The 2020–2021 AMATYC Executive Board

The 2020–2021 AMATYC Executive Board was announced at the AMATYC Annual Conference in Milwaukee.

- Laura Watkins is the President-Elect. She is a Project ACCCESS Fellow (Cohort 1), a previous Project ACCCESS Coordinator, and the current Principal Investigator for several grants involving AMATYC. She teaches at Glendale CC in Arizona.
- Nancy Rivers, the new AMATYC Secretary, previously served on the Board as the Southeast VP. She has recently retired from Wake Tech CC in North Carolina.
- Barbra Steinhurst is the new AMATYC Treasurer. She is a Project ACCCESS Fellow (Cohort 2). She is an adjunct faculty member at Portland CC in Oregon.
- Dennis Ebersole is the new Mid-Atlantic VP. He is the former AMATYC Grants Coordinator and is a faculty member at Northampton CC in Pennsylvania.
- Alvina Atkinson is the new Southeast VP. She has presented at previous AMATYC Annual Conferences and served as the GMATYC president. She teaches at Georgia Gwinnett College in Georgia.
- Dale Johanson is the new Central VP. He helped establish NEBMATYC and is a past president and current treasurer of NEBMATYC. He is a faculty member at Northeast CC in Nebraska.
- Eddie Tchertchian is the new West VP. He has presented at previous AMATYC Annual Conferences, and is a member of the Innovative Teaching and Learning Committee. He teaches at Los Angeles Pierce College in California.
- The following members are continuing on the board: Kate Kozak, President, Coconino CC, AZ; Jim Ham, Past President, Delta College, MI; Sophia Georgiakaki, Northeast VP; Tompkins Cortland CC, NY; Jon Oaks, Midwest VP; Macomb CC, MI; April Strom, Southwest VP; Chandler-Gilbert CC, AZ; and Sarah Pauley, Northwest VP; Western Wyoming CC, WY.

The thirteen members of the 2020–2021 AMATYC Executive Board look forward to working together and serving AMATYC for the next two years.

Be Seen in Spokane!

2020 AMATYC Annual Conference
by Pete Wildman, Local Events Coordinator

There are lots of great reasons to be “seen” in Spokane. Spokane combines big city amenities, such as amazing arts, fantastic entertainment, award winning dining options and beautiful outdoor spaces, with small town convenience. Downtown Spokane is just 12 minutes from Spokane International Airport and the conference hotels are directly connected to the Spokane Convention Center. While in Spokane be sure to see the recently renovated 100-acre Riverfront Park, right outside your hotel’s doors! Visit the big red wagon or the garbage goat, ride on the historic 1909 Looff Carousel, ice skate on the outdoor ice-skating ribbon, watch a light show at the U.S. Pavilion, or skyride over Spokane Falls. Spokane is a “foodie paradise,” with over 80 restaurants within eight blocks of the convention venue. With Spokane’s great public transportation, it is easy to go further afield, perhaps to the Northwest Museum of Arts and Culture. See even more possibilities at www.visitspokane.com/amatyc2020.
President's Message

I am honored that you elected me as the president of AMATYC. In 1996, I attended my first AMATYC Conference, the AMATYC Annual Conference in Long Beach, CA. A friend of mine recently reminded me that after the conference I told her that someday I wanted to be president of this incredible organization. Since then, I have attended almost all of the annual conferences. I have served on the Teaching Excellence Award Committee and the Mathematics Award Committee, worked as the editor of the AMATYC News, and served on the AMATYC Executive Board as the Southwest Vice President, and as of January 1st, serve as the organization's president. I believe these past experiences will inform and provide insight for my decisions as president. I willingly served AMATYC in these roles because the organization is a leading voice in mathematics education in the first two years of college. As president, I vow to help AMATYC continue to support faculty and students across the curriculum.

AMATYC's vision is “to be the leading voice and resource for excellence in mathematics education in the first two years of college.” An important resource for our members is the professional development that is provided. However, in this column I want to discuss another way that AMATYC is the leading voice in mathematics education in the first two years of college. AMATYC Position Statements. They provide guidance to faculty, administrators and other stakeholders on best practices on a variety of topics.

These position statements are well-vetted, carefully crafted guiding statements. Each statement is written by a group, most likely an AMATYC committee or ANet. Position statements are ultimately approved by the Delegate Assembly. They are then posted on the AMATYC website, www.amatyc.org/GuidelinesPositions, so that they can be used by faculty members. These statements reflect the collective wisdom of many experienced educators and provide a roadmap for improvement in a number of areas.

I am highlighting a few of the position statements that should be of interest to mathematics faculty and departments.

The position statement Academic Assessment of Mathematical Programs outlines elements of assessments that mathematics programs should include. It stresses the importance of assessment and suggests that colleges should provide the time, training and resources needed to implement a high-quality assessment program.

The Academic Preparation of Mathematics Faculty at Two-Year Colleges position statement outlines the qualifications for both full-time and adjunct faculty. It describes recommended degrees and course work, and also speaks to ongoing professional development so that faculty stay current on trends in mathematics and in the teaching of mathematics. Moreover, the mathematics faculty at a college should together possess the knowledge and skills to teach a variety of courses. This is true of colleges with one faculty member or 30 faculty members.

The position statement Addressing Factors Critical to Student Success addresses the best practices to help developmental mathematics students succeed. These range from teaching study skills, reducing math anxiety, developing specific mathematical skills, and providing the support that students need, balancing conceptual and procedural concepts and bridging the gap for underrepresented students by addressing equity issues. College administrations need to be aware of these factors so they can allocate the resources to implement and support the best practices.

The Appropriate Use of Intermediate Algebra as a Prerequisite Course position statement stresses that though intermediate algebra is needed for courses that lead to calculus, prerequisite courses other than intermediate algebra can adequately prepare students for courses of study that do not lead to calculus. This position statement addresses an important and controversial issue amidst the changing landscape of higher education.

Best Practices in Employment of Adjunct Faculty outlines the best practices that departments and colleges should implement to integrate and encourage adjunct faculty in their departments. It also outlines the practices that adjunct faculty should utilize to be a productive faculty member. It is critical to a department’s success that adjunct faculty feel supported and vested in the mission of the institution. The best practices outlined here give suggestions for achieving this.

Distance Education in College Mathematics Courses in the First Two Years was recently revised by the Innovative Teaching and Learning Committee (ITLC), vetted at the AMATYC Annual Conference in Milwaukee, and was approved by the Delegate Assembly during the conference. The new statement outlines what colleges should provide for effective teaching at a distance, and the expectations for online instructors.

Guidelines for Dual Enrollment in Mathematics addresses how the integrity of dual enrollment courses should be maintained. It states that college faculty should ensure the content, quality and standards for dual enrollment courses and that these courses should not be in lieu of a strong high school curriculum. Dual enrollment courses are a growing segment of course offerings and college faculty need to provide leadership in this area.

The Fostering Learning position statement emphasizes the responsibilities of both learners and faculty in fostering student learning. The statement discusses the best practices for students, faculty and institutions to foster an atmosphere where learning is optimized for all student demographics.

