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AMATYC NEWS℠

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51st AMATYC Conference in Reno – Meet You at the Biggest Little Math Conference in the World!

by Jillian Kiefer, Reno LEC

We hope you're feeling lucky–because it's almost time to roll the dice in the Biggest Little City in the World! Reno, Nevada offers something for everyone, from its lively Riverwalk District and thrilling casinos to the stunning Sierra Nevada mountains and nearby Lake Tahoe. We invite you to attend AMATYC's Annual Conference, November 13-16, for a rich academic experience and the chance to explore a city full of energy, beauty, and adventure.

While in Reno, take a stroll through the Riverwalk District and enjoy local art galleries, cozy coffee shops, and riverside dining along the Truckee River. Be sure to stop by the iconic Reno Arch–perfect for a conference-week photo op! Reno's diverse dining scene has something for every palate, from Basque specialties at Louis' Basque Corner to allergy-friendly options at Great Full Gardens. Craving something sweet? Don't miss Perenn Bakery, known for some of the best pastries you'll ever have.

After a bite, explore Reno's fantastic museums, like the Nevada Museum of Art with its inspiring exhibits, or the National Automobile Museum, home to an incredible collection of vintage cars. During the week of the conference, you can also catch one of Reno's festive seasonal events, such as the Dragon Lights Festival or a performance of A Christmas Carol at the Reno Little Theatre.

For outdoor enthusiasts, the nearby Sierra Nevada mountains offer hiking trails, scenic vistas, and even the possibility of early-season skiing. Lake Tahoe, famous for its crystal-clear waters and panoramic views, is just a short drive away and well worth a visit. Prefer to stay closer to the city? Hike the Tom Cooke Trail, explore the Wilbur D. May Center with its botanical gardens and cultural exhibits, or complete the classic climb to the "N" in Rancho San Rafael Regional Park. Cap off your adventure with an evening show under the stars at the Fleischmann Planetarium.

To learn more about Reno and its attractions, visit: www.visitrenotahoe.com. For details about the 2025 AMATYC Annual Conference, visit: www.amatyc.org/conference/2025-conference.

We can't wait to welcome you to the Biggest Little Math Conference in the World!

National Automobile Museum
photo courtesy of Travel Nevada, www.travelnevada.com

Two AMATYC Websites, Double the Benefits

by Karen Gaines,
Online Community Coordinator

AMATYC offers members access to two valuable websites, each designed to enrich your experience in different ways. The newly updated www.amatyc.org features a modern design and improved tools for managing your membership, while https://my.amatyc.org continues to serve as the central hub for collaboration, discussion, and sharing resources related to teaching mathematics in the first two years of college.

Due to recent updates, members now need to set separate passwords for each site:

- For www.amatyc.org, you should have received an email with a temporary password. After logging in, you can update your password in your profile settings.
- For https://my.amatyc.org, use the email associated with your AMATYC membership and click Reset Password the first time you log in.

You're welcome to use the same password for both sites, though it's not required–it's entirely up to you.

If you experience issues accessing www.amatyc.org, contact the AMATYC office at amatyc@amatyc.org. For help with myAMATYC, feel free to reach out to me, Karen Gaines, at occ@amatyc.org.

We hope you enjoy exploring both platforms and all they have to offer!

Advice to a New Faculty Member

George Hurlburt
Corning CC • Corning, NY

My term as AMATYC President is coming to an end, and I am also retiring from my college. Both of these transitions have me reflecting on everything I've learned over the past 30+ years–and what advice I might offer to a new faculty member.

Most importantly, the small things you do and say will change the lives of many of your students–and you will probably never know it. I was reminded of this recently. My daughter went on a high school band trip and was assigned a chaperone, along with seven other girls. I attended all the pre-trip meetings and spoke with the chaperone multiple times but never recognized her as a former student.

After the trip, she confided in my wife that she had been my student in the fall of 2000–my first semester at Corning. She was embarrassed to tell me because, as she put it, "I wasn't a very good student. I was in a low-level class and only got a B." She explained that she had been very anxious about going to college and especially nervous about math. But she remembered that I made class interesting and was encouraging, which helped her get through it. That gave her the confidence to complete the required math class in her program. She went on to earn her degree and land her dream job.

I went to college as a traditional 18-year-old student. Adjusting to college was a challenge for me, but far easier than it is for many of the students I teach today. Today's students often have far more responsibilities–they're parents, they work, they care for their own parents, and more. School isn't always their top priority. Keep this in mind as you find a balance between maintaining due dates and avoiding becoming a pushover.

I recommend flexible deadlines for low-stakes assignments. When I started teaching, everything was submitted on paper and hand-graded. I didn't accept late work because grading late submissions became overwhelming. Things are different now. Online systems make it easy to accept late assignments, and it costs you nothing extra to do so. It's also a great way to show students you understand their struggles.

That said, there should be limits. I require all assignments to be submitted before the exam covering that material. I am less flexible with high-stakes assessments. When I give an exam, I always return it the next class. Once an exam is returned, it cannot be taken late. Still, there's room for compassion. I allow students to replace one low exam score with their final exam score. This gives students who miss or struggle with one exam a chance to improve. Reasonable grading policies show students you want them to succeed. And again–it's often the little things that make a big difference.

Join a professional organization and get involved. If you're a math faculty member, join AMATYC and your local affiliate. Being involved in these organizations completely transformed my teaching. I went from being a traditional lecturer to using active learning in every class. Beyond professional growth, you'll also build incredible friendships. Some of my closest friends are people I met through AMATYC and NYSMATYC.

