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FIRED UP FOR PHOENIX!

by Ana Jiménez, Local Events Coordinator



It's time to think about traveling again and Phoenix is ready for you! Leave your winter coat at home, pack your sunscreen, and join your colleagues as we get *Fired Up For Math!*

The 47th AMATYC Annual Conference is scheduled for October 28-31, 2021, in sunny Phoenix, AZ, and we have something for everyone! We know you come to AMATYC for the great keynotes and amazing sessions, but we hope you will plan to stay an extra day or two and see all that Phoenix and Arizona have to offer.

The Great Outdoors. Did you know that Phoenix's South Mountain Park is the nation's largest city park? At 16,000 acres, it's almost 20 times the size of New York's Central Park. But don't stop there! Phoenix has over 200 miles of desert hikes and trails, a unique Desert Botanical Garden, and a beautiful Japanese Friendship Garden oasis.

Food for the Foodie. Take a walking foodie tour to try green chile burgers, authentic tacos, or prickly pear margaritas. Your palate will be thrilled with the unique flavors of the Southwest. Breakfast with a Sonoran twist, a picnic lunch on a mountain top, and dinner under the stars with a great microbrew are all Phoenix traditions.

Culture Galore. The Heard Museum, which displays permanent exhibits of the ancestral indigenous peoples of the Valley, is only a 30-minute walk (or light rail or bus



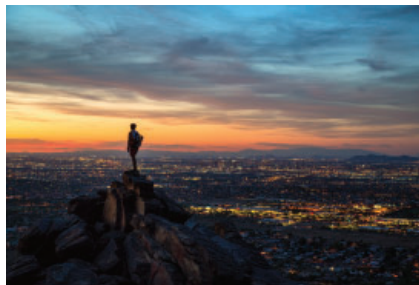
Heard Museum

Photo courtesy of Visit Phoenix/Jill Richards

ride) from the conference hotel. Ten minutes from the hotel, urban and street art are on display along Roosevelt Row in the heart of the Arts District. For those willing to go further afield, the nationally renowned Musical Instrument Museum is a can't-miss experience.

Seasonal Events. For sports enthusiasts, downtown Phoenix hosts Phoenix Suns Arena as well as Chase Field, home of the Arizona Diamondbacks. Nearby, the Arizona Federal Theatre and the Orpheum Theater offer live shows in two very different venues. The State Fair, the Fall Festival, and the Balloon Spooktacular offer a chance to see and experience Arizona the way the locals do.

We are *Fired Up* to share our beautiful sunshine, endless blue skies, and majestic mountain-scapes with you. Mark your calendar for October 28 and start planning your trip through the local event's microsite at <http://bit.ly/amatyc2021>. It's been a year of growth where we have all lived the life of the Phoenix: rising from closed campuses, immeasurable loss, and uncertain futures; soaring above it all, delivering exemplary virtual education, creating authentic connections, and providing stability to our resilient students. We look forward to welcoming first-time attendees as well as reconnecting with colleagues, friends, and family at the AMATYC Annual Conference this October in Phoenix, the Valley of the Sun.



Morman Trail

Photo courtesy of Visit Phoenix/Kevin Kaminski



Roosevelt Row Mural

Photo courtesy of Visit Phoenix/An Pham

STUDENT RESEARCH LEAGUE: A BRIGHT SPOT IN A DARK TIME



The 2020 SRL competition began in late March, right after so many activities shut down due to the pandemic. For the 2020 winning team, the competition was a source of energy and satisfaction during a very challenging time. In the words of student Mathieu Landretti:

"We began our project just as the world began to shut down in response to the COVID-19 pandemic. There was a lot of uncertainty and fear about the future, and at that time, things were quite surreal (they still are in many ways). With all of this in the air, the SRL gave me something positive to focus on. It felt good to be working on a solution to something while the pandemic raged on. I was also part of a great team, and every morning we would jump on a video call to talk about the project and how we were dealing with the pandemic. It was incredibly positive."

President's Message



MY JOURNEY IN DIVERSITY, EQUITY, AND INCLUSION IN THE CLASSROOM

Kathryn (Kate) Kozak

Coconino CC • Flagstaff, AZ

Events of the last year have made it abundantly clear that systemic racism exists in our country. As educators, we have the ability to affect change and help create a different world in the future. The question is, how do we do this? The first step is to read as much as possible on this topic in order to gain understanding of the intentional and unintentional practices that have brought us to where we are today. Some important books in this genre include *How to Be An Antiracist* by Ibram X. Kendi, *White Fragility* by Robin DiAngelo, *The New Jim Crow* by Michelle Alexander, *So You Want to Talk About Race* by Ijeoma Oluo and *Between the World and Me* by Ta-Nehisi Coates.

There are many readings and podcasts that address diversity and inclusiveness in the classroom. For example, consider these *Ten Inclusive Teaching Practices* by the Association of College and University Educators (ACUE)¹:

1. Ensure your course reflects a diverse society and world.
2. Ensure course media are accessible.
3. Ensure your syllabus sets the tone for diversity and inclusion.
4. Use inclusive language.
5. Share your gender pronouns.
6. Learn and use students' preferred names.
7. Engage students in a small-group introductions activity.
8. Use an interest survey to connect with students.
9. Offer inclusive office hours.
10. Set expectations for valuing diverse viewpoints.

The ACUE website has resources to help you think about and implement each of these practices. As an example, let us focus on Practice 1: *Ensure your course reflects a diverse society and world*. This does not mean changing your curriculum, though there may be some opportunities to do so if desired. The idea is that your class material should incorporate issues associated with diversity. To move in this direction, you can use examples related to diversity or social justice. For instance, a statistics or modelling class could examine data about the percentage of Black people pulled over by police and compare it to the percentage of Black drivers in the region. Or you could compare the racial distribution of incarcerated individuals in a community with the racial distribution of the population. Another idea is to investigate historical population trends, perhaps analyzing changes in the population of Native American tribes in response to European immigration.