I hope you will look to these AMATYC position statements both as a self-assessment of your programs and when proposing changes at your institution or within your state. These are just a few of seventeen position statements that AMATYC has approved. The statements highlighted here and the other statements can be found at www.amatyc.org/GuidelinesPositions. Remember that change comes from you, and AMATYC is there to help you create that change. Though I outlined only eight statements, the others are just as important and useful. Use these in your department to make changes that are needed, use them with your administration to gain support, and use them in your state to make sure articulation agreements are created and maintained.

No matter what you do, continue to explore new ways to teach mathematics, continue to grow as an individual and teacher, and help your department be the best it can be. Realize that AMATYC position statements and publications are tools for you and your department to use.

AMATYC Position Statements

Kathryn (Kate) Kozak
Coconino CC • Flagstaff, AZ
The national winners of the 2nd Annual Student Research League (SRL) competition were announced at the AMATYC Annual Conference in Milwaukee.

Grand Prize: Ashley Lesher (Hopkinsville CC)
2nd Place: Sicheng Mo, Yuchi Dong, and Hannah LeMoine (University of Wisconsin-Eau Claire - Barron County)
3rd Place: Rebecca Rosenblum, Richard Megarry, and Colin Devine (Holyoke CC)

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

Reflections from Students and Mentors

Anna (Yuchi) Dong, SRL Student
The SRL experience was valuable for me because it offered me a more effective research-based learning style. I enjoyed the whole research process, from finding sources to working out the solutions with my teammates. I really appreciate this great opportunity to participate in SRL and I have learned a great deal from it.

Wufeng Tian, SRL Faculty Mentor
Student Research League (SRL) provides an important opportunity for our students to apply mathematical knowledge in solving a real-world problem. Along with the development of stronger interpersonal skills provided by the team-based project, SRL credentials give these students a distinct advantage when applying for future internships.

For the 2019 SRL problem titled "To Grid or Not to Grid," my team of students proposed the modification of a house in northern Wisconsin, replacing the traditional power grid with a hybrid system including solar energy and wind turbine energy. They performed a cost-benefit analysis and projected the immediate and long-term fiscal and environmental impacts of their proposed modifications.

As faculty mentor, I was able to guide their acquisition of deeper knowledge and skill levels in mathematics, and to encourage them to put that knowledge into practice.

Andy (Sicheng) Mo, SRL Student
I really would like to thank AMATYC for providing us this fantastic opportunity and for their recognition of our team. To solve the problem at hand, we mathematically analyzed the combinations of different energy systems in Wisconsin. It is fabulous for us to win a national award, but more importantly, it is much more meaningful to find the most affordable and eco-friendly energy generation methods.

Arthur Schultz, SRL Faculty Mentor
This was my first year participating as a mentor for the Student Research League. I had no real idea of what to expect, but I knew that I wanted to help the students at my college. Since I taught at a different campus, I offered to mentor an online team. When my team of students dwindled from three to one, I was concerned that the remaining student would be overwhelmed. She proved to be more than up to the task by becoming the overall winner! She has inspired me to mentor again in 2020 and I'm also looking to become an evaluator as well (for a different region, of course). I strongly encourage others to become mentors and to promote SRL to students and faculty at your campus.

Student Mathematics League
by Steve Hundert, Coordinator

At the time of this writing, the results from Round 1 of the 2019-2020 Student Mathematics League (SML) competition are “in the mail.” Round 2 will take place from Friday, February 21 through Saturday, March 14. If your college did not participate in Round 1 of the SML, you can still register and participate in Round 2. If you want to learn more or if you have additional questions, please visit www.amatyc.org/StudentMathLeague or contact the SML Coordinator, Steve Hundert, at shundert@csmd.edu.

Student Math League awards were announced at the AMATYC Annual Conference in Milwaukee, during the Regional Meetings and Saturday breakfast. The Glen Smith Team Award went to Los Angeles City College, in Los Angeles, CA.

A record 63 brave conference attendees participated in the Faculty Math League competition. The Northeast Region took home the Steve Blasberg Faculty Math League Award. A peaceful transfer of the coveted plexiglass trophy took place, from the Southeast to the Northeast. For the second year in a row, Aisha Arroyo of Middlesex CC in Massachusetts won top individual honors, along with a $50 gift card donated by Mu Alpha Theta. Curtis Mitchell from Kirkwood CC in Iowa came in second. Third place went to Sean Saunders from Sheridan College in Ontario, Canada. Congratulations to all!
2019 AMATYC Teaching Excellence Award Winners

by Kate Kozak, President

Every two years, AMATYC presents the AMATYC Teaching Excellence Award to outstanding teachers of mathematics in the first two years of college. Thank you to Pearson, and Marcia Horton from Pearson, for supporting the AMATYC Teaching Excellence Award. The 2019 Teaching Excellence Award winners are Andrea Hendricks, Holly Markovich, Paul McCombs, and Trisha White.

Andrea Hendricks is an Associate Professor of Mathematics at Perimeter College at Georgia State University. She is entering her 28th year of teaching at the college level. She has always had a heart for teaching, with special interests in developmental math, teaching with technology, and curriculum design. As noted in her nomination materials, “She wants everyone to do well and she gives all the support and imparts the knowledge to do well.” Her most cherished accomplishments include raising her three wonderful boys and being happily married to Todd Hendricks (another AMATYC member) for 26 years.

Holly Markovich has been a full-time faculty member at Wake Technical CC in North Carolina since 2013. Holly’s pedagogy emphasizes teaching with heart and authenticity. Holly has a passion for helping students reach their full potential and meets students enthusiastically and with empathy to help them find success in mathematics and in life. To quote from her nomination packet, “She strives to be the instructor that students enjoy and relate to and does her best to be engaging and humorous. She shows each student that she truly cares about his/her success and that she does not take herself too seriously—just the mathematics.” Holly has presented at regional conferences, the NCMATYC conference, and national conferences.

Paul McCombs has been teaching at Rock Valley College since 2001. He has also taught as an adjunct at Rockford University and is currently a Visiting Professor at Beloit College. As stated in his nomination materials, “Paul has been an exceptional mathematics teacher always striving to help his students not only learn mathematics, but also to appreciate its beauty.”

Paul has been active with the Illinois Mathematics Association of Community Colleges (IMACC) having served as President. Paul has received Rock Valley College’s Faculty of the Year award, ISMAA’s Distinguished Teaching Award, and IMACC’s Teaching Excellence Award. Paul and his wife Julie have two children and recently became proud grandparents of a sweet baby girl.

Trisha White began teaching at Ozarks Technical CC in southwest Missouri in 2010, after spending two years teaching at an international high school in Jerusalem, Israel. To quote from her nomination letter, “Trish is valued by her colleagues. For example, one of her peers stated that, ‘I have become a better teacher and person because of [Trish’s] gentle example of how to treat all people with respect and total attention.’” Trisha has served on several statewide committees and is also an executive board member of MOMATYC and a frequent presenter at regional conferences. Trisha is committed to her students’ success and eagerly looks for new ideas to improve her classroom.