Try new things in the classroom. It keeps your teaching fresh, especially if you're teaching the same course repeatedly. Some techniques will work; others will flop. Something that works well with one group may not work at all with another. In my experience, new ideas rarely work exactly as expected and almost always need adjustment. That doesn't mean they're failures. Reflect on what went wrong and refine it. Collaborate with colleagues–on your campus or through professional networks–to improve. Sharing ideas is how we grow.

Don't eat lunch in your office. That was advice I received early in my career. I followed it for a while, but then I began teaching noon classes and developed a habit of always eating at my desk–even when my schedule changed. A few years ago, my college hired a new physics teacher from France. She said that in France, people don't eat lunch in their offices because it leads to working through lunch. She sat alone in a common area and ate there. One day, I decided to join her. The next day, two other faculty members joined us. Soon, nearly the entire floor was eating together–faculty, the secretary, and even the maintenance person. We rarely talked about work. We got to know each other and became true friends.

Find a healthy work/life balance. I didn't, at first. As a young faculty member, I was focused on promotion and tenure, and I said yes to everything. I also had young kids. When I wasn't at work, I was coaching their teams, leading scouts, and serving on the Little League board. I didn't take care of myself–I gained weight, lost hair, and wasn't healthy. To be clear, I wouldn't trade the time with my kids for anything. Time flies when they're young, and they're gone before you know it. But I should've said no more often at work and prioritized my own well-being. I've gotten better at this in recent years–but the hair's not coming back!

My last piece of advice: enjoy teaching. It's a great career. You decide what happens every time you walk into your classroom. Not many people have that kind of autonomy at work. Teaching schedules are often flexible. My wife is also a professor, and we always managed our schedules so one of us could get the kids to school, and the other could be home with them afterward. Not many careers allow for that. Yes, the grading and meetings can be rough, and sure, higher pay would be nice–but the time with family and friends more than makes up for it.

Good luck–and have fun.

Regional Finalists of the 2025 Student Research League!

by Vinodh Chellamuthu, Coordinator

This year's Student Research League (SRL) competition took place from March 17 to April 3, 2025. The Challenge Problem was titled *"Affordable Housing Paves the Way for Thriving Futures."* In this challenge, student teams applied mathematical modeling and data-driven strategies to develop comprehensive, city-specific affordable housing solutions.

For each of AMATYC's regions, the top three teams that met the minimum evaluator score were recognized as Regional Finalists. Congratulations to the following teams:

Central Region
Geny Akpadja, Falnyi Bitrus, Gozel Rahymjanova
Saint Paul College (Faculty Mentor: Enyinda Onunwor)

Mid-Atlantic Region
Jaylin Golar, Chance Murray, Julia Rosa
Rowan College at Burlington County
(Faculty Mentor: Jonathan Weisbrod)

Midwest Region
Han Hao, Hera Lam, Siam Rian
University of Wisconsin-Eau Claire, Barron County
(Faculty Mentor: Tian Wufeng)

Northeast Region
Jiale Lin, Enmanuel De La Nuez
LaGuardia CC (Faculty Mentor: Shaoshao Yang)

Northwest Region
Madalyn Amole, Addralyn Jones, Dylan Mazzanti
Casper College (Faculty Mentor: Kendall Jacobs)

Pragya Birla, MiKayla Kenealy, Artem Arefev
Portland CC (Faculty Mentor: Damien Adams)

Southeast Region
Nicole Hassan, Paloma Hodje
Georgia State University-Perimeter College
(Faculty Mentor: Kouok Law)

Logan Jaindl, Carlos Rinaldi-Rivera
Santa Fe College (Faculty Mentor: Manisha Ranade)

Raghavendra Kapavarapu, Robin Christian Angat, Griffin Gray
Forsyth Technical CC (Faculty Mentor: Paul Peng)

Southwest Region
Sonny Alaniz
Odessa College (Faculty Mentor: Shi Yu)

Daniel Cocomanski, Vesko Dostinov, Geraldin Todorov
Tarrant County College-Southeast
(Faculty Mentor: Laura Allgood)

West Region
Grace Lee
Fullerton College (Faculty Mentor: Dana Clahane)

Tina Zejda, Grace Zhu, Miranda Kawamoto
West Valley College (Faculty Mentor: Serkuang Chen)

The top Regional Finalist teams have advanced to national-level judging, where the grand prize, second place, and third place winners will be determined.

Mark your calendars: Registration for the 2026 competition opens January 15, 2026. In addition to mentoring a team, you can support the competition by serving as an Evaluator for your region.

For more details, visit www.amatyc.org/student-research-league. To connect with others, share ideas, or learn more, join the SRL Community at https://my.amatyc.org.

Questions? Contact Vinodh Chellamuthu at SRL@amatyc.org.

Student Mathematics League

by Matthew Pragel, Coordinator

The fall 2025 Student Mathematics League (SML) round will be held from October 25 to November 8, 2025, and the spring 2026 round will take place from February 27 to March 13, 2026. Registration remains open on the AMATYC website through October 31.

Contest problems are drawn from topics in precalculus mathematics, and previous competition questions are posted on the AMATYC website. AMATYC members can access additional archived questions to help students prepare.

Each school's top five scoring students will form a team that competes for both regional and national honors. Over one hundred teams participate each year, and we hope your college will be among them.