Another way to bring diversity into the classroom is to talk about the diverse population of mathematicians. Students appreciate seeing mathematicians who share their heritage. An added benefit is that you will learn about mathematicians that you may not have known about. Here is a partial list of websites that feature female mathematicians and mathematicians of color:

- Female mathematicians: www.famousmathematicians.net/famous-female-mathematicians/
- Indigenous mathematicians: www.indigenousmathematicians.org/profiles/
- Black mathematicians: <https://famous-mathematicians.com/10-famous-black-mathematicians-and-their-contributions/>
- Latinx mathematicians: <https://aimath.org/workshops/upcoming/latinxnet2/>

There are a number of organizations that focus on diversity in mathematics. Two of the more prominent are the National Association of Mathematicians (NAM) (www.nam-math.org) and TODOS: Mathematics for All (www.todos-math.org). One of NAM's missions is to promote the mathematical development of all underrepresented minorities. TODOS advocates for equity and high-quality mathematics education for all students, particularly Latina/o students. To help you in your diversity journey, TODOS offers online resources, webinars, and a biannual conference. NAM sponsors sessions at professional conferences such as MathFest and the Joint Mathematics Meetings. These resources can help you learn how to increase equity in your classes.

And of course, AMATYC has resources to help you. The Equity Committee, whose goal is to increase mathematics achievement for diverse learners, educates about equitable classroom practices and increases awareness about issues of diversity. A new resource is the *Diversity, Equity and Inclusion in Mathematics* position statement, recently approved by the AMATYC Delegate Assembly. It outlines actions by faculty and institutions that can improve equity. The recommendations in the position statement are helpful to make changes in your classes or at your institution. And don't forget the opportunity for dialogue with others on myAMATYC (<https://my.amatyc.org>).

Finally, talk with faculty in other disciplines about their approach to social issues in their classes. They may have insights on how to start these conversations, or they may want to collaborate with you in fostering equity-focused class discussions. Speaking with colleagues about their struggles can be reassuring as you pursue your own journey. Conversations with colleagues have shown me that these issues are not easy to confront and that many faculty are fearful to engage in these discussions. Knowing that others share similar anxieties can help you move forward.

I admit that I am early in my equity journey and I have far more questions than answers. The most important thing we can do is to be willing to educate ourselves about affecting positive change toward equity, diversity, and inclusion. Remember, we are all in this together and we all have much to learn. Be part of the conversation so that we can learn from one another.

¹Association of College and University Educators (2020). *Inclusive Teaching Practices Toolkit*. Retrieved February 15, 2021, from <https://acue.org/inclusive-teaching-practices-toolkit/>

SEEKING NOMINATIONS FOR THE 2022 MATHEMATICS EXCELLENCE AWARD

The Mathematics Excellence Award (ME Award) is intended for educators who have made outstanding contributions to mathematics or mathematics education in the first two years of college. The first ME award recipient was Phil Cheifetz in 1984.

The 19 past award recipients include eight former AMATYC presidents, colleagues from both two- and four-year colleges and universities, men (10) and women (8), and two colleagues of color. Awardees have come from nine different states.

The nomination process will require some preparation. The following information must be submitted for each nominee.

- A formal cover letter and letter of recommendation from the nominator.
- The nominee's resume or vita.
- Two additional formal letters of recommendation.

Please consider nominating a leader in two-year college mathematics for the 2022 ME Award. **The nominations deadline is November 1, 2021.** Award details can be found at www.amatyc.org/MathExcellenceAward.

PROJECT ACCCESS – GETTING FIRED UP FOR THE NEXT COHORT!

by Lisa Feinman, Coordinator



Project ACCCESS is getting ready for another round of applications to be reviewed. Mathematics faculty for whom the 2021-2022 academic year will be their first, second, third, or fourth year of their first

full-time renewable position are eligible to apply. If this is you, please apply! If you know someone at your college who would qualify, encourage them to apply as well. Approximately 15 Fellows will be selected for Cohort 17. **The application deadline is May 15, 2021.**

Conference planning for the AMATYC Conference in Phoenix is actively underway for both Cohort 16 (2019-2020) and Cohort 17 (2021-2022). Cohort 16 will follow the tradition of participating in the Poster Session to present projects they have implemented at their colleges.

Anyone interested in mentoring the newly selected Fellows should email Vicki Todd, Project Assistant, at v_todd@southwesterncc.edu. Anyone interested in presenting to the Fellows should email Jonathan Tyler, Program Assistant, at jonathan.tyler@snow.edu.

For more information about Project ACCCESS, including application information, go to www.amatyc.org/ACCCESS. If you have additional questions, contact Lisa Feinman at LFeinman@cpcbcmd.edu.



Downtown Phoenix at Sunset – Photo courtesy of Visit Phoenix/dspaz.com

THE 2021 AMATYC ELECTION

by Jim Ham, Past President

AMATYC Executive Board elections will be held in the fall. Each eligible voter will receive a ballot for President-Elect, Secretary, and their regional Vice President. The slate of candidates will be announced in May 2021 and in the August newsletter.

Electronic voting will be used as in past elections. An email will be sent to all eligible voters on September 15, 2021, initiating the two-week voting window. A link will be provided in the email to facilitate the voting. Links to the candidate information will also be provided in the email. The voting window will end on September 30, 2021.

Only individual members, with a current regular or lifetime membership, are eligible to vote in the upcoming election. Institutional contacts are not voting members of AMATYC unless they are also individual AMATYC members. AMATYC's reduced-cost memberships for adjuncts, students, and retired faculty do not include eligibility to vote in elections. Anyone in these membership categories who wishes to support colleagues by voting in the 2021 election should **join as a regular individual member no later than June 30, 2021.**

Please confirm your membership status and email address today, to make sure that you are eligible to vote in the election and that you receive your ballot.

SHARE YOUR EQUITY JOURNEY!

AMATYC is, first and foremost, an organization of members who are dedicated to reflecting on, improving, and sharing their growth in the teaching and learning of mathematics. As part of the process of continual improvement in mathematics education, AMATYC acknowledges the importance of diversity, equity, and inclusion, as evidenced by its position statement of this name approved this past year. In an effort to continue building community around equity, AMATYC invites its members to share their personal journeys toward the pursuit of equitable practices. If you are willing to share your own journey, please reach out to AJ Stachelek, Chair of the Equity Committee at equityinmathed@gmail.com to be considered for the next AMATYC newsletter.