The awardees were honored during the Thursday Keynote Session of the annual conference. President Jim Ham presented each awardee with a medallion from AMATYC. Thank you to Pearson for their generous and continued support of the Teaching Excellence Award, which allowed each awardee to receive a check for $500. Thank you to the members of the 2019 TE Award Committee for their work in reading the fourteen nominations and making the incredibly difficult decision of selecting the four awardees. Members of the committee included Mary Beard, Elizabeth Gamboa, Debbie Garrison, Melissa Kosch, Kinga Oliver, Brad Pretzer, Barbra Steinhurst, David Torin, and Chris Yuen. Thank you to the nominators of all fourteen nominees. The TE Award Committee wishes to thank the nominators for the time they took to honor their colleagues for the outstanding work they do. It was truly inspiring to read the letters describing the accomplishments of all the nominees.

IMPACT Live! ‘Gamma’ Testers Needed

IMPACT Live! is still in its development stages. The Live! team members have been working hard to create a site that will be a valuable resource to AMATYC members as well as to the general mathematics education community. We have had a group of beta testers looking at the site over the holiday break and now it’s ready for the next round of implementation testing. While the official rollout will be announced soon, we are currently looking for gamma testers for the online platform. These gamma testers will navigate through the various levels of the my.amatyc.org website, looking for pitfalls and anomalies, and making suggestions about how to optimize the platform for users. If you are interested in helping us test and maximize this platform to be the best it can be, please complete the form at http://bit.ly/betatest2020 to volunteer. Keep an eye out for the launch of this exciting new site!
Project ACCCESS in Milwaukee
by Christy Hediger, Project ACCCESS Coordinator

The AMATYC Annual Conference in Milwaukee brought together 52 Project ACCCESS Fellows from Cohorts 15 and 16. The Fellows attended sessions pertaining to exploring bias, flipped classrooms, and challenges for new faculty, to name a few. A special thank you to the following presenters: Nathalie Vega-Rhodes*, Maureen Maikner*, Marty Kellum*, Elizabeth Weaver*, Diana Hestwood, Linda Russell, Sara Van Asten, Tammy Louie*, Sarah Pauley*, Rob Eby*, Karen Gaines, Alison Wolf*, Brittany Moshy*, Crystal Wiggins*, Barbra Steinhurst*, José María Menéndez*, and Benjamin Aschenbrenner. (*ACCCESS Alumni). Additional thanks go to the many other ACCCESS Fellows who assisted with Project ACCCESS in a variety of ways, such as presiding over Project ACCCESS sessions.

Upholding tradition, Cohort 15 Fellows participated in the poster session, presenting the projects that they implemented in their classes. During the conference, the Cohort 16 Fellows met with their mentors to discuss ideas for their projects, which they will present at the poster session in Spokane. Thank you to all the AMATYC members who have served as mentors for the Fellows.

If you or a colleague will be in the first four years of teaching full-time at a community college during the 2020-2021 academic year, please consider applying for Cohort 17 of AMATYC Project ACCCESS. Details are available at www.amatyc.org/ACCCESS.

Collaboration Corner: Traveling Workshops with AIBL
by Jon Oaks, Midwest VP, and Mari Menard, Traveling Workshop Coordinator

AMATYC has partnered with the Academy of Inquiry-Based Learning (AIBL) to provide up to five complimentary one-day Inquiry-Based Learning (IBL) Traveling Workshops during the current academic year on a first-come, first-served basis.

IBL is an active, student-centered framework for teaching, and is applicable at all levels. AIBL’s one-day workshops are for college mathematics instructors interested in learning about implementing IBL methods in their courses. These workshops are practical, hands-on professional development experiences, developed by and for college mathematics faculty.

In an IBL Traveling Workshop, you will:
• Be introduced to the IBL framework.
• Study and discuss video examples of IBL.
• Examine techniques for managing class activities and getting student buy-in.
• Learn strategies to minimize math anxiety and foster a growth mindset in students.
• Develop and adapt problem sets and in-class tasks for IBL.

AIBL has a “big tent IBL” philosophy, in which IBL is defined broadly to include a wide range of empirically-validated teaching methods. The ultimate goal of these IBL workshops is for participants to find their place in IBL. Participants will walk away better equipped to engage students in problem-solving, sense-making, communication, and collaboration. To learn more about AIBL and access resources for implementing IBL methods in your classroom, visit www.inquirybasedlearning.org or http://theiblblog.blogspot.com.

If you are interested in hosting an IBL Traveling Workshop at your college, please fill out the Traveling Workshop Request form at www.amatyc.org/TravelingWorkshops or contact Mari Menard, AMATYC Traveling Workshop Coordinator, at tw@amatyc.org.
PIC Math: Into the Adventure Zone!
by Michael Dorff, President of the MAA, and AMATYC PIC Math Faculty

MAA PIC Math (Preparation for Industrial Careers in Mathematical Sciences) aims to prepare undergraduate students for careers in business, industry, and government (BIG), by providing research experience working on real-world problems from BIG. The PIC Math program includes (a) a three-day faculty workshop, (b) a spring semester PIC Math course, and (c) student recognition at MathFest. Funding for faculty support, training, and student travel to MathFest is provided by the NSF (DMS-1722275) and the National Security Agency. For more information about PIC Math, visit www.maa.org/programs-and-communities/professional-development/pic-math. Application deadline is March 1.

This year’s PIC Math cohort of about 35 faculty members includes four community college faculty. Here are their recaps and reflections, after spending their summer and fall lining up partners from BIG and preparing for their spring PIC Math classes:

Crystal Wiggins (Northwestern Connecticut CC)

As a part of the MAA’s PIC Math Program, I will lead a three-credit “Capstone Research Project” course. My industry partner is LinxIQ, a local startup company. Our class will work with Marinka Natale, a data scientist at LinxIQ, on a problem concerning the needs of different user populations for a health portal interface. The students will work in teams, with each team tackling the same problem from the perspective of a different user population. Students will learn how to solve a problem from start to finish, how to work effectively on a team, how to organize and manage a long-term project, and how to troubleshoot when they get stuck. After finishing the course, the students will have hands-on experience working with an industry partner, and a completed project to add to their portfolios.

Patty Zabel (Onondaga CC)

At a workshop in May at Brigham Young University, we received guidance for developing the PIC Math course and connecting with industry partners. It was very helpful to hear from previous PIC Math faculty, who shared their experiences developing and teaching the course. Other speakers included: Elly Farnell, a former PIC Math faculty member now with Amazon Web Services, Marylesa Howard of National Security Technologies, Kerisha Bure of Phillips 66, and Jacqueline Nolis of Nolis, LLC. These fantastic speakers gave us great insights into how mathematicians can work in business, industry, and government (BIG). Other topics included intellectual property, nonacademic careers for mathematics students, and sample problems from BIG. I have developed a Selected Topics Course at Onondaga CC in Syracuse, NY, focused on researching mathematical solutions to problems from industry. During the upcoming spring class, my students will work on a problem from HSM Packaging.