If you have any questions about the competition, contact SML Coordinator Matthew Pragel at sml@amatyc.org.

Faculty Math League at the AMATYC Conference

For those attending the AMATYC Conference in Reno, the 21st Annual Faculty Math League competition will take place on Friday, November 14, from 4:05 to 4:55 pm. in Tuscany 5/6.

Bring your graphing calculator and join fellow faculty members in competing for individual prizes and the coveted regional championship trophy.

Is this the year the Northeast region is finally upset? Come find out!

Welcoming Cohort 21 and A New Coordinator for Project ACCCESS

by Lisa Feinman, Project ACCCESS Coordinator

In Reno, 14 new Project ACCCESS Fellows will begin their two-year fellowship. Along the way, they will develop leadership skills and gain access to a wide range of networking and professional development opportunities.

As you meet early-career faculty this semester, please keep Project ACCCESS in mind. It offers an excellent opportunity to engage in professional development related to teaching mathematics during the first two years of college, while connecting with peers from across the country. To learn more about Project ACCCESS, visit: www.amatyc.org/project-acccess.

Applications for Cohort 21 are now closed, but you can sign up on the website to be notified when Cohort 22 applications open. If you have questions, please email ProjectACCCESS@amatyc.org.

That said, this will be my final conference as Project ACCCESS Coordinator. I've served in this role since 2020 (perhaps not the easiest year to begin), but I've truly enjoyed the experience and learned so much. I'm happy to share that Karina Ochs, from Brookdale CC, will be stepping into the role to lead Cohort 21 and beyond. I look forward to seeing where she takes it.

Thank you to everyone who has supported Project ACCCESS over the past six years.

See you in Reno!

Join the Dot Campaign at the AMATYC Annual Conference in Reno!

The AMATYC Foundation looks forward to welcoming you to the 2025 AMATYC Annual Conference in Reno, Nevada, from November 13-16, 2025. While you're there, be sure to stop by the Foundation table near registration and take part in a long-standing conference tradition – the Dot Campaign – to support AMATYC initiatives that benefit mathematics educators and students across the country.

The Dot Campaign is simple and meaningful: donate $1 (or more) for each AMATYC Annual Conference you've attended. In return, you'll receive a colored dot for your name badge to represent your conference history – whether this is your first AMATYC event or you've been attending for many years. It's a great way to share your AMATYC journey and support a worthy cause.

This year's fundraising campaign, which includes the Dot Campaign, features three prize opportunities. Two of the prizes are part of a friendly competition between AMATYC's eight regions:

- The region that raises the most money will award a two-year AMATYC membership to one randomly selected donor from that region.
- The region with the highest percentage of members donating will award a one-year AMATYC membership to one randomly selected donor from that region.

One additional prize will be awarded through a random drawing of all donors who have contributed since January 1, 2025:

- Complimentary discount registration for the AMATYC Annual Conference in Philadelphia.

Even if you're unable to attend the conference, you can still participate in the Dot Campaign and support the AMATYC Foundation. Learn more about the Foundation's work at www.amatyc.org/amatycfoundation and make your donation at www.amatyc.org/donate.

Your contributions help fund important programs such as Project ACCCESS, mini-grants, regional affiliate scholarships, and student competitions. Together, we can open doors to mathematics for all students.

We appreciate your support – and we can't wait to see your dot!

Shine a Spotlight on Excellence: Final Days to Nominate AMATYC Mathematics Leadership Excellence Award

The AMATYC Mathematics Leadership Excellence Award honors educators who have made outstanding contributions to mathematics education in the first two years of college. Ideal nominees have earned a national reputation through leadership at the state, regional, and national levels and have contributed meaningfully through presentations, webinars, or service to professional organizations.

Additional qualifications may include published work, the creation of innovative resources, receipt of awards or grants, and a demonstrated record of teaching excellence.

Now is the time to recognize a colleague whose leadership has advanced mathematics education and inspired others in the field. **Nominations are due by November 1, 2025**. Submit your nomination at: www.amatyc.org/mle-award.

Help us celebrate those whose vision and dedication continue to strengthen our profession.

Life, Liberty, and the Pursuit of Mathematics
Call for Presenters & Presiders for 2026

The 52nd AMATYC Annual Conference will be held in Philadelphia, Pennsylvania, November 19-22, 2026. The birthplace of American democracy, Philadelphia will be filled with excitement as the city commemorates the 250th anniversary of 1776. Whether you're visiting the Liberty Bell and Independence Hall, the Old City historic district, or scaling the Rocky Steps at the Philadelphia Museum of Art, there's so much to see and experience in Philadelphia!

Join in the celebration during the 2026 AMATYC Annual Conference and help make the conference the best one yet by submitting a proposal to present a session or workshop, or even volunteer as a session presider. The conference theme will be "Life, Liberty, and the Pursuit of Mathematics" and now is your chance to take part in the conference by submitting an outstanding proposal that ignites ideas for the classroom, immerses attendees in the beauty of mathematics, or you could explore collaborations with friends and colleagues!

An exciting program requires high-quality, innovative proposals covering a full range of topics appropriate for the first two years of undergraduate education in mathematics or the professional development of two-year college faculty.

We are excited for you to share your expertise with colleagues in Philadelphia by submitting a proposal to present a 50-minute session, 25-minute mini session, or a 2-hour workshop at the conference. Proposals will be accepted through the AMATYC website at www.amatyc.org beginning November 1, 2025. Proposals from two-year college educators are particularly welcome.