STOKING THE FIRE FOR PHOENIX

by Judy Williams, Program Coordinator

The burning question “Will we really be meeting in Phoenix?” is on everyone’s mind. Your Program Committee is proceeding with plans for the in-person conference October 28-31. We acknowledge the uncertainties of vaccinations, travel, and institutional funding. However, to be ready to be *Fired Up For Math* in October, now is the time to set up the kindling and sharpen our flint, with plenty of firewood ready as the sparks ignite and the flames grow.

At our 47th AMATYC Annual Conference, you will be able to get warmed up Thursday morning with presentations from six AMATYC communities in their Themed Sessions. The thirty-six 15-minute talks include topics such as global competencies, PROWESS, fair and trustworthy assessment, equity and justice, corequisite and Pathways models, as well as activities to engage statistics students. At 8:00 am or 8:20 am, join a tour of the conference area and meet AMATYC leaders along the route. You will not want to miss the keynote session by Lindsay Elkins-Tanton at 3:00 pm, about “The NASA Psyche Mission: Journey to a Metallic World.” Then stay for the Grand Opening of the Exhibit Hall at 4:30 pm.

Friday morning you can stoke your inner fire at the Regional Breakfast & Meeting, then feed your mind while browsing the posters displayed in the third floor hall. From 1:45 pm to 3:45 pm, you can visit with the creators of the posters and learn more about their projects and research.

As this article is being written, proposals are still being reviewed for the Phoenix program. You can expect presentations that will rekindle your fire in these challenging days, as many of us are transitioning from remote teaching back to the face-to-face classroom. Scott Adamson, one of our local featured speakers, will address this topic as he is “Fired Up to Take Online Teaching Innovations Back to the Classroom!”

Many speakers will share results from grant-related work or include documented support for the ideas they are discussing. You will learn how to make your class environment, assignments, and assessments more culturally relevant and inclusive. Look for a wide variety of Mathematics Intensive talks that will keep your love for our subject going strong, including “The Astounding Mathematics of Bicycle Tracks” by James Tanton, our other local featured speaker.

From Thursday through Saturday, check the schedule for the gathering time for each academic committee and ANet, as well as the Data Science and Pathways Joint Subcommittees. You are welcome to attend as many as you like.

At Saturday’s Awards Breakfast, you will be enlightened as the keynote speaker, Talithia Williams, shares her journey in “Power in Numbers: Unveiling Hidden Figures.” Consider enjoying Saturday evening in Phoenix. Then on Sunday morning you can be part of the AMATYC family who gather for the Closing Session, a special time to share how much the conference has meant to you and to stay *Fired Up For Math!*



Directional Sign
Photo courtesy of
Visit Phoenix

GET FIRED UP TO PRESIDE!

by Michael Pemberton, Assistant Program Coordinator

Are you looking for a fun way to participate and support colleagues at the 47th AMATYC Annual Conference in Phoenix? Presiding for a session that is of interest to you is a great way to stay “fired up” at the conference! Watch the video at www.amatyc.org/Preside to learn more. Then volunteer to be a president by completing the application form at the same site.

AMATYC CORPORATE PARTNER PROGRAM GROWS!

by Todd Stine, Exhibits Chair, and
Crystal Wiggins, Advertising Chair

The AMATYC Corporate Partner Program continues to grow in 2021. We are very pleased to welcome Pearson and Derivita as new Corporate Partners! We’re excited to help them expand their presence at the AMATYC Annual Conference.

Our Corporate Partners are valued sponsors of the AMATYC Annual Conference. Their Corporate Partner packages include exhibitor booths, commercial presentations, advertising, and other sponsorships that make them a familiar presence at the conference. Hawkes Learning (Corporate Partner since 2005) and McGraw Hill (Corporate Partner since 2011) are long-standing partners, and we look forward to seeing their representatives at the conference every year.

The 2020 Virtual Conference gave us an exciting opportunity to work even more closely with our Corporate Partners, including Wiley who joined us as a Corporate Partner in 2020. Each partner did an outstanding job hosting a day of our virtual conference. We are grateful for the enthusiasm, creativity, and excellence each team brought to their day.

Anyone interested in the Corporate Partner Program or other opportunities to advertise and exhibit with AMATYC can visit www.amatyc.org/AMATYCAAdvertising or contact Todd Stine at exhibits@amatyc.org or Crystal Wiggins at advertising@amatyc.org.

The **AMATYC News** is the official newsletter of the American Mathematical Association of Two-Year Colleges and is published four times per year in January, April, August, and October. Your articles, announcements, comments, and letters to the Editor are welcome. Submit materials by November 25, February 25, June 1, and August 15 for the respective issues.

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:

Jennifer Travis
AMATYC News Editor
Lone Star College - North Harris
2700 W. W. Thome Dr. Houston, TX 77073
Phone 281.618.1147
AMATYCNews@amatyc.org

IMPACT Live!

by Julie Phelps, Standards Committee Chair, and
Evan Evans, Digital Coordinator

The Mathematics Standards in the First Two Years of College (*IMPACT*) Committee and the *IMPACT Live!* team are excited to share what's happening in 2021. Due to the ever-expanding amount of innovative and useful content, we have redesigned the *IMPACT Live!* site to enhance its aesthetics and usability.

To increase the fun factor, we have created the *IMPACTable* competition, a game reminiscent of *SCRABBLE*. Head to <https://my.amatyc.org/viewdocument/official-rules-and-game-board> to join the fun!

In addition, we have organized the calendar around the four pillars of *IMPACT* and scheduled 12 different Communities to host a month on *IMPACT Live!* This monthly spotlight on our Communities gives them an opportunity to highlight their activities and increase membership while promoting the principles of *IMPACT*.

- Winter (Engagement)
- Spring (Ownership)
 - April - Professional Development and Department and Division Leadership
 - May - Research in Mathematics Education for Two-Year Colleges (RMETYC)
 - June - Standards (*IMPACT*)
- Summer (Student Success)
 - July - Teacher Preparation
 - August - Placement and Assessment
 - September - Innovative Teaching and Learning
- Fall (P_Roficiency)

REGISTER EARLY FOR PHOENIX!

by Turi Suski, Conference Coordinator

Are you looking forward to the next AMATYC Annual Conference? Make plans now to attend the 2021 AMATYC Annual Conference in Phoenix. If you or your college prefers to pay your registration fee from the current year's budget, instead of waiting until fall, that can be done. Please email Office Director Beverly Vance at amatyc@amatyc.org and put "Conference Registration Now" in the subject line. Beverly will send you the necessary information so that conference registration can be paid now.

