Kathryn Van Wagoner

Motion: That the AMATYC Delegate Assembly approve the position statement on *Professional Development for Faculty Teaching Developmental Mathematics*, an update and revision of the *Professional Development for Teachers of Developmental Mathematics* resolution. (Attachment D)
Motion made by Kathryn Van Wagoner, Developmental Mathematics Committee.

Motion approved

X. Items for Discussion – Open Microphone

No issues for discussion were raised.

XI. Announcements

A. The 2020 AMATYC Mathematics Excellence award recipient was:
Rikki Blair

B. The members of the 2021 Nominating Committee are:
- Chair: Past President Jim Ham
- Behnaz Rouhani, Member-at-large
- Rochelle Beatty, Member-at-large
- Julie Gunkelman, Member-at-large
- Dona Boccio, Northeast
- Christine Mirbaha, Mid-Atlantic
- Penny Morris, Southeast
- Florian Haiduc, Midwest
- Nicole Lang, Central
- Paula Wilhite, Southwest
- Luke Audette, Northwest
- Shane Tang, West

C. The 2022 Mathematics Excellence committee has been selected:
- Chair: Past President Jim Ham
- Dr. Aradhana Kumari, Northeast
- Wes Crumpler, Mid-Atlantic
- John Bennett, Southwest
• Michael McClure, Midwest
• Fenecia Foster, Central
• Shannon Ruth, Southwest
• Lorinda Fattic, Northwest
• Kari Arnoldsen, West

D. The members of the 2021 Teaching Excellence Committee are:
• Chair: President-Elect Laura Watkins
• Chris Yuen, Northeast
• Chris Ward, Mid-Atlantic
• Debbie Garrison, Southeast
• Diane Koenig, Midwest
• Susan Bornsen, Central
• Patrick Kimani, Southwest
• Kendall Jacobs, Northwest
• Spencer Bartholomew, West
• Pat Barrientos, Adjunct

E. Matthew Pragel, state delegate from Pennsylvania, applauded the board and conference committee for the virtual conference and virtual Delegate Assembly. He encouraged us to consider holding the Delegate Assembly with a virtual participation option in the future.

XII. Adjournment

President Kozak recognized and thanked the Local Events Coordinator for the Spokane Conference, Pete Wildman, and his local team for all the work they performed for the Spokane conference, even though it was cancelled. Turi Suski, Judy Williams, and the rest of the conference committee were also thanked for their year-long commitment and great work in bringing this wonderful virtual conference to us this year.

The AMATYC delegates were thanked for their participation in this Delegate Assembly.

The meeting adjourned at 3:11 pm (EST).
Rationale
The American Mathematical Association of Two-Year Colleges (AMATYC) recognizes that mathematics is universal and indispensable to every facet of our contemporary world. In its role in the sciences as well as the financial sector, mathematics helps to quantify global issues, advances research, and leads to the resolution of problems.

In order to thrive and be successful, 21st century students require multiple opportunities to engage with global learning. In mathematics, global learning aims for the development of students’ understanding of global and cultural perspectives in the context of scientific knowledge and methodology, which can be developed even when a student remains immersed in their own country. As global learning increasingly becomes a central focus of general higher education curricula, its integration into mathematics education in the first two years of college requires faculty preparedness, institutional support, and the development of 21st century essential skills and workplace competencies. These include, but are not limited to:

- Critical thinking, creativity, and innovation
- Global awareness, and civic and environmental literacy
- Understanding the role of mathematics in different cultures
- Collaborating across disciplines to solve complex, real-world, global problems

Faculty Development
To raise awareness and understanding of the importance of global learning, AMATYC recommends that faculty strive to be receptive to growth opportunities that:

- Address the need of implementing culturally responsive pedagogies.
- Integrate global perspectives into mathematics teaching, curriculum, and assessment.
- Study high-impact practices that provide students with flexible, rigorous, relevant, and global curricular and co-curricular experiences.
- Recognize that global learning through increased engagement benefits all students, particularly those who have been marginalized.
- Consider diverse languages and cultures as assets to mathematical knowledge and highlight the contributions made from such groups as a means of sharing promising pedagogies and developing an appreciation of different cultures and educational systems.