The variety of presentation formats allows you to share your great ideas and expertise! Submission information should clearly outline the goals of the session, method in which those goals will be accomplished, and a breakdown of how the time in your presentation will be spent. Presentations that actively engage attendees and contain information that can be applied immediately in the classroom are key aspects of AMATYC Conferences. Broad topic areas include, but are not limited to: maximizing the learning environment; diversity, equity, inclusion and belonging; reform efforts impacting content or pedagogy; effective methods of instruction; addressing different student learning styles; topics that enhance the professional growth of mathematics faculty; and ideas which address content of interest to AMATYC's diverse range of Academic Networks. Visit the AMATYC website to learn more about proposals, additional topic details, and a complete listing of AMATYC Academic Networks.

You may also volunteer to be a presider, either during your proposal submission or separately at the same webpage. Presiders are an integral part of any successful AMATYC Conference and ensure that sessions run smoothly. They also provide instructions to attendees about session evaluations on the conference app and provide session feedback to the Conference Committee for future planning.

The proposal site for the 2026 AMATYC Annual Conference will become available on November 1, 2025. Share the innovative practices you're implementing right now in your classes! Although the proposal deadline of February 15, 2026, seems far in the distant future, now is a great time to begin planning how your presentation will spark exciting discussions and attendees can pursue mathematics during your presentation!

For more information, contact Michael Pemberton, AMATYC Program Coordinator, programcoordinator@amatyc.org.

Miners Hike to the "N"
photo courtesy of www.theoutbound.com

Teacher Preparation ANet

by Xianwei Van Harpen, Chair, and Keith Nabb

As the 2025 AMATYC Annual Conference approaches, the Teacher Preparation Academic Network (ANet) warmly invites you to come learn more about what we do. We're a community of educators who are passionate about preparing future mathematics teachers and enhancing the quality of teaching and learning in school classrooms.

Many of our members are among the few faculty on their campuses who teach mathematics content courses for future teachers. If that sounds familiar, we'd love for you to join our network, where we regularly share curricular resources, classroom strategies, and best teaching practices.

If you're attending this year's conference, we're excited to share that our ANet is sponsoring a themed session titled: "Engaging Future Teachers with Formative Assessment Strategies." Topics within this session include:

- Do I Really Need a Lesson Closure?
- Actively Assessing While Teaching
- Assessing Understanding Through Video Explanations

In addition to our themed session, the conference will feature a wide range of engaging presentations related to teacher preparation. A few intriguing titles include:

- From Math for Teachers to Math for All: Transfer of Teaching Practices
- MathArt Community Exhibition: Math Play With Light
- Rewriting Students' Prior Mathematics Experiences for (Life) Success

We're thrilled to see a growing number of sessions focused on teacher preparation and look forward to the lively conversations they will spark.

Please also join us for our ANet Exchange session at the conference–open to everyone. During this time, ANet leaders will share more about the network and how you can get involved. You'll have the chance to meet other dedicated and warm-hearted educators, ask questions, and engage in meaningful discussion. We'll also begin planning next year's ANet sharing session.

We look forward to connecting with you in Reno! If you're unable to attend the 2025 conference, you can still get involved. Contact Xianwei Van Harpen, Chair, at xianwei.vanharpen@amatyc.org to be added to our growing email list, where we share resources and support one another throughout the year.

AMATYC 2025

Calendar of Events

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

November 13-16: **51st AMATYC Annual Conference,**
Peppermill Resort, Reno. NV.
Website: www.amatyc.org/2025-conference

Add or update affiliate conference information at www.amatyc.org/affiliate-conferences.

Data Science in the Age of AI

Statistics and Data Science ANet

by Rachel Saidi and Rebecca Wong

Just when we thought we had a solid roadmap for building data science programs at our institutions, along came AI–disrupting everything. It's no longer enough to teach students how to clean, wrangle, visualize, model, and analyze data, then communicate their results in R or Python. Now, AI tools can perform all of these tasks in seconds. So, what's left to teach?

Plenty.

For starters, AI often relies on outdated datasets and may suggest inefficient or even incorrect coding solutions. It takes educated, discerning professionals to evaluate whether an AI-generated solution is accurate, efficient, and relevant. In short, AI doesn't eliminate the need for data scientists–it changes what they need to know.

This shift means we must still prioritize the development of strong data science courses and programs–but with renewed emphasis. Students now need more training in mathematics, computer science, and statistics to critically evaluate the outputs they generate, whether manually or with AI support.

We often pose a simple but telling question to students who use AI without understanding the fundamentals: "Why are you here if you don't want to learn how coding works?" AI should be a tool used by experienced coders, not a crutch for beginners. Without foundational knowledge, students lack the skills to spot errors or "hallucinations" that AI may produce.

Moving forward, data science education must evolve. Students still need to code, still need to understand machine learning principles, and–perhaps most importantly–they need to develop the judgment required to determine whether the work they (or AI) produce is meaningful, accurate, and interpretable.

To learn how you can get involved in this evolving conversation, contact:

- Rebecca Wong, AMATYC Statistics and Data Science ANet Chair, rebecca.wong@amatyc.org
- Rachel Saidi, Two-Year College DataFest Coordinator, rachel.saidi@montgomerycollege.edu

Insights on Global Learning in the Mathematical Sciences

by Barbara Leitherer,
International Mathematics ANet Chair

As I approach the end of my third term as chair of the International Mathematics ANet, I've been reflecting on the progress we've made in integrating global learning into mathematics and statistics courses during the first two years of college.