Now is also a great time to book your hotel room for Phoenix. Hotel information is available on the conference website at www.amatyc.org/2021ConfHome. You can also find a link to the local committee's information about things to do and see while in Phoenix. Additional details about the conference will continue to be added in the coming months, so watch the website for updates.

Sharing your room at the conference hotel is a great way to reduce your costs for the AMATYC Annual Conference. Ask a colleague to be your roommate or complete the roommate request form at www.amatyc.org/2021ConfHome. Sarah Miller, Roommate Network Director, will endeavor to help pair you with another conference attendee who would like to share a room. While AMATYC cannot guarantee a roommate pairing, this process has often been very successful.

We very much hope that we'll have the opportunity to gather together this fall in Phoenix. We know that you are already getting *Fired Up For Math!*

COLLABORATION CORNER

by Jon Oaks, Midwest Vice President

"MΣΣT a Mathematician!" (www.meetamathematician.com) is a collection of video interviews with mathematicians. It was started by Selvi Kara, an Assistant Professor at the University of South Alabama and Padi Fuster, a Ph.D. Student at Tulane University. The mission of MΣΣT a Mathematician is to share stories of mathematicians from different backgrounds, especially from historically excluded groups, with the aim of introducing students to role models and fostering a sense of community. The idea is to break down stereotypes and change the narrative about what a mathematician looks like, who can be a mathematician, and show the diversity in people's paths to becoming a mathematician.

Here are some ways that you might consider using the MΣΣT a Mathematician website:

- Show an interview to your students at the beginning of class and have a short discussion. If a full interview is too long for your class, consider showing the shorter 1-2 minute Words of Wisdom videos.
- Have a weekly mathematician spotlight as part of a math club meeting or any event where students have the opportunity to discuss mathematics and mathematical identity.
- Share the website with friends and family on social media and follow MΣΣT a Mathematician on Instagram @meet_a_mathematician. The goal is to reach as many students as possible and create awareness of the struggle that mathematicians have gone through, especially those from historically excluded groups.
- Watch the videos yourself so that you can see the many paths people have taken to become a mathematician. Then use them as inspiration to better motivate your own students.

These videos are a great way to humanize mathematics. Students need to be introduced to interesting problems, but they also need to see role models in mathematics who look like them. Students need to know that they don't have to be a genius to do mathematics.

On the MΣΣT a Mathematician website, you can also nominate a mathematician for a future interview, join the mailing list, and find contact information and links to many other great organizations.

SML PROBLEM CORNER

Can YOU work a Student Mathematics League problem? This one is from the Fall 2017 competition.

A certain coin has probability p of heads and $1-p$ of tails. If this coin is flipped three times, the probability of three flips with the same result (either 3 heads or 3 tails) is $1/2$. Find $p(1-p)$.

WEBINARS — TRANSITIONING BACK TO “NORMAL”

by Pat Riley, Webinar Coordinator

It's always a little challenge writing an article that won't appear for several months in the future. Things are apt to change between the writing of the article and when people read it. COVID-19 has really changed the game. Instead of trying to predict what will be relevant in a few months time, it is hard now to even predict a few days or weeks into the future.

However, I think we all believe that the COVID-19 pandemic restrictions will eventually be lifted and colleges and classes will return to “normal.” However, what “normal” will mean then may differ substantially from what it meant in the past. While many things will probably return to look like they did before the pandemic, many techniques and skills for online and remote teaching will likely become a “new normal” for many faculty.

When things return back to “normal,” the next phase in education will possibly be to take new skills and techniques that have worked well for remote learning and adapt them to classroom learning. What are these new adaptations? Have you tried something new in your remote learning classes that you think will work well in your on-campus class? Do you want to be one of the first to share these ideas with others or be one of the first to learn some of these new techniques? If so these ideas will most likely be shared in webinars. This will be an exciting opportunity for AMATYC to be at the forefront of a new wave of teaching pedagogy. Please start thinking about some of these ideas and adaptations, and consider sharing them with others.

One thing I've noticed over many years of attending conferences and talking to fellow math teachers is that most have wonderful ideas, but they don't realize how wonderful their ideas are. So, give some thought to encouraging a colleague to share their ideas. When we share, we have a better chance to reach more students and create more success stories.

There have been many webinars delivered by AMATYC and other organizations, with more to come. Is there a topic that you have an interest in but haven't seen a webinar to cover that topic? If so, feel free to use the email address below to request a webinar on that topic or (even better) volunteer to present a webinar!

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

STATPREP SUMMER WORKSHOPS

by Ambika Silva, Data Science Subcommittee Chair, Deirdre L. Smeltzer, MAA Senior Director for Programs, and Kathryn Kozak, AMATYC President

StatPREP, a project supported by the National Science Foundation (DUE-1626337), has offered summer workshops during 2017, 2018, and 2019 to provide faculty with tips and resources for teaching introductory statistics from a data-centric point of view. However, due to the pandemic, the summer 2020 workshops were cancelled. During the summer of 2021, the StatPREP workshops will be virtual. We are currently planning a series of virtual workshops so that faculty can focus on the topics of their choice.

The first two-day workshop will help faculty incorporate data-centric approaches into the teaching of statistics, and learn how to present statistical concepts using the Little Apps developed by StatPREP. Another two-day workshop will introduce faculty to the basics of the statistical software RStudio. For those already familiar with this tool, there will also be a two-day intermediate workshop on RStudio. Finally, StatPREP will offer a one-day workshop on creating a data science program at your college.

All the workshops will be offered in June and then repeated in July. The content and dates of the workshops are still being finalized. Please watch www.statprep.org for announcements on the workshop dates and the application availability. Hope to see you and your colleagues virtually this summer!

AMATYC TRAVELING WORKSHOPS — BRINGING IDEAS TO YOU!

by Mari Menard, Coordinator

The year 2020 is done, and Fall 2021 will be here soon! How about professional development that can reconnect your faculty? This is a great time to host an AMATYC Virtual Traveling Workshop. What do you need? Who is it for? What kind of workshop should you have? Hold on, oh so many questions! No worries, as there are answers, many of which you can find at www.amatyc.org/TravelingWorkshops.