Institutional Support
To enable mathematics faculty to become successful global learners and educators, it is paramount that administration provide a supportive framework for engaging in global learning. AMATYC recommends that institutions:

- Make mathematics, statistics, and quantitative reasoning part of global education programs that provide experiential learning opportunities such as service learning, internships, and study-abroad.
- Share information about the scholarship and practice of mathematics education research, including the comparison of student outcomes from national and international sources.
Create and extend opportunities for local, national, and international networking to faculty interested in mathematics in the first two years of college, including the promotion and funding of travel to international conferences.
Position Statement of the

AMERICAN MATHEMATICAL ASSOCIATION OF TWO-YEAR COLLEGES:

Diversity, Equity, and Inclusion in Mathematics

AMATYC’s core values acknowledge the rights of all students to have access to high quality mathematics education in ways that maximize their individual potential. Thus, AMATYC rejects all forms of discrimination and embraces a strong commitment to equity in mathematics education by:

- Supporting and celebrating a multitude of diverse experiences and cultural backgrounds,
- Recruiting and providing support to retain marginalized individuals in its membership and leadership,
- Ensuring diverse perspectives among its conference presenters and keynote speakers, and
- Facilitating professional development that focuses on equity in mathematics education.

Rationale:

Inequity in mathematics education in the first two years of college exists and limits students’ achievement. In order to ensure that all students receive a fair and equitable educational experience, the existence of inequities must be realized and acknowledged. Explicit and implicit biases range from subtle microaggressions to open discrimination, both inside the classroom and at the institutional level. Decisions regarding curriculum and assessment practices offer disproportionate success to certain student groups. Even more apparent is the stratification of access to resources due to socioeconomic status, with marginalized students experiencing less overall support and a lower chance of academic success. At the institutional level, inequitable hiring practices that disadvantage underrepresented faculty and staff can negatively impact students’ success. Furthermore, policies and procedures that mandate course sequencing, design, and placement also disadvantage marginalized students.

Recommendations for Faculty

To improve equity in mathematics, faculty should consider the following ways to humanize student learning while maintaining high expectations.

- Provide support for the cognitive and affective needs of each student.
- Increase student participation through the use of active and collaborative learning techniques with relevant examples.
- Counteract implicit bias, stereotype threat, and microaggressions.
- Increase marginalized students’ sense of belonging.
• Recognize that all students are unique individuals with distinct stories, aspirations, prior knowledge, and challenges.

Recommendations for Institutions

Equity reform in mathematics teaching requires institutional change, such as the following:

• Collect data that is disaggregated, longitudinal and includes quantitative and qualitative components and use it to improve the retention and success of marginalized students.
• Create multiple pathways for students in different areas of study.
• Include co-requisite models for developmental mathematics education, if applicable.
• Design equitable hiring practices with clear criteria for hiring before the process begins, inclusion of marginalized faculty in the hiring process, and actively recruit more underrepresented candidates.
• Actively work to retain faculty from marginalized or underrepresented groups; where opportunities for promotion or tenure exist, delineate clear, equitable criteria.
• Provide professional development around equity in mathematics education for faculty and staff that advances best practices.
• Establish high quality student support services that include appropriate support for students with different abilities.

While every college structure is unique, faculty, administration, staff, and professional organizations can have a positive impact on equity in mathematics education.


4 IMPACT, p. 24, 56


7 IMPACT p. 88


9 California Acceleration Project, [https://accelerationproject.org](https://accelerationproject.org)
THE ACADEMIC PREPARATION OF FACULTY TEACHING MATHEMATICS IN THE FIRST TWO YEARS OF COLLEGE

Position Statement of the American Mathematical Association of Two-Year Colleges (AMATYC)

Statement of Purpose

As the leading professional mathematics organization that represents mathematics instruction in the first two years of college, it is AMATYC’s responsibility to promote the integrity of our profession and the quality of mathematics instruction in the first two years of college. This document is addressed to individuals who are preparing to teach college-level mathematics in the first two years of college. Our goal is to provide guidelines that reflect the collective wisdom and expertise of mathematics educators throughout the United States and Canada regarding appropriate preparation for college faculty involved in the teaching of mathematics, whether on a full-time or part-time basis full- or part-time mathematics educators.

Definitions

The term faculty is used to refer to persons who teach the first two years of post-secondary mathematics. No particular level within a ranking system is implied.

The term dual enrollment courses refers to college-level courses in which students are earning both high school and college credit concurrently.

The phrase mathematics in the first two years of college refers to the mathematics content and courses typically offered as part of the first two years of post-secondary education.

Recommendation

Only properly qualified personnel should teach mathematics.

All full-time, adjunct and dual enrollment course faculty must possess at least the qualifications listed under minimal preparation.

All full-time faculty should begin their careers with at least the qualifications listed under standard preparation.