At the outset, AMATYC had neither a mission statement nor a position paper on the topic. While the mission statement came together relatively quickly, it took several years–and many thoughtful iterations–to finalize the position paper. In November 2020, at a time when COVID-19 had brought much of the world to a standstill, the Delegate Assembly approved the position statement on global learning in mathematics.

At its core, global learning in our discipline seeks to deepen students' understanding of global and cultural issues through the lens of scientific knowledge and methodology. As instructors, we must intentionally develop classroom strategies that promote innovation, inclusivity, and immersion–approaches that make learning more meaningful and impactful. When a globally oriented math problem is thoughtfully designed, grounded in rigor, and keeps students engaged, it not only enhances their analytical skills but also connects them emotionally to academic concepts within authentic contexts.

Many of these ideas were brought to life at AMATYC's 50th Annual Conference in Atlanta during the themed session, "Promoting Joy and Inclusion with an International Mathematics Lens." I would like to thank the six presenters who shared inspiring work:

- Krish Palaniswamy - The Cricket Game
- Ivan Retomoso - Minimizing Distance Without Calculus
- Jignasa Rami - Global Applications for Algebra and Trigonometry
- Manisha Ranade - Using UN Sustainable Development Goals in a COIL with Filipino Students
- Breanne Hooks - Study Abroad to Ireland and Ethnomathematics
- Amanda Davis - Exploring Conversions Through Travel

Additional thanks go to Sab Matsumoto, who designed an entire Liberal Arts math course with a global focus, and Lucie Mingla, who discussed an online international collaboration between a U.S. statistics course and a teacher education course in Poland.

Each of these efforts was challenging in its own way, but all provided opportunities to elevate teaching and student engagement. By embedding global perspectives, we can help students become more deeply involved in their learning while preparing them for success in a complex, interconnected world.

If you are curious about embedding global elements into your own teaching, please join me at the Sharing Session of the International ANet during the Reno conference. Or better yet, consider getting involved in the International Mathematics group, which will be under new leadership in 2026.

If you have questions or ideas, feel free to contact me at bleitherer@amatyc.org.

I hope to see you in Reno.

Mathematics Pathways ANet

by Meghan Carlson, Chair

The Mathematics Pathways ANet serves as a resource for those interested in the evolving issues surrounding mathematics pathways. We aim to ensure that programs are designed so that students take the right mathematics courses, at the right time, with the right support. Through this multiple-entry-point approach, students take the math courses they need–those that best align with their degree requirements and career goals.

For the upcoming AMATYC 2025 Conference in Reno, the Mathematics Pathways ANet has organized a themed session focused on curriculum and instruction in mathematics pathways. This session will showcase successful strategies used at two-year colleges to align math instruction with students' academic and professional programs of study.

The session will feature six presentations from faculty and practitioners who have successfully implemented mathematics pathways strategies on their campuses. Topics include:

- Utilizing quantitative reasoning as a gateway to mathematical success for students transitioning from high school to higher education
- A review of *Math in Your World*, a quantitative reasoning course, including its topics, assessments, and projects
- An overview of the Dana Center's Math Pathways curriculum and its student-centered, active learning strategies
- An examination of new and ongoing trends in technology that affect math skills, and efforts to adapt curricula to help students acquire in-demand skills
- One college's efforts to reimagine and align its STEM pathway, including innovative approaches to curriculum and instruction
- The development of a mathematics and statistics pathway designed to prepare students for transfer into degrees in the health, life, and social sciences

If your institution is just beginning to explore mathematics pathways, working to refine existing programs, or you're simply curious about what this all means, we encourage you to attend this themed session. We welcome the opportunity to connect, exchange ideas, and share resources to support your work.

We will also host an Academic Network Exchange during the Reno conference to discuss the future of the ANet and plans moving forward.

If you have any questions or would like to get involved, contact ANet Chair Meghan Carlson at meghan.carlson@amatyc.org. I hope to see you in Reno this November.

Research and Mentoring Experiences for Students and Faculty (RMESF) ANet

by Dana Clahane, Chair

Last year, AMATYC launched the Research and Mentoring Experiences for Students and Faculty (RMESF) ANet to support innovation and creativity in mathematics at two-year colleges. Research activity–whether conducted on campus or in collaboration with four-year institutions–can energize a math department and inspire both students and faculty. Working together on open problems or real-world applications, such as artificial intelligence, allows participants to explore the edges of mathematics and build more meaningful careers.

Following successful pilot sessions of the Math Exploration Research Forums (MERF) in spring and summer 2025, the series will continue this fall. MERFs are held on Zoom from 11:00 am to 12:00 pm Pacific Time on the fourth Friday of each month. Faculty and students interested in attending or presenting are encouraged to join the ANet and learn more here: www.tinyurl.com/3bjvupet

Recent MERF speakers have included:

- Khoi Vo, former Fullerton College student and now a Ph.D. candidate in applied mathematics at the University of California, Riverside, who presented "Mathematical stochastic processes applied to real problems" (June 2025)
- Katherine Goldman, also a former Fullerton College student and currently an NSF postdoctoral fellow in pure mathematics at McMaster University, who gave a talk titled "Are von Neumann algebras distinct?" (July 2025)
- Sungju Moon from Nevada State University, who presented "Exploring high-dimensional Lorenz systems" (August 2025). Professor Moon is collaborating with two-year college faculty and students through a Center for Undergraduate Research in Mathematics (CURM) funded project in dynamical systems.