A Traveling Workshop is for you and your colleagues, your college, your region, or even for your AMATYC Affiliate Conference. Decide the day, topic (strand), and goals. Then with a facilitator (presenter), you design and plan your Traveling Workshop. The cost is minimal, as the workshop is virtual. You can find the request form on the website under the Request tab.

If you still have questions, email Mari Menard at tw@amatyc.org.

FUTURE AMATYC CONFERENCES

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

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

FOUNDATION UPDATES

by Jim Ham, Foundation Chair

Mini-Grants

For the second consecutive year, the AMATYC Foundation offered 30 mini-grants to reimburse members up to \$250 for materials and equipment purchased to facilitate remote learning. Thirty applicants were randomly selected in January to receive a 2021 mini-grant. Here are more details about the grant applicants:

- 76 individuals applied for a mini-grant.
- Close to two-fifths of the applicants received an award.
- Awardees included full-time and adjunct faculty members.
- The requested materials and equipment included document cameras, webcams, tablets, iPads, computers, routers, printers, software, office furniture, smart pens, calculator emulator software, and headphones.

Thanks to all of the grant recipients who submitted photos of themselves working at their workstations, and to the donors who made these mini-grants possible.

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



The Leila and Simon Peskoff Award

The Leila and Simon Peskoff Award is made possible through a contribution to the AMATYC Foundation by Fred Peskoff, in memory of his parents. It is given annually to an AMATYC Project ACCESS fellow who has contributed to the education profession in the area of the mathematics taught during the first two years of college. The award includes a lifetime AMATYC membership. The award will be presented at the 2021 AMATYC Annual Conference in Phoenix. Information about the award is available at www.amatyc.org/PeskoffAward.

Because the award was not given in 2020, there will be two Peskoff awardees selected in 2021. **Nominations for the award are due May 1, 2021.**

The Margie Hobbs Award

The Margie Hobbs Award, made possible through contributions to the AMATYC Foundation, is given annually to an AMATYC member who has been selected to present at the AMATYC conference for the first time. The award winner will receive \$500 to be used by the recipient to offset conference expenses.

The recipient will be featured in the conference program, and the award will be presented at a keynote session of the 2021 AMATYC Annual Conference in Phoenix. Information about the award, including the nomination form, is available at www.amatyc.org/MargieHobbsAward.

Because the face-to-face conference was cancelled in 2020, there will be two Hobbs awardees selected in 2021. **Nominations for the award are due by June 1, 2021.**

MU ALPHA THETA

by Jonathan Weisbrod, Coordinator

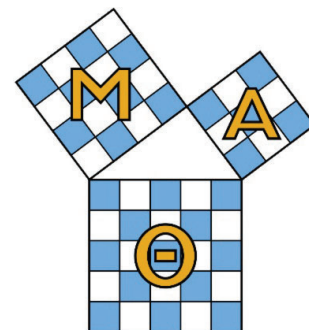
First, I would like to congratulate our outgoing coordinator, Rita Ralph, for her years of service and her recent promotion to President-Elect of Mu Alpha Theta. I had the privilege of meeting Rita at a Mu Alpha Theta convention in 2019. I am excited to represent both AMATYC and Mu Alpha Theta as the coordinator.

For those readers unfamiliar with Mu Alpha Theta, this mathematics honor society serves both high schools and two-year colleges. A chapter of Mu Alpha Theta at your institution can enhance the prestige of your math clubs and open opportunities to your students.

Active chapters can secure funding for a variety of purposes, including competitions and club events. Students can apply for various scholarships and grants during college, or in some cases, after graduation. Chapters can apply for chapter grants to cover a wide variety of experiences for students and community members. Additional details can be found at www.mualphatheta.org. If your college has an active math club, or would like to build one, please consider forming a chapter of Mu Alpha Theta.

Colleges that have active chapters should consider participation in this year's national convention. The 2021 Mu Alpha Theta Convention will be held remotely, which means travel expenses need not be a deterrent. Please discuss this opportunity with your chapter members. Details can be found at <https://mualphatheta.org/national-convention>.

Finally, to all the AMATYC members and Mu Alpha Theta members I represent, I encourage you to reach out to me with questions or suggestions on how AMATYC and Mu Alpha Theta can work together to serve our students. I can be reached at jweisbrod@rcbc.edu.



STUDENT RESEARCH LEAGUE — REFLECTIONS OF THE 2020 WINNING TEAM

by Karen Gaines, Coordinator

At the time this article is published, the Evaluators will be hard at work determining the winners of the 2021 Student Research League (SRL) competition. For anyone who may have missed out on this year's competition and would like to know more about the benefits for students, the following are excerpts from feedback provided by the winning team of the 2020 competition from Saint Paul College.

Ryan Van Domelen (Mechanical Engineering)

According to Ryan, "It was a great opportunity for personal growth. It was a lot of work in a short period of time, but being able to look back at what the team and I created gives me great joy. SRL enhanced my college experience because it gave me the opportunity to do something that generally isn't done at two-year schools. This paper gave me experience in writing the types of papers that I could very well write in my career. The skill I believe enhanced the most is working with teammates and listening to criticism. I did several group projects during my time at Saint Paul College, but none of them were as stressful or rigorous as this paper."

Mathieu Landretti (Data Science)

The competition definitely had a long term positive effect on Mathieu: "Looking forward, I know that I definitely want to pursue a career in research. The SRL really pushes the bounds of your skills. Whether it's research, writing, statistics, math, or programming, the SRL forces you to apply these to a real-world problem. While the classroom teaches you the technical details of these subjects, using these tools in a creative/open ended project allowed me to better understand them. Now, when I'm sitting in lecture, I see how the information we are learning can be directly applied to real-world problems. It was incredibly useful to put my classroom skills into context."