Frank Madrid (Crafton Hills College)

As a young computer science and mathematics student, I participated in the 2014–2015 PIC Math program, which was offered at my undergraduate institution as a mathematics culmination course. Five years later, I am excited to bring the PIC Math to my own students at Crafton Hills College. Our campus will be using the PIC Math program to pilot a new mathematics and computer science cross-discipline data science introductory course. Students will learn how to use data mining techniques, how to build mathematical models using the Python and Matlab programming languages, and how to present their analysis using LaTeX. These students will receive valuable hands-on experience, developing solutions to problems posed by our industry partners.

Jennifer Travis (Lone Star College – North Harris)

As a PIC Math faculty member, my motto has become: “Will this make me braver?” If the answer is “yes,” then it’s full steam ahead. I applied for PIC Math because I know how valuable it will be for our students to work on a meaningful project, with real data, where their analysis and the quality of their solution matters to an organization’s bottom line. A dozen students are eagerly awaiting the spring 2020 PIC Math class, in which they will analyze problems for Crown Beverage Packaging and the Houston Astros. For some, their excitement is tinged with nervousness, wondering if they will be able to handle a non-textbook problem, and whether their math and computing skills will be up to the task. Still, in spite of any self-doubts they might have, they are looking forward to challenging themselves to do something new and difficult and unique. For me, it’s much the same, excitement mixed with a realization that it won’t be easy. What if my industrial project falls through at the last minute? What if the problem isn’t accessible or clearly defined enough for us to make headway? But those risks are negligible, compared to the potential value of this amazing opportunity for our students.

Sign up for PIC Math only if you want a challenge. You will stretch yourself in ways you never have before, in terms of knowledge (math, data science, programming), courage (approaching corporations and asking them to provide a project) and time (adding PIC Math to your already full plate). If you want to model for your students what it looks like to challenge yourself and try something new and meaningful, then PIC Math may be for you.

AMATYC 2020 Calendar of Events

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

February 21-22: FTYCMC Joint Conference with MAA-Florida Section, Univ of West Florida, Pensacola, FL. http://sections.maa.org/florida/newsletter/calluwf.htm

February 29: SOCAMATYC 2020!, Tri-County Tech College, Pendleton, SC. www.socamatyc.org


Continued on page 8
PIC Math, One Year Later: the Adventure Continues
by Vinhodh Chellamuthu, PIC Math Faculty

Lectures and textbook problems can be repetitive and inauthentic. An employer is unlikely to request, ‘Do problem 10 from chapter five.’ A far more likely request is, ‘Here is a problem, now go fix it.’ Our students need to realize that in real life, math can be messy and complex, and many times there’s not one single solution to a problem. Last spring, as a faculty member in the PIC Math program, I taught a class in which students worked on two real-time projects directly from industry. In the first project, using a dataset from Ralph’s Transmission, students analyzed the potential for incoming customers to be high paying. In a second project, students built a mathematical model to design optimal strategies for controlling the mosquito population within southern Utah. The PIC Math program has provided an opportunity for my students to apply the skills they have learned in other classes, as well as new skills, to solve messy and complex real-world problems. The PIC Math program had a great impact on my students, creating a hands-on experience and exemplifying our institution motto, “Active Learning, Active Life”. It has helped me to promote a culture of active learning within my institution, and has connected me to local businesses and government agencies within southern Utah. Thanks to PIC Math, these STEM students’ view of mathematics has been elevated from abstract to profoundly useful.

Webinars Keep Rolling Right into 2020
by Pat Riley, Webinar Coordinator

After a wonderful 2019 AMATYC Annual Conference in Milwaukee and a year packed with great webinars, there is more to come in 2020! Two 2020 webinars are already scheduled, with more on the way. There is still plenty of room on the 2020 calendar for additional webinars.

• Did you attend a great session at the AMATYC Annual Conference and think it should be shared with a wider audience?
• Do you have a colleague at your college with a great idea that they use in the classroom?
• Have you heard of any cutting-edge educational practices that are being used in the classroom?
• Do you have an interest in a particular area of math education and want to learn more about it?
• Last year, there was a request for a webinar about Classroom Management. As of now, a speaker has still not been identified. Do you know anyone who would deliver an amazing webinar on this topic?

If you answered “yes” to any of these questions, please get in touch. It would be wonderful to fill the 2020 calendar with AMATYC webinars on a wide range of topics. Webinars are a great opportunity for:

• giving a slice of the AMATYC conference experience to those who couldn’t come to Milwaukee.
• inviting colleagues who are not members of AMATYC to see what AMATYC has to offer.
• growing and strengthening a worldwide community of faculty who teach mathematics in the first two years of college.

For ideas or details about AMATYC Webinars, contact Pat Riley at patrick.riley@kctcs.edu or visit www.amatyc.org/Webinars.

Meet the Newest Project ACCCESS Fellows!
by Christy Hediger, Former Project ACCCESS Coordinator

Project ACCCESS is pleased to announce the selection of 25 Fellows as members of the 16th Cohort of Project ACCCESS. The Fellows attended the conference in Milwaukee, WI, and will be attending the conference in Spokane, WA. Congratulations to the new Fellows!

Lara Bauman, Chabot College, CA
Gary Bolduc, SUNY Dutchess CC, NY
Farrah Chmilnitzky, Seminole State College of Florida, FL
Joe Czupryn, Sinclair CC, OH
Katelynn Ellis, Western Wyoming CC, WY
Jeffrey Feuer, Anne Arundel CC, MD
Susan Ficken, Anne Arundel CC, MD
Leslie Glen, Whatcom CC, WA
Joshua Gross, Dutchess CC, NY
Peter Gyedu, Southwest Tennessee CC, TN
Violeta Kovacev-Nikolic, College of the Canyons, CA
Thomas Leszczynski, Naugatuck Valley CC, CT
Mark Lydon, Yuba College, CA
Melissa Menning, Johnson County CC, KS
Sohely Perven, Southwest Tennessee CC, TN
Samuel Pinkava, Ocean County College, NJ
Ashley Pratt, Dabney S. Lancaster CC, VA
Radhika Ramjee, Columbia State CC, TN
Manisha Ranade, Santa Fe College, FL
Kathy Renfro, Cuyahoga CC, OH
Ivan Retamoso, Borough of Manhattan CC, NY
Jennifer Rice, Collin College, TX
Bhuvaneswari Sambandham, Dixie State University, UT
Michael Snyder, Snow College, UT
Christel Wohlafka, Howard CC, MD

Interested in hosting a Traveling Workshop at your college or affiliate conference?
Interested in being a facilitator for a Traveling Workshop?

Visit www.amatyc.org/TravelingWorkshops
Questions about Traveling Workshops?
Contact Mari Menard at tw@amatyc.org.
The 2019 Herb Gross Presidential Awardees
by Jim Ham, Past President

At the 2019 AMATYC Annual Conference, Karen Gaines and John Pazdar received the Herb Gross Presidential Award. This award recognizes exceptional service to AMATYC and to the mathematics education profession.

Karen Gaines began her career as an electrical engineer in 1986 with McDonnell Douglas. After four years in industry, she felt a calling for education, earned a master’s degree and began her teaching career in the community college. She has worked at her current college, St. Louis CC – Meramec, for 23 years and has been recognized by her college and peers with state-wide and national awards for excellence.