Many college students suffer from experience mathematics anxiety and core mathematical misconceptions at some level; this could be reinforced or exacerbated through poor mathematics instruction. Properly prepared faculty can positively impact students’ knowledge of, beliefs about, and
attitudes toward mathematics. Individuals trained in other disciplines should have sufficient mathematical training prior to teaching mathematics courses. Moreover, individuals hired to teach mathematics at one level should not be permitted to teach at another level unless they possess appropriate credentials.

**Guidelines for Formal Preparation**

Mathematics curricula at colleges reflect diverse missions and needs. Because of this diversity, the guidelines for the mathematical preparation of college faculty must be sufficiently robust to provide institutions flexibility in identifying qualified faculty.[1] These guidelines, defined below, are divided into these parts: minimal preparation and standard preparation.

**Minimal Preparation**

All full-time and part-time mathematics faculty should possess at least a master’s degree in mathematics or in a related field with at least 18 semester hours (27 quarter hours) graduate-level mathematics, applied mathematics and/or statistics courses. Of these 18 semester hours at least six (6) (nine (9) quarter hours) are graduate-level mathematics. Coursework and/or training in pedagogy is desirable.

**Standard Preparation**

All full-time mathematics faculty are expected to begin their careers with at least a master’s degree in mathematics or a related field with at least 30 semester hours (45 quarter hours) of graduate-level mathematics or statistics. Of these 30 semester hours at least nine (9) (13.5 quarter hours) are in graduate-level mathematics. Coursework and/or training in mathematics pedagogy should be included, as well. In addition, they should have mathematics teaching experience at the secondary and/or post-secondary level. The teaching experience may be fulfilled through a program of supervised teaching, for example as a graduate student. A strong knowledge of calculus and statistics is considered to be indispensable.

**Adjunct Faculty**

Adjunct faculty must possess the minimal preparation level and are encouraged to attain the standard preparation level. In addition, they should be committed to quality teaching.

**Dual Enrollment Faculty**

Dual enrollment faculty must possess the minimal preparation level. These faculty are encouraged to attain the standard preparation level. In addition, they should be committed to quality teaching. For further information, see AMATYC’s “Dual Enrollment” position statement.[2]

**Definitions**

The term faculty is used to refer to persons who teach the first two years of post-secondary mathematics. No particular level within a ranking system is implied.
The term dual enrollment courses refers to college-level courses in which students are earning both high school and college credit concurrently.

The phrase mathematics in the first two years of college refers to the mathematics content and courses typically offered as part of the first two years of post-secondary education.

Resources


NOTE: This position statement is a revision of Guidelines for the Academic Preparation of Mathematics Faculty at Two-Year Colleges, which was adopted by AMATYC in 1993. Approved by the Delegate Assembly, November 15, 2014.
Supporting and offering professional growth opportunities for faculty should be an ongoing initiative of all institutions of higher education. Teaching what has been traditionally referred to as developmental mathematics (below college level), whether as a stand-alone course or in the co-requisite format, requires mathematical knowledge and understanding the scholarship of teaching and learning. Fostering mathematical proficiency in students requires understanding how students learn mathematics while implementing evidence-based pedagogical strategies that promote thinking, reasoning, and making sense of mathematics.¹

Faculty employed, full- or part-time, to teach mathematics courses in the first two years of college may at some time be called on to teach developmental mathematics. Therefore, it is the position of the American Mathematical Association of Two-Year Colleges (AMATYC) that higher-education institutions adopt the following recommendations.

1. Institutions and/or departments employing faculty to teach mathematics will:
   - Provide opportunities and support for all mathematics faculty to participate in professional development activities, such as: workshops, in-service programs, and courses that provide training in the scholarship of teaching and learning necessary for implementing effective mathematics teaching in developmental mathematics classes;
   - Provide those faculty lacking experience or training in teaching developmental mathematics the necessary mentoring by experienced personnel until such time as they demonstrate effective evidence-based teaching practices;
   - Recognize and encourage research and publication in the area of developmental mathematics as professionally significant.

2. Institutions and/or departments preparing faculty to teach through degree programs in mathematics, mathematics education, and higher education will:
   - Recognize that teaching mathematics requires an understanding of the scholarship of teaching and learning and, thus, provide appropriate training in pedagogy and the learning sciences for their students who are the likely candidates to become developmental mathematics teachers.
   - Develop their students’ ability to apply the learning sciences in teaching by providing internship programs as an integral part of their course of study.

The above recommendations will be best accomplished through collaboration among institutions that employ faculty to teach developmental mathematics, institutions that provide coursework on relevant pedagogy, AMATYC, and other professional organizations focused on excellence in mathematics education.


Developmental Mathematics Committee

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