Sean McCauley (Mechanical Engineering)

Sean's experience seemed to focus on teamwork but he also saw other benefits of the competition. "I loved being able to work as a team with the two other researchers. We really dove deep into the world of student loan debt and put our best effort into finding a solution to the crisis. I also learned quite a bit about economics and government policies. Participating in SRL was a great way to end my time at Saint Paul College. I got to see a difficult project through to the end. I worked with some of my favorite faculty members and was able to reinforce life-long friendships with the other participants. I gained considerable research experience during this time which I will carry forward into my next school. I also learned a lot about working remotely as a team due to the COVID-19 shutdown."

To learn more about getting involved with this great opportunity for your students and yourself, visit myAMATYC (<https://my.amatyc.org>) and join the Student Research League Community. If you have any questions, contact Karen Gaines at srl@amatyc.org.

TEACHER PREPARATION COMMITTEE

by Mark Kuhlman, Chair

The AMATYC Teacher Preparation Committee examines issues relating to the preparation of prospective teachers. Topics include teacher preparation curriculum, effective classroom practices, and professional development for faculty who teach these courses at two-year colleges.

The Teacher Preparation Committee will be sponsoring a sharing session titled "Share Your Classroom Ideas for Teacher Preparation Courses" during the 2021 AMATYC Annual Conference in Phoenix. This session will be engaging and enlightening. If you're looking for fresh ideas or are new to teaching mathematics courses for prospective teachers, I encourage you to attend to share and learn.

The Teacher Preparation Committee has created a monthly discussion on myAMATYC (<https://my.amatyc.org>). The committee encourages you to participate and share your ideas. With your help, this site can grow into a wonderful discussion repository for teacher preparation courses. Visit <https://my.amatyc.org> to keep up with everything new in teacher preparation.

The Teacher Preparation Committee is a great way to connect with other passionate AMATYC members to improve the mathematical preparation of future teachers. If you are interested in joining or if you have questions about the committee, contact Mark Kuhlman at mkuhlman@caspercollege.edu.

STUDENT MATHEMATICS LEAGUE

by Steve Hundert, Coordinator



As you know, the Student Mathematics League competition was canceled this year. Next

academic year, I hope that more faculty and students will return to campus and the competition will resume. This spring we had the AMATYC Online Challenge as an alternative. I hope your students enjoyed this informal competition.

This is my last year serving as the SML coordinator. I want to thank TJ Duda and all the test developers, everyone in the AMATYC office, George Hurlburt for his work on the website, and all the moderators who make this league possible and made my job easy. Starting this summer, the Student Mathematics League will be in the very capable hands of Matthew Prangel from Harrisburg Area CC.

GET YOUR PASSPORT FOR TORONTO



If you are not a Canadian resident, you'll need a passport for the 2022 AMATYC Annual Conference in Toronto. Apply or renew now!

EQUITY COMMITTEE: WHAT'S ON YOUR SUMMER READING LIST?

by AJ Stachelek, Chair

In the last AMATYC newsletter, I invited members to consider the broader systems in mathematics education and reflect on which of these systems currently exist at their own colleges. The systems recommended for consideration ranged from placement and course availability to aspects of teaching and learning within the classroom. To support improving aspects of mathematics education towards more equitable systems and classroom practices, I have greatly benefited from reading a variety of authors who provide deep insights into new ways of thinking about equity in general and in education. The references I list here could be the beginning of an equity-focused summer reading list. This list is not meant to be exhaustive and entries are listed in alphabetical order by author, rather than by any order of recommended reading. I hope this personal list of mine might aid as a starting point for members who want to gain a deeper understanding of equity.

- *Toward Equity and Social Justice in Mathematics Education*, edited by Tonya Gau Bartell
- *Can We Talk about Race? And Other Conversations in an Era of School Resegregation*, by Beverly Daniel Tatum
- *White Fragility: Why It's so Hard for White People to Talk about Racism*, by Robin DiAngelo
- *For White Folks Who Teach in the Hood... and the Rest of Y'all Too*, by Christopher Emdin
- *Critical Race Theory in Mathematics Education*, edited by Julius Davis and Christopher C. Jett
- *Mathematics for Social Justice: Resources for the College Classroom*, edited by Gizem Karaali and Lily S. Khadjavi
- *How to Be an Antiracist*, by Ibram X. Kendi
- *Stamped from the Beginning: The Definitive History of Racist Ideas in America*, by Ibram X. Kendi
- *Beyond Banneker: Black Mathematicians and the Paths to Excellence*, by Erica N. Walker

I invite you to suggest other possible resources for summer reading on the Equity Committee page on myAMATYC (<https://my.amatyc.org>). This will help all of us in our equity work. If you feel inspired to embark on your own equity journey, please do not hesitate to join our committee or contact me at equityinmathed@gmail.com.

MATHEMATICS AND ITS APPLICATION FOR CAREERS

by Nolan Outlaw, Chair

Thank you to everyone who attended the Mathematics and its Application for Careers (MAC) Committee meeting during the virtual AMATYC Annual Conference in November. The opportunity to connect with colleagues and share ideas with others throughout AMATYC is a wonderful experience at every AMATYC conference, and the virtual conference in 2020 was no different.

On February 23, 2021, the MAC committee held its first quarterly meeting of the year. At this meeting committee members continued to collaborate on how to integrate mathematics applications into mathematics instruction. A significant focus at this meeting was sharing recommendations for mathematics education in nursing. Another major focus centered on incorporating applications in online and virtual instruction. With many instructors teaching at least partially online right now, discussions involving ways to incorporate applications into online courses will continue to be an important conversation in the coming months.

Several MAC committee members also continue working on the NSF-funded Connecting Industry to Math Instruction (CIMI) Project (NSF DUE-1954291), aimed at creating contextualized, application-based assignments for mathematics courses. AMATYC members are invited to provide field testing and feedback on these assignments. Contact Jay Martin at jemartin@waketech.edu to learn more.

If you are interested in mathematics applications for careers or in implementing these applications in your classroom, this is a great committee to join. To join the committee, please visit <http://my.amatyc.org/communities>. If you have questions about MAC or would like more information, please contact Nolan Outlaw at nloutlaw@waketech.edu.