Now that the MERF series is well established and running at no cost, our next goal is to develop sustainable funding mechanisms for two-year college faculty interested in working with student research teams or colleagues at other institutions. We are also developing a database to match teams of students and faculty with projects and funding opportunities.

At the end of July, we learned of two National Science Foundation programs of particular interest:

- The Improving Undergraduate STEM Education (IUSE) program, which supports larger projects (lead institution does not need to be a two-year college)
- The ITYC (Innovation in Two-Year Colleges) program, which is limited to two-year colleges as lead institutions and offers grants under $500,000

Both programs fall under the NSF Division of Undergraduate Education. More information can be found at: www.nsf.gov/funding/opportunities/ityc-iuse-innovation-two-year-college-stem-education

The RMESF ANet Executive Committee will resume its monthly organizational meetings on Zoom from 11:00 am to 12:00 pm Pacific Time on the first Friday of each month (August through December and February through May). These meetings are open to all, including students. In addition to general updates, we will discuss strategies for developing and funding math research initiatives on two-year campuses and fostering collaborations with four-year institutions.

We hope you'll join us. Visit the tinyurl link above for more information and to get involved.

Time for a Change

by Robert Cappetta,
Mathematics Intensive ANet Chair

Let's be honest "Mathematics Intensive Academic Network" doesn't exactly paint a clear picture. I often hear, "Oh neat... what is that exactly?" So, let me try to answer that.

The Mathematics Intensive Academic Network (ANet) of AMATYC is a long-standing group of passionate educators dedicated to improving how we teach and learn courses that prepare students for STEM fields. Our conversations focus on key transfer-level mathematics courses such as precalculus, trigonometry, calculus, differential equations, linear algebra, and discrete mathematics. These foundational courses are essential for students pursuing programs in science, technology, engineering, and mathematics.

Our mission includes the following goals:

- Explore best practices for teaching strategies in these courses
- Examine and update curricula to better serve today's students
- Evaluate and implement evolving instructional technologies
- Foster communication and collaboration among ANet members
- Promote scholarship in mathematics beyond the traditional two-year college curriculum
- Encourage the development of mathematically rich enrichment activities that can be integrated across the curriculum

In an effort to better reflect our focus and mission, it's time for a name change. A clearer, more descriptive name will help us connect with more faculty and expand our reach.

Here are a few suggestions under consideration:

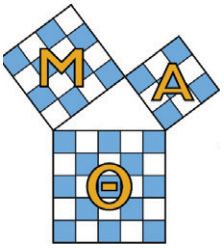
- *The Calculus ANet*
- *The Calculus Plus ANet*
- *The Calculus and Beyond ANet*
- *The Precalculus and Beyond ANet*
- *Transfer-Level Math for STEM ANet*
- *The STEM ANet*

For years, we've been known as the Mathematics Intensive ANet–an impressive title, but one that sounds more like a secret math society than a vibrant, engaged community of educators. In reality, we're a lively, collaborative group of instructors dedicated to advancing teaching and learning in the gateway courses that power STEM education. Let's adopt a name that boldly reflects who we are and what we do.

Have thoughts on the name change? We would love to hear from you. Please send your ideas to: bob.cappetta@amatyc.org.

Mu Alpha Theta

by Mari Menard, Representative



Fall is underway, and spring will be here before we know it. Starting a new Mu Alpha Theta chapter at your college is a great way to kick off the fall semester. Ready to learn more?

The 2025 AMATYC Annual Conference in Reno is a great place to start. Be sure to stop by the Mu Alpha Theta table in the conference exhibit hall, or join us for a presentation led by the organization's Executive Director and myself, AMATYC Representative to Mu Alpha Theta organization.

If you're unable to attend or want more information now, visit the AMATYC Mu Alpha Theta page: www.amatyc.org/mu-alpha-theta/ or email questions to marimenard@amatyc.org.

Future AMATYC Conferences

2025	Reno, NV	November 13-16
2026	Philadelphia, PA	November 19-22
2027	Spokane, WA	November 11-14
2028	Phoenix, AZ	November 9-12

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

The ***AMATYC News*** is the official newsletter of the American Mathematical Association of Two-Year Colleges. It is published four times each year in Winter, Spring, Summer, and Fall. Your articles and announcements are welcome. Submission deadlines are November 25, February 25, June 1, and August 15 for the respective issues.

Address changes should be sent to:

AMATYC Office
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134
Phone 901.333.5643 Fax 901.333.5651
amatyc@amatyc.org

All other correspondence should be directed to:

Asli Mutlu
AMATYC News Editor
Wake Technical CC
6600 Louisburg Road
Raleigh, NC 27616
Phone 919.532.5583
AMATYCNews@amatyc.org

Grants Update: STEM Education Projects and the ITYC Summit

by Megan Breit-Goodwin, AMATYC Grants Coordinator
grants@amatyc.org

The Innovation in Two-Year College STEM Education (ITYC) Summit (National Science Foundation [NSF] Awards #2523686 and #2523687), held in July 2025 in Alexandria, Virginia, brought together educators, researchers, and program officers from the NSF to focus on improving STEM education at two-year colleges (TYCs). Attendees included current project leaders, prospective applicants, and NSF staff affiliated with the ITYC program. The event highlighted a range of ongoing projects, introduced funding opportunities, and fostered meaningful conversations about the challenges and possibilities of leading STEM efforts in TYCs.