Throughout her career Karen has been an advocate for STEM education. At St. Louis CC, she created a mathematics course on crime solving and forensic science, and collaborated with colleagues to develop interdisciplinary activities in physics, anthropology, and other science disciplines. Karen is currently on an AMATYC team developing curricular resources for an emerging AMATYC initiative, AMATYC’s Journey to Mars.

Karen has worked extensively on grants. She created classroom resources for two NASA-AMATYC collaborative grants (1996-2001), and for The Dimensions Program (NSF, 2009-2011), and played a leadership role in The Math Works (NSF, 2001-2003). Recently, Karen and a team of AMATYC members submitted a $3,000,000 NSF grant proposal titled Teaching for PROWESS.

Karen helped to develop the Project ACCCESS program, and became AMATYC’s first Project ACCCESS Coordinator after the initial ACCCESS grant from ExxonMobil expired. She continues to serve as a mentor for new ACCCESS Fellows.

Karen has provided valuable leadership and service to AMATYC IMPACT, serving on the project’s steering committee, and also as a writer for the Ownership chapter and a principal editor of the entire document. Currently, Karen serves on the IMPACT Live! website design team, helping to set guidelines for the discussion boards, content, and other features of the site.

In 2017, Karen helped create the AMATYC Student Research League, AMATYC’s second student mathematics competition. As the first coordinator of the Student Research League, Karen oversees all aspects of the competition.

Karen continues to provide exceptional service and leadership to her college, her colleagues, and to AMATYC.

John Pazdar was there when AMATYC began as an organization in 1974. He is a charter member of AMATYC, and also a charter member of his AMATYC affiliate, MATYCONN. John began his teaching career as a high school teacher in 1964, and began teaching at the community college in 1967. John taught at Capital CC in Connecticut for about 35 years, including several years as department chair. After retiring in 2002, he continued to teach part-time until 2011. John was a pioneer for distance education in the early years. One of his innovations at Capital CC was the creation and production of a televised basic algebra course in which students at a remote location could interact with the professor and students located in an on-campus classroom.

John’s service to his profession included significant work beyond his college. John was AMATYC’s Grants Coordinator from 1994-1999 and then again from 2013-2016. He has given numerous conference presentations related to grants, helped others write grants, and collaborated on several AMATYC grants. Grants led by John include: A National Center for Developmental Mathematics (ExxonMobil Education Foundation, 1988-1994), two NSF grants in which AMATYC collaborated with NASA to create math modules, activities, and other classroom resources (1996-2001), The Math Works (NSF, 2001-2003), and The Dimensions Program (NSF, 2009-2011). These grants resulted in several books that are still valuable resources for mathematics faculty.

John’s recent activities include envisioning and creating the new AMATYC Student Research League in 2017. He served as the competition’s Development Coordinator. Currently, John has once again assembled a group of AMATYC members, to write modules for AMATYC’s Journey to Mars, a proposed collaboration with NASA. John is serving as Project Leader for this new program.

Over his long and distinguished career, John has provided exceptional leadership to his college, his students, his colleagues, the research community, and AMATYC.

**AMATYC 2020**

**Calendar of Events**

- **Cont’d from page 6**

  **April 3:** AlaMATYC Conference, Calhoun CC, Huntsville, AL. https://alamatyc.wixsite.com/alamatyc
  **April 3-4:** NEBMATYC Conference, Northeast CC, Norfolk, NE. https://nebmatyc.weebly.com
  **April 3-4:** MichMATYC Joint Meeting with MAA-Michigan, Grand Valley State Univ, Grand Rapids, MI. www.gvsu.edu/mism2020
  **April 3-4:** OhioMATYC Conference, Mohican Lodge & Conf Ctr, Perryville, OH. http://ohiomatytc.com
  **April 3-4:** WYMATYC Conference, Rock Springs, WY. https://wymatytc.blogspot.com
  **April 3-4:** WVMATYC Conference West Virginia Univ, Morgantown, WV. http://math0.wsu.edu/~wvmatytc/
  **April 17-18:** ArizMATYC Conference, Grand Canyon Univ, Phoenix, AZ. http://arizmatyc.org/wp/spring-2020-arizmatyc-maa-joint-conference-gcu/
  **April 17-19:** NYSMATYC Conference, Best Western Plus, Kingston, NY. www.nysmatyc.org
  **April 23-25:** MinnMATYC/MCTM Conference, Duluth, MN. www.minnmatyc.org
  **April 23-25:** ORMATYC Conference, Inn at Spanish Head, Lincoln City, OR. www.ormatytc.org

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

AMATYC News 8
The AMATYC Foundation’s vision is to provide financial resources to support the mission and vision of AMATYC. Once again, the Foundation presented three awards at AMATYC’s Annual Conference held in Milwaukee, WI.

The recipient of the Margie Hobbs Award is Carrie Muir of Whatcom CC in Bellingham, WA. This award is made possible through a contribution to the AMATYC Foundation by Fred Peskoff, in memory of his parents, and is given annually to an AMATYC member who has contributed to the education profession in the area of mathematics during the first two years of college. This award includes a lifetime membership in AMATYC.

The individual chosen for this award has successfully completed the two-year Project ACCCESS program, demonstrated familiarity with the scholarship of teaching, participated actively in professional communities, demonstrated a commitment to continued growth in mathematics, and has maintained membership in AMATYC for at least one of the past three years. In her application, Carrie noted that she is grateful to Project ACCCESS for providing an entry point to her involvement in AMATYC. This year at the AMATYC Annual Conference, Carrie presented “Using Equity and Social Justice for Professional Development.” The recipient of the Margie Hobbs Award is Carrie Muir of Whatcom CC in Bellingham, WA. This award is made possible through a contribution to the AMATYC Foundation by Fred Peskoff, in memory of his parents, and is given annually to an AMATYC member who has contributed to the education profession in the area of mathematics during the first two years of college. This award includes a lifetime membership in AMATYC.

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The Dot Campaign ... Ten Years of Success!

by Jane Tanner, Foundation Chair

Ten years ago a “crazy” idea to raise money for the AMATYC Foundation was born. Each year at the conference, attendees are asked to contribute at least one dollar for each AMATYC conference they have attended. Those who contribute receive an adhesive dot with their number of conferences attended, to wear on their name badge. At the Saturday morning breakfast, a drawing is held for prizes.

To date over $225,000 has been raised to support AMATYC initiatives. These contributions over the years have facilitated AMATYC’s strategic priorities and goals, and affirmed the efforts of the many members who work on behalf of AMATYC and their profession.

There was no regional competition this year, providing every donor an equal chance to win one of the three prizes.

The following donors won this year’s prizes:

• Complimentary discount member conference registration for Spokane or a three-year AMATYC membership: Mark Earley, Columbus State CC, Midwest Region
• Two-year AMATYC membership: José Marié Menéndez, Pima CC, Southwest Region
• One-year AMATYC membership: Chuckie Hairston, retired, Southeast Region

Thanks to everyone who participated in this year’s (and past years’) fundraising efforts. Through your generosity, AMATYC’s influence continues to be felt throughout the first two years of college mathematics.