STATISTICS COMMITTEE

by Julie Hanson, Chair

The AMATYC/ASA Joint Committee (AMATYC's Joint Committee with the American Statistical Association) sponsors a series of webinars related to teaching statistics. The committee would like to express our appreciation to Christine Franklin for presenting a webinar on February 25. Her webinar was titled "K-12 Statistics and Data Science Guidelines: Impacting College Courses" and was co-sponsored with the AMATYC Teacher Preparation Committee. The recording and other materials from this webinar, as well as from previous webinars, are available at www.amatyc.org/Webinars and at www.amatyc.org/StatsResources.

During the month of March, the Statistics Committee and the Data Science Subcommittee co-sponsored *IMPACT Live!* on myAMATYC (<https://my.amatyc.org>). The focus of our month was the Engagement, one pillar of *IMPACT*. The committee would like to express our appreciation to Mark Earley, the Statistics Committee representative to the AMATYC Standards Committee, for all of his work leading our planning team. We would also like to express our appreciation to planning team members Leah Beck and Ambika Silva, as well as to Julie Phelps, Evan Evans, and Karen Gaines for their assistance.

If you teach statistics, please consider joining our Statistics Community on myAMATYC (<https://my.amatyc.org>). For more information about the AMATYC Statistics Committee, please contact Julie Hanson at julie.hanson@clinton.edu.

PROJECT GAINS: CONNECTING STUDENTS AND FACULTY FOR THE FUTURE OF THE PROFESSION

by Laura Watkins, President-Elect

AMATYC is proud to announce a new initiative designed to invite undergraduate and graduate students to consider a career teaching mathematics at the two-year college level. Project GAINS (Graduate Student And Instructor Networking System) strives to situate AMATYC as a welcoming environment for students and faculty from underrepresented groups while assisting all AMATYC members in providing equitable and stimulating educational opportunities for all students. This project is part of the National Alliance for Inclusive and Diverse STEM Faculty (NAIDSF) project, which is supported by the National Science Foundation (NSF DUE-1834518).

Project GAINS aims to connect members from the following groups to form communities situated within the local postsecondary environment to build a sense of community, provide networking and mentoring opportunities, and provide advice for pursuing a degree in mathematics.

- **Students:** Two-year college, undergraduate, and graduate students from underrepresented groups who have shown an interest in teaching at the two-year college level and wish to engage in this mentoring program.
- **Two-year college faculty:** Two-year college faculty or university faculty who teach mathematics classes offered in the first two years of college and who wish to mentor undergraduate students, graduate students, and adjunct faculty in pursuing careers at two-year colleges.
- **University faculty:** University faculty in mathematics or mathematics education departments will serve as liaisons between the graduate students and the two-year college students and faculty. These faculty also can serve as mentors for two-year college students when they transfer to a university.

If you are interested in this project, contact Jon Oaks at jonoaks@amatyc.org. You can also request to join the Project GAINS Community on myAMATYC (<https://my.amatyc.org>).

MORE “NEED TO KNOWS” FOR MYAMATYC

by Karen Gaines, Online Community Coordinator

The last newsletter presented three Need to Knows about myAMATYC (<https://my.amatyc.org>): how to access the site, how to use tags for blogs and discussions, and how to join a Community. Here are two more Need to Knows addressing problems you may encounter:

1. When accessing the site, you may see an error message on the landing page similar to: “Sorry, an unexpected error has occurred. We have logged this issue. If the problem persists, please contact us and provide the following error log key.” This can be frustrating, but luckily it is actually not a problem. Just click on any of the pages from the Navigation bar (including the home page if needed) and full access to the site is available. If it is not possible to access any pages, a more serious error is occurring. In that case, please copy the error log key, click the Contact Us link at the top right of the screen, and send a message with this information so the situation can be addressed.
2. Much of the myAMATYC site is structured like most websites. If you have questions, they may be quickly answered by clicking the Help/FAQ menu item on the Navigation bar. If the answer cannot be found there, please click the Contact Us link at the top right of the screen and pose your question. This will help to improve the site, as that information can be added to the FAQ to help others navigate the site more easily.

The myAMATYC site is a content-rich website that all AMATYC members can enjoy and use, to become inspired and to gain knowledge about mathematics in the first two years of college. For questions or suggestions, email Karen Gaines at occ@amatyc.org or click on the Contact Us link on the site.

INTERNATIONAL MATHEMATICS ANET

by Barbara Leitherer, Leader

The International Mathematics ANet is happy to announce that the position statement, *Mathematics and Global Learning*, was approved by the Delegate Assembly on November 21, 2020. To learn more go to www.amatyc.org/PositionMathematicsGlobal-Learning.

If we want to integrate global perspectives and culturally responsive strategies into the mathematics classroom in the first two years of college, we need to be intentional. Global and culturally relevant learning do not happen overnight. It will take practice to acquire global and cultural skills, and therefore we must view global learning as a lifelong process. It requires exposing students over a longer time to engage with and reinforce concepts. Rather than seeing knowledge as disparate pieces of information, students will need to focus on the interconnected picture.

With a globalized curriculum, faculty can provide opportunities that allow students to make conscious connections between their coursework, their personal experiences, and the wider world. Tapping into students’ prior experiences and cultural frames of reference is also the focus of culturally responsive pedagogy. In that regard global and culturally relevant learning go hand in hand. They propel an increasingly diverse student body forward to collaborate in more meaningful ways and to experience learning more effectively.

The ANet held a total of four meetings in October, November, and December. Members discussed strategies for connecting more effectively with the international mathematics community, and also planned a themed session for the 2021 AMATYC Annual Conference. Six speakers have been recruited to present on the topic “Imparting Global Competencies for Student Success” in Phoenix. In February 2021, the International ANet was in the spotlight on the *IMPACT Live!* site. Special thanks and much gratitude go to Manisha Ranade, Shane Tang, and Karen Gaines for making this happen. From planning meetings to uploading files, or posting and responding to discussions, they made sure that everything went smoothly and that the International Mathematics ANet received some very welcome publicity within myAMATYC (<https://my.amatyc.org>).

If interested in global learning of mathematics or international mathematics topics, consider joining the ANet by contacting Barbara Leitherer at bleitherer@ccbcmd.edu.