Participants explored a wide array of topics, including student support, undergraduate research, career pathways, emerging technologies, faculty development, and creating sustainable change in education. A central goal of the summit was to help attendees develop strong NSF proposal ideas. Through small-group discussions and project-sharing sessions, participants connected across colleges, universities, and professional organizations to exchange ideas and build partnerships.

It was especially exciting to connect with AMATYC members and collaborators during the event. Two recent AMATYC-supported projects were featured in the sharing sessions:

- *Facilitating Accessibility in STEM for Students with Disabilities at Two-Year Colleges* (NSF Award #2228226)
- *The Two-Year College Data Science Initiative* (NSF Award #2402290)

These projects underscore the innovative work taking place in our community and the positive impact it is having on both students and faculty.

AMATYC is also pleased to announce a new NSF-funded project:

- *Conference: Advancing Data Science Education in Two-Year Colleges* (NSF Award #2508047)

If you are interested in applying for NSF funding, the next proposal deadline for the ITYC program is December 10, 2025. To learn more, visit https://bit.ly/469Ojzi.

If you would like to explore collaboration opportunities with AMATYC, please contact us at grants@amatyc.org.

Highlights of the Executive Board Summer Conference Calls

by Jonathan Weisbrod, Secretary

The AMATYC Executive Board held a remote meeting on July 17, 2025, as part of the 2025 Summer Conference Calls. The following appointments were approved:

- Matthew Pragel, from HACC, Central Pennsylvania's CC, was reappointed to a third term as Student Mathematics League Coordinator.
- Michael Filsinger, from Virginia Peninsula CC, was appointed as the next Chair of the Quantitative Reasoning ANet.

During the meeting, the Board also approved an extension of AMATYC's contract with Higher Logic, LLC through August 2026 to continue the use of myAMATYC during that period.

AMATYC Foundation 2024 Honor Roll

AMATYC Foundation
Every Dollar Makes a Difference

The AMATYC Foundation sincerely thanks all who gave generously in 2024. These donations support a variety of AMATYC initiatives, including Project ACCCESS, student competitions, and member grants. Contributions also fund travel and opportunity grants, as well as AMATYC awards such as the Margie Hobbs Award and the Leila and Simon Peskoff Award.

Every donation helps AMATYC advance its vision of being a leading voice and resource for excellence in mathematics education during the first two years of college. As always, we appreciate your support and look forward to seeing your name on the AMATYC Foundation 2025 Honor Roll.

AMATYC strives for accuracy in this Honor Roll listing. If any information is incorrect or missing, or if you prefer your name to appear differently, please accept our sincere apology and contact Beverly Vance at amatyc@amatyc.org so corrections can be made.

President's Club

Judy Ackerman
Allen Angel
Cheryl Cleaves
Anne Dudley
David Dudley
David Ellenbogen
Karen Gaines
James (Jim) Ham
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Pat McKeague
Fred Peskoff
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ArIzMATYC
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Rob Eby
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George Hurlburt
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Stephanie Baumgratz
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Sophia Georgiakaki
Bukurie Gjoci
Julie Gunkelman
Carol Hannahs
Dale Johanson
Kathryn Kozak
Nicole Lang
Timothy Mayo
Mari Menard
Christine Mirbaha
Asli Mutlu
Edward Nichols
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David Tannor
Rebecca Wong
Susan Wood

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Judy Atkinson
Kathleen Bavelas
Thomas Campos
Michael Caparula
Ray Collings
Sarah Davenport
Tamie Dickson
Melanie Eddins-Spencer
Evan Evans
Daniel Fahringer
Barbie Hoag
Carol Howald
Jeff Hughes
Corrine Kirkbride
Kyle Kundomal
Luis Labra
Sandra Laursen
Deann Leoni
James McCoy
Gabrielle McIntosh
Mikhail Mednik
James Moore
Penny Morris
Jon Oaks
Mary Beth Orrange
Miriam Pack
Sonia Petch
Natalia Postrigan
Kanthimathi Radhakrishnan
Manisha Ranade
Nancy Rivers
Cathleen Rossman
Shannon Ruth
Megan Selbach-Allen
Anilkumar Sreekumar
AJ Stachelek
Oscar Villalobos
Sandra Wildfeuer
Samuel Wilson
Hong Yuan
Asma Zangana

Contributor

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Enrique Arredondo
Aisha Arroyo
Matthew Bell
Michael Bellissimo
John Bennett
Jessica Bernards
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Kristopher Blackmon
Megan Breit-Goodwin
Don Brown
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Christopher Cary
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Jerry Chen
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Dana Cochran
Rocco Cornacchia
Anna Cox
Greg Cripe
Kaitlin Curry
Bridget Dart
Amanda Davis
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Brooke Outlaw
Nolan Outlaw
Camille Paxman
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Russ Penner
Ryan Pescosolido
David Peterson
Sandra Pettinico
Jeremy Pietruch
Ulises Poyser
Kushum Prasad
Carrie Quesnell
Donald Ransford