Discovering StatPREP.org

by Ambika Silva, Data Science Subcommittee Chair

StatPREP, a project supported by the National Science Foundation (DUE-1626337), provides online resources and summer workshops designed to help faculty learn how to teach statistics from a data-centric perspective. For more information and the workshop application, visit http://statprep.org. The application deadline is April 17, 2020. There is no registration cost for faculty accepted to the workshops, and a $100 stipend is available to help defray travel costs. Dates and locations for the 2020 workshops are:

• May 29-30, Florida Southwest State College, Fort Myers, FL
• June 3-4, Tarrant County College, Fort Worth, TX
• June 5-6, Essex CC, Newark, NJ
• June 12-13, Howard CC, Columbia, MD
The 45th AMATYC Annual Conference in Milwaukee was fantastic! Wednesday’s registration kicked off with a polka band, and the fun continued through the conference. The excellent sessions began Thursday morning, and the Palm Garden Hospitality Area welcomed attendees for networking, relaxation, snacks, and cheesehead selfies.

At the Thursday Keynote Session, Francis Su shared an inspiring talk on Mathematics for Human Flourishing.

Dinner groups welcomed all AMATYC attendees to join colleagues for an evening out in Milwaukee’s awesome restaurants.

Friday brought even more excellent sessions, including the ever-popular Ignite Session. Saturday began with James Tanton’s engaging talk on A Dozen Proofs that 1 Equals 2: A Misguided Review of Mathematics in which he taught us the International Mathematics Salute.

This was followed by the Grand Opening of the Exhibit Hall where the energy was ramped up even more by a visit from the Famous Racing Sausages®.

The outstanding sessions continued right on through Sunday’s closing session, where Jim Ham passed the gavel to Kate Kozak. AMATYC attendees were informed, enlightened, challenged, entertained, motivated, inspired, and - most especially - given a great big, warm Midwest welcome!
First-Time Attendee Drawing

AMATYC welcomed 250 first-time attendees to the 2019 AMATYC Annual Conference in Milwaukee. First-time attendees were encouraged to enter a drawing to win two free nights in the conference hotel during the 2020 AMATYC Annual Conference in Spokane. The lucky winner was Genie Mogollon from Valencia College-Winter Park in Winter Park, FL. Congratulations, Genie – see you in Spokane!

Presiders – Great Job!

AMATYC would like to extend a hearty thanks to the many presiders who played an important role in the Milwaukee conference. These volunteers amazed us with their willingness to help keep the show on track and collect valuable information for future conferences. You did a fantastic job! The conference would not run smoothly without your help. Congratulations to Bob Cappetta of College of the Florida Keys, winner of the two hotel nights in Spokane for the 2020 Conference. Don’t miss your chance to serve as a presider in Spokane! We can’t do it without you!

Another Great Idea: New Poster Session Format a Success!

If you attended or presented at the poster session in Milwaukee, you may have noticed some exciting changes. Posters were displayed on easels and had a new 3’ by 2’ size and portrait orientation. Presenters and attendees alike appreciated the new format, which facilitated great conversations about the presenters’ work. We received great feedback on how professional the posters looked as well as the variety of topics offered. We’re already looking forward to the posters in Spokane!

Milwaukee Reflections

by Judy Williams, Program Coordinator

This is where I say thank you to all those who presented at the 45th AMATYC Annual Conference. Indeed, your participation is a major part of what makes every AMATYC conference great. This event could not occur without you. However, as can be seen in the Local Events Committee’s photographs and comments, there were many other opportunities for networking and learning, in addition to formal presentations.

At the Closing Session Sunday morning, President Jim Ham asked us to share what had made the conference great for each of us. At my table, Liz Russell from Glendale CC in CA praised the color coding on the daily grid in the program; Chris Ward from Southern WV CTC used his grid to get the big picture each day. Also mentioned was John Urschel’s idea of using posters to show diversity and encourage persistence. John Gallo, Tidewater CC in VA, back at the conference after a few years’ absence, still felt welcomed. He left tired but rejuvenated, and especially enjoyed his first Chat & Chew experience.

Other comments from around the room referred to the Faculty Math League as a yearly highlight. Dinner groups were a big hit, and should be offered every year. “Local flavor” was obvious in the wide-open Palm Court Hospitality Area. Attendees took ideas home to use in class Monday morning. Equity presentations were enthusiastically received. James Tanton’s breakfast talk was a fun way to wake up Saturday morning. Many first-time attendees plan to return, saying our conference was the “right size” to feel appreciated and welcomed. The suggestion was made by a first-time presenter that presenting was very rewarding and others should submit proposals.

Mark November 12–15, 2020, on your calendars so you can experience all this – and even more – in Spokane at the 46th AMATYC Annual Conference.
An Equity Traveling Workshop
by Kathleen Arnold, Santa Fe College

In August 2019, Santa Fe College in Gainesville, FL, hosted its first AMATYC Traveling Workshop, with a theme of equity and belonging. There were over 40 participants, including full-time faculty, part-time faculty, and other guests. Nearly everyone in attendance stayed for the entire workshop, and about 20 people chose to carry on the conversation in a happy hour get-together after the workshop ended!

People stayed because the workshop topic was relevant to our college and faculty, and because the facilitator, Ben Aschenbrenner, was knowledgeable, engaging, and enthusiastic. From the beginning, Ben resonated with us as one of our own—a caring mathematics faculty member who understands both the joys and difficulties of working at a community college.

Ben started us out with this definition: equity in practice is about helping ensure meaningful success for each student we encounter. He designed a perfect blend of guided useful small group activities and discussion to delve deeper into that definition. Artfully woven throughout the workshop were concrete takeaways, both large and small, that could be implemented by individual faculty members or by department leadership.

After the workshop, faculty shared feedback about the experience, what they learned, and what they planned to try in response, as well as asking that we schedule another Traveling Workshop soon!
Mathematics Standards in the First Two Years of College (IMPACT) Committee
by Julie Phelps and Evan Evans

IMPACT Grant Writing Update
The IMPACT grant writing team has submitted a grant proposal situated within the Development and Implementation tier of the Institutional and Community Transformation track of the NSF-IUSE program. The aim of the proposal is to transform instruction in community college mathematics to increase student success. Using the American Mathematical Association of Two-Year College's IMPACT (Improving Mathematical Prowess And College Teaching, 2018) as a guide, along with the active learning principles promoted by Laursen and Rasmussen (2019), the writing team proposed the formation of a vibrant network of mathematics faculty, department chairs, and mathematics education researchers. By embracing active learning principles, this network can shift instructional practices so that students experience authentic mathematics through problem-solving and sense-making. The project will provide community colleges across the nation the opportunity to tailor their own three-year plan using AMATYC's IMPACT guide as a tool to advance their mathematics departments' commitment to student success and persistence.

Developmental Mathematics Committee
by Paula Wilhite, Chair

The 45th AMATYC Annual Conference was informative, productive, and motivational for attendees. There were plenty of professional development opportunities focused on issues of developmental mathematics, including corequisite courses, pathways, and self-efficacy. If you could not attend the conference or if you had to miss some of the sessions, the presentation materials for many of the sessions are available at www.amatyc.org/ConfProceedings.