GRANTS UPDATE: THE VALIDATING MEASURES OF QUALITY INSTRUCTION PROJECT

by Megan Breit-Goodwin, Grants Coordinator

The *Validating Measures of Quality Instruction* project (NSF DUE-2000644, -2000602, -2000527, -2000566) is led by Laura Watkins, April Ström, Patrick Kimani (Maricopa CC District), Vilma Mesa (University of Michigan), Irene Duranczyk (University of Minnesota), and Mary Beisiegel (Oregon State University). The project involves community college and university researchers from four states and builds upon the Algebra Instruction at Community Colleges (AI@CC) project (NSF DUE-1561436).

This study will advance understanding of the connection between mathematical knowledge for teaching and quality of algebra instruction at community colleges. The primary goals of the three-year project are to develop an instrument to measure mathematical knowledge for teaching algebra in community colleges, refine items in a video-coding instrument developed in the AI@CC project, and explore the connections between the constructs underlying both instruments.

The project uses a mixed methods design involving both qualitative and quantitative data. The input of community college faculty is essential in all phases of the study. Three research questions guide the investigation:

1. What are the dimensions of mathematical knowledge for teaching college algebra at community colleges?
2. What is the relationship between the underlying dimensions of high quality of algebra instruction at community colleges and aspects of diversity, equity, and inclusion?
3. What is the connection between mathematical knowledge for teaching community college algebra and quality of instruction in the context of community college algebra?

The project team's work on the new instrument has focused on two fundamental aspects of teaching: choosing example problems and understanding student work. The team has also identified over 15 frameworks used to investigate equitable practices in mathematics classrooms. These will be synthesized and used to guide further inquiry into the rich dataset from the AI@CC project.

AMATYC is excited to be a part of this project, which is rooted in the work of the Research in Mathematics Education for Two-Year Colleges (RMETYC) Committee. AMATYC members are invited to engage in this work. If you are interested in participating, please complete the interest form at <https://z.umn.edu/VMQI>.

SPOTLIGHT: TEACHING FOR PROWESS @ CLACKAMAS CC

by Scott Pruyin

Clackamas CC (CCC) is excited to be a part of the National Science Foundation funded project *Teaching for PROWESS* (TfP): *Increasing Student Success in Community College Mathematics through Active Learning and Systemic Instructional Change* (NSF DUE-2013493, -2012962, -2013232, -2013550). TfP is a five-year collaborative project involving partnerships with AMATYC (lead), Chandler-Gilbert CC, Clackamas CC, and Oregon State University (OSU). Each community college has formed an IMPACT team of instructional leaders and developed a project centered on understanding how active learning supports student success, how to foster departmental change, and the role of a professional organization such as AMATYC in these transformations.

The Clackamas IMPACT team's goal is to enhance mathematics instruction for STEM students by redesigning core STEM Pathway courses (College Algebra, Trigonometry/Precalculus, Calculus I, and Calculus II) to better align with the core principles of active learning and the pillars of PROWESS: Proficiency, Ownership, Engagement, and Student Success. New relationships with AMATYC, Chandler-Gilbert CC, and researchers at OSU have resulted in opportunities to learn, share, and collaborate on ideas related to mathematics in the first two years of college. CCC has engaged in regular professional development centered around the pillars of PROWESS, participated in sharing sessions to test out active learning activities, and developed a researcher-practitioner partnership that supports the development of research questions and the collection and analysis of data. It has been extremely rewarding so far, and CCC is excited to continue sharing their results and collaborating with other colleges during Phase 2 of TfP.

In Phase 2, an additional six college math departments will form IMPACT teams and design projects around active learning and systemic instructional change. These teams will partner with the Phase 1 colleges and the leadership team to develop and implement their projects. To learn more or get your college involved, visit <https://teachingforprowess.wordpress.com>.

AMATYC 2021 CALENDAR OF EVENTS

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

May 21: NMMATYC Virtually Unstoppable,
<https://nmmatyc2021.heysummit.com/>

May 27: MMATYC Virtual Conference,
www.mmatyc.org/conferences/

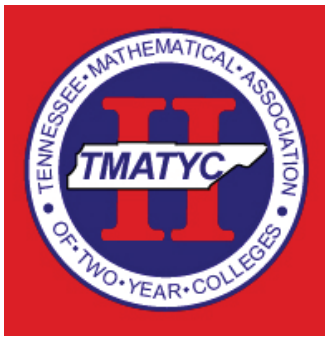
October 28-31: 47th AMATYC Annual Conference, Phoenix, AZ,
www.amatyc.org/2021ConfHome

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

Jennifer Travis, Editor
AMATYC News
Southwest Tennessee CC
5983 Macon Cove
Memphis, TN 38134

Focus on Affiliates: TMATYC

by Ellen Matheny, TMATYC President



When the 19th Annual TMATYC Conference was canceled at the last minute in March of 2020, to say there was disappointment among our members would be an understatement. Anyone who has been involved with any AMATYC affiliate conference knows the effort and energy involved in planning, as well as the excitement that builds as time gets closer to the event. At that point, however, there

was no time to feel sorry for ourselves or try to come up with an alternative plan. Across the state, we were all simultaneously dealing with the abrupt transition of becoming online teachers for on-campus classes that would never meet face-to-face again.

A few months later, I met virtually with some of our board members to regroup and start “picking up the pandemic pieces.” Unanimously, our minds all seemed to focus on one thing – finding a way to get together as a group to talk about what we love. We decided that day we would have a conference in early 2021 – however it had to happen.

On February 26, 2021, the 19th Annual TMATYC Conference took place in a virtual format. On that Friday afternoon, we man-

aged to pull together a variety of quality presenters for concurrent sessions along with guest keynote speakers from our friends at ORMATYC. This year’s episode might have looked a little different, but the learning and laughter were still present as well as our shared love for talking about mathematics. The best compliment to the conference that I received was via text message after the closing session. It read, “This conference was chicken soup for my soul.”

Before the pandemic, the annual conference had always been held at one of the Tennessee Board of Regents community colleges. We rotate each year between the three regions of Tennessee – West, Middle, and East. Because the conference in 2020 was canceled, Middle Tennessee will still have their turn. We have high hopes of having the 20th Annual TMATYC Conference at Volunteer State CC, where we had originally planned to gather in 2020.

After all that has happened in our world during the past year, I commend our members for their continued patience, positivity, and empathy towards others. I believe our members are still thriving in their mission to provide the best that we possibly can for our students given the cards we were dealt. I look forward to connecting and working