➤ *Cont'd on page 11*

➢ *Honor Roll, Cont'd from page 10*

Ahmed Rashed
Southeast Region
Erin Richgels
Kyra Rider
Pat Riley
Peter Rimkus
Christopher Riola
Megan Rourke
Larisa Russell
Jamie Ryan
Khalid Said
Michelle Saindon
Sean Saunders
Arthur Schultz
Paul Seeburger
Amber Severson
Aja Shabana
Patrick Shipp
Leslie Shults
Barry Smith
George Soliman
Kelly Spoon
Barbra Steinhurst
Lyudmila Lusi Stephens
Nick Stugard
Gabriel Tarr
Anthony Tavares
Pinal Thakore
Jo Lynn Theobald
Dora Trujillo
Amy Tucker
Kaylee Tuttle
Patricia Van Brunt
John Vanderbilt
Mari Vito
Luke Walsh
Kimberly Walters
Chris Ward
Fred Watts
Jonathan Weisbrod
Noah Weiss
Matthew Westerhoff
Karen White
Emily Whittington
Danny Wilborn
Patrick Wilcher
Aaron Wilson
Tawanna Wilson
Kevin Winkler
Puja Yadav
Elmira Yakutova-Lorentz
Michelle Younker
Chris Yuen
Linda Zientek

Join RMETYC's Research Session at the 2025 AMATYC Annual Conference!

by Frank Marfai, Chair

The Research in Mathematics Education at Two-Year Colleges (RMETYC) ANet is dedicated to connecting research findings with teaching practices that support student success and department-wide improvement. This year's Research Session will take place on Thursday evening, 6:30–9:20 pm, during the AMATYC Annual Conference in Reno.

We invite you to join colleagues from across the country for an engaging evening focused on current research in mathematics and statistics education during the first two years of college.

The session begins with a keynote address by Teruni Lamberg from the University of Nevada, Reno, titled "Bridging the Gap: Integrating Teaching and Research for a Greater Impact." They will present a research-based framework designed to help educators improve mathematics instruction and will discuss how to use research to generate practical solutions for teaching challenges.

Following the keynote, participants will choose from three concurrent breakout sessions, each showcasing findings from ongoing research projects:

Breakout Session 1: Exploring Teaching Practices and Student Experiences

- **Lecture Capture in the World of Digital Natives: An Exploratory Study**
  Jonathan Engelman
  This session presents qualitative findings from an exploratory mixed-methods study on how lecture capture is utilized in college mathematics courses.
- **Why Active Learning? Is There Consensus?**
  Ann Sitomer and Scot Pruyn
  They share diverse perspectives from faculty, student support staff, and administrators on why students should actively engage with mathematics.
- **Exploring Community College Students' Experiences in College Algebra**
  Rabia Kirikçilar and Bismark Akoto
  The presenters discuss how students understand and experience Diversity, Equity, and Inclusion (DEI) in college algebra, highlighting insights into student identities and equitable practices.

Breakout Session 2: Supporting STEM Success and Faculty Development

- **Predicting STEM Completion Using Conceptual Understanding of Algebra**
  Claire Wladis and Geillan Aly
  In this session, the presenters share findings indicating that a conceptual understanding of algebra may predict STEM success as effectively–or even more effectively–than course grades.
- **Mentorship, Active Learning, and Student Success: A Faculty Development Model**
  Sidra Van De Car and Dori Haggerty
  This session explores a mentorship-based professional development model designed to support faculty in implementing active learning strategies.
- **Teaching Logarithmic Functions With AI-Powered Multi-language Support**
  Lucie Mingla
  This session investigates how AI tools–such as multilingual Desmos visualizations and collaborative group activities–can support students in learning logarithmic functions across diverse languages.

Breakout Session 3: Visuals, Empowerment, and Math Teacher Education

- **Empowering CC Faculty: A New Generation of Math Teacher Educators**
  Anne Cawley and Christina Radziwon
  This session reports on a professional development program designed to support community college faculty in preparing future elementary teachers.
- **The Perfect Picture: Students' Preferences of Math Visuals**
  Matthew Tsutsui
  This session examines which types of visual representations students in a precalculus corequisite course find most helpful and mathematically meaningful.

We hope you'll join us for this dynamic evening of collaboration and discovery. For questions about RMETYC or this year's Research Session, contact Frank Marfai at frank.marfai@amatyc.org. A full list of research-related presentations at the conference is available at: https://bit.ly/RMETYC2025Info.

Asli Mutlu, Editor
AMATYC News
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134

Focus on Affiliates: The West is Best

by Lindsey Gerber, West Region Vice President

This year, the AMATYC Annual Conference will be held at the Peppermill Resort in Reno, Nevada, and the West Region is excited to participate. Although the Hawaii affiliate, πMATYC, officially disbanded this past year, the West Region remains strong, with active affiliates in Utah, Nevada, and California.

The Northern California affiliate, CMC^3, typically hosts its annual conference two weeks before AMATYC. Since this year's national conference is nearby, CMC^3 will also hold an affiliate meeting during AMATYC. Established in 1972, CMC^3 is one of AMATYC's longest-standing affiliates. Be sure to stop by their table at the conference to meet the board and learn more about their work.

The Utah affiliate, UMATYC, held its Annual Conference on October 11 at Southern Utah University in Cedar City, Utah. Evan Johnson, Professor of Medicine and Biostatistics at Rutgers University and Founding Director of the Center for Data Science, delivered a keynote address on careers in data science–and how faculty can recruit, inspire, and prepare students for success in this rapidly growing field.

To keep colleagues connected year-round, UMATYC also publishes newsletters and hosts virtual presentations through UMATYC Live.

Once again, the West Region is proud to host the 51st Annual AMATYC Conference, and we look forward to seeing you there.

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