During the annual Developmental Mathematics Committee (DMC) meeting, the attendees voted to reaffirm the position statement The Appropriate Use of Intermediate Algebra as a Prerequisite Course (approved November, 2014). In addition, two new position statements were proposed, on the topics of corequisite models and pathways. Finally, the position statement, Professional Development for Teachers of Developmental Mathematics, will be reviewed this year and could potentially be approved by the Delegate Assembly at the 2020 AMATYC Conference in Spokane, WA.

If you enjoy planning two years in advance, consider attending the 4th National Mathematics Summit, scheduled for February 23-24, 2021 at the Westgate Las Vegas Resort and Casino. The summit will be a preconference event for the annual conference of the National Organization for Student Success (NOSS, formerly NADE). AMATYC will join NOSS and other professional organizations to share information about recent and upcoming changes within developmental mathematics and entry-level college mathematics courses.

The incoming DMC Chair is Kathryn Van Wagoner, who will assume her new leadership role on January 1, 2020. It has been an honor for me to serve as your DMC Chair for the past four years. Thank you sincerely for your membership and participation in this community of mathematics educators who all are committed to helping underprepared students.

Innovative Teaching and Learning Committee (ITLC)
by Dan Petrak, Chair

The 2019 AMATYC Annual Conference in Milwaukee was amazing. The Ignite session on Friday night was definitely a highlight, with over 100 people in attendance. Thank you once again to Fred Feldon for coordinating this fun and informative event. Video and slides from the Ignite event are available at www.amatyc.org/ConfProceedings.

I am pleased to announce that the position statement on distance education was approved by the Delegate Assembly. The ITLC had a productive meeting at the conference and is looking forward to undertaking the important task of revising the position statement on proctored exams. You are encouraged to engage in the conversation about this and other topics at my.amatyc.org.

Finally, I am pleased to announce that the incoming chair of the ITLC will be Jennifer Ackerman. Jennifer has done so much to make this a smooth transition, and I am confident the committee will flourish under her leadership. Please welcome Jennifer and feel free to contact her through the ITLC community on my.amatyc.org, or at jackerman0006@kctcs.edu.

Statistics Committee
by Julie Hanson, Chair

The 2019 AMATYC Annual Conference in Milwaukee offered several professional development opportunities for teachers of statistics. The AMATYC Statistics Committee would like to express our appreciation to Timothy Glatzer, Michael Heeren, Amanda Klinger, Kirsten Meymaris, Grace Nasnas, Dave Usinski, and Rebecca Wong for presenting in our themed session “Engaging Introductory Statistics Students with Real Data.” The conference also featured an excellent array of other statistics presentations, in addition to the themed session. Many of the presenters have made their materials available at www.amatyc.org/ConfProceedings.

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 Allan Rossman and Christine Franklin for their recent webinars. In January 2020, Allan Rossman presented a webinar titled “Teaching Introductory Statistics: Ask Good Questions.” In October 2019, Christine Franklin presented a webinar titled “Developing Statistical Skills for School Level Teachers and Students,” co-sponsored with the AMATYC Teacher Preparation Committee. The recordings and other materials from these webinars are available at www.amatyc.org/Webinars and at www.amatyc.org/StatsResources.

If you teach statistics, please consider joining the AMATYC Statistics Committee. To join or to learn more about the committee, contact Julie Hanson at julie.hanson@clinton.edu.

 Equity Committee, Cont’d from page 12
all students in my class have a voice, or are some of their voices missing in the discussion in my classrooms? How can I invite all students to be heard in my classroom?

Please contact me at equityinmathed@gmail.com with questions, comments, or tips regarding equity.
Great Division/Department Leadership Ideas Shared in Milwaukee!

by Christine Mirbaha, Leader

Thank you to everyone who participated in Division/Department Leadership ANet activities during the AMATYC Annual Conference in Milwaukee! The conference inspired many great ideas as we networked, shared concerns, and revised a position statement.

Division/Department Leadership ANet members and others interested in the topic met twice during the Milwaukee conference. Our first opportunity to network as a group was at the Chairs’ Colloquium. Participants were able to provide support and advice for colleagues regarding such topics as recent mandates to make course materials accessible for all, course substitutions for students who need an accommodation, mergers of multiple institutions of higher learning within a geographic area, mandated removal of developmental courses from course offerings in various states, and admissions based on multiple measures. There was not enough time at the conference to adequately discuss all these issues; we are looking forward to continuing the discussion in the Division/Department Leadership ANet online community.

During Friday afternoon’s ANet meeting, we continued editing the Academic Preparation of Mathematics Faculty at Two-Year Colleges position statement. Additional editing will occur this year, with potential for final approval by the 2020 Delegate Assembly in Spokane.

If you are interested in mathematics department leadership issues, or if you know of someone who would benefit from the support this group provides, the Division/Department Leadership ANet is a great way to get involved! To join our ANet contact Christine Mirbaha at cmirbaha@ccbcmd.edu or join on the AMATYC website.

Adjunct Faculty Issues ANet: Searching for Answers

by Judy King, Leader

The Adjunct Faculty Issues (AFI) ANet entertained some heavy questions during its meeting and round table session at the AMATYC Annual Conference in Milwaukee.

Knowing that adjuncts make up about 70% of all post-secondary instructors yet fewer than 10% at our conference, how can we attract more adjuncts? Is money the only obstacle adjunct faculty face? Could there be travel grants, for instance, especially for adjuncts? Maybe for adjuncts within the region sponsoring the annual conference? If not money, then what other barriers limit the participation of adjuncts?

Much discussion centered on equity issues, noting discrepancies between treatment of adjunct faculty and full-time faculty, even though adjuncts often hold the same credentials as full-timers. Several difficult questions were posed and discussed, including: How should an adjunct handle negative feedback from a full-timer? What should be done when adjuncts are excluded from conversations?

It was noted that adjuncts are eligible for both the Teaching Excellence Award and the Mathematics Excellence Award, and that AMATYC offers discounted rates to adjuncts for membership dues and conference registration. A suggestion was made that AFI members review AMATYC bylaws to see if any changes need to be considered.

A frequent topic, mentoring, prompted another question: should adjuncts always be the mentees? What if the mentee has a longer service record than the mentor?

After 20 years I bid farewell, and turn the AFI ANet leadership over to Jonathan Benefiel, benefielj36@macomb.edu. Thank you to all who have crossed my path and left footsteps of cherished memories.

AMATYC’s Research Community Celebrates Ten Years

by Ann Sitomer, Chair

As AMATYC’s research community prepared for the annual meeting of the Research in Mathematics Education for Two-Year Colleges (RMETYC) Committee meeting at the AMATYC Annual Conference, we recognized that this was our tenth meeting as a research community. So, we reflected on where we were ten years ago, examined where we are today, and started to look forward to what we want our community to become.

Ten years ago, AMATYC approved a provisional academic committee, Research in Mathematics Education for Two-Year Colleges. April Ström, current Southwest Vice President, was the first chair of the committee. The committee was formed in response to the informal networks of two-year college faculty that were developing as AMATYC members encountered one another at research-focused conferences. When the committee was formed, many of us were slowly working our way through doctoral programs. Now, these community members have Ph.D. and Ed.D. degrees. Many are currently active as researchers while they continue to teach mathematics at two-year colleges. We relied on one another’s support as we worked to obtain our credentials. That support was incredibly valuable, and those of us in AMATYC’s research community are committed to “paying it forward” by supporting AMATYC members in doctoral programs.

When our community was formed, there was little published research on the teaching and learning of mathematics at two-year colleges. This is changing as members of our community obtain funding to conduct research and publish findings from this research in the MathAMATYC Educator and other research journals. In fact, look for an upcoming issue of the MathAMATYC Educator entirely focused on research about mathematics teaching and learning at two-year colleges. The number of funded projects awarded to AMATYC members is growing. AMATYC has submitted two proposals, each with a rigorous research component, to the National Science Foundation’s Improving Undergraduate STEM Education program. At least two other proposals focused on mathematics at two-year colleges were also submitted to this NSF program.

Moving forward, we want to continue to grow and strengthen our community, support AMATYC members in doctoral programs, and help early career researchers to obtain grant funding for research. The new portal, my.amatyc.org, provides a wonderful platform for supporting our community and opening up the possibility of more collaboration among our members. Visit my.amatyc.org to join AMATYC’s research community, Research in Mathematics Education for Two-Year Colleges, even if you had previously joined the RMETYC Committee on the AMATYC website. We look forward to seeing you in our virtual space!
Grants Update
by Dennis Ebersole, Grants Coordinator

Your grants coordinator was busy at the AMATYC Annual Conference, presiding for several grant series presentations. The first featured John Pazdar, Megan Breit-Goodwin, and Julie Phelps, three AMATYC members who have been very involved with AMATYC-supported grants. They shared about working with AMATYC to write grant proposals that further its mission. Participants had the opportunity to consider and discuss what grant programs they were interested in, and to ask questions about how they could help get a grant written and funded. Two additional grant series presentations were facilitated by Sandra Richardson and Thomas Higgins, program officers for the National Science Foundation (NSF). In their first session, they provided a brief overview of NSF grants that AMATYC members might apply for, and gave participants a chance to ask questions about what grant program would be most appropriate for their grant idea. The final presentation was more hands-on, with participants examining a grant budget for errors, and then acting as reviewers for a grant narrative from a funded grant. The only complaint from participants was that they needed more time! Finally, I co-presented about the Journey to Mars program, which has already developed activities related to NASA’s plans to go to the Moon and Mars. More activities will be developed over the next few years. These projects can be found on the new AMATYC platform, my.amatyc.org.

This is my last Grants Update, as I will become the Mid-Atlantic Vice President starting in January.

Grant Writing Tip #12: The grant narrative should convince the reviewers that you, your team, and your institution have the capability to successfully complete the proposed project. Describe previous work that shows that you can successfully administer the project and manage the budget.

Highlights of the 2019 AMATYC Fall Board Meeting
by Behnaz Rouhani, AMATYC Board Secretary

The AMATYC Executive Board met before the AMATYC Annual Conference in Milwaukee, November 9-13, 2019. Here are some highlights:

The Board endorsed:
- the spirit of the position statement Professional Development for Teachers of Developmental Mathematics.
- the position statement Distance Education in College Mathematics in the First Two Years.
- the concept of the position statement Initial Placement of Two-Year College Students into the Mathematics Curriculum.
- the spirit of the position statement Mathematics and Global Learning.
- the position statement Mathematics for Liberal Arts.

The Board approved the scheduling of a six-speaker themed session for each of the following groups for the 2020 AMATYC Annual Conference in Spokane, WA:
- Pathways Joint Subcommittee
- Statistics Committee
- Placement and Assessment Committee
- Mathematics Intensive Committee
- International Mathematics ANet
- Mathematics Standards in the First Two Years of College (IMPACT) Committee
- Mathematics and its Applications for Careers

The following AMATYC projects and leaders were identified:
- Paul Nolting, Nancy Sattler, Julie Phelps, and Annette Cook are leading the next mathematics summit.
- Janet Tarjan and Karen Gaines are leading AMATYC’s Journey to Mars project.
- Beth Kelch is serving as the AMATYC liaison to the High-Quality Mathematics Education for Nurses Task Force.
- Scott Adamson served as AMATYC representative and reviewer of the recently updated framework of the National Assessment of Education Progress.
- The Affiliate Scholarship Program was discontinued for the 2020 AMATYC Annual Conference.
- Many appointments and reappointments were approved. A complete list along with the full minutes of the meeting may be found at www.amatyc.org/BoardMinutesMotions.

Highlights of the 2019 AMATYC Delegate Assembly
by Behnaz Rouhani, AMATYC Board Secretary

The AMATYC Delegate Assembly met during the AMATYC Annual Conference in Milwaukee, on November 16, 2019. Highlights of the Delegate Assembly included:
- The position statement Distance Education in College Mathematics in the First Two Years was approved.
- The position statement Mathematics for Liberal Arts was approved.
- Proposed amendment to the AMATYC Bylaws was approved. The revised bylaws took effect January 1, 2020.

Full minutes of the meeting can be found on the AMATYC website: www.amatyc.org/DelegateAssembly.
Focus on Affiliates: MinnMATYC
by Nicole Lang, MinnMATYC President

MinnMATYC turns 30 this year! Our group was formed in 1990, and we originally met each year in the central lakes region of Minnesota. For the past 18 years, MinnMATYC members have enjoyed a joint conference in Duluth, in partnership with the Minnesota Council of Teachers of Mathematics (MCTM).

The 2020 MinnMATYC and MCTM Spring Conference will be held April 24–25 at the Duluth Entertainment Convention Center, a beautiful facility overlooking the harbor and Lake Superior. Approximately 1,000 mathematics educators from all areas of Minnesota will gather together to attend presentations by their colleagues, engage in conversations over shared meals, and listen to keynote speakers.

The current leadership of MinnMATYC includes President Nicole Lang (North Hennepin CC, Brooklyn Park); Past President Mel Taylor (Ridgewater College, Willmar); Secretary Mark Omodt (Anoka-Ramsey CC, Coon Rapids); Treasurer Mary Daunis (Normandale CC, Bloomington); and Members-at-Large Andrea Buetter (Hennepin Technical College, Brooklyn Park), Becky Groseth (Anoka-Ramsey CC, Coon Rapids), and Brandon Hepola (North Hennepin CC, Brooklyn Park).

MinnMATYC boasts three recipients of the AMATYC Teaching Excellence award: ViAnn Olson (2015), Mark Omodt (2013), and Julie Guelich (1997). MinnMATYC is also the home affiliate of former AMATYC Conference Coordinator and Herb Gross Presidential Awardee, Keven Dockter. More information about MinnMATYC can be found at www.minnmatyc.org.

Future AMATYC Conferences

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<td>2020</td>
<td>Spokane, WA</td>
<td>November 12-15</td>
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<td>2021</td>
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For additional information, contact the AMATYC Office at amatyc@amatyc.org or 901.333.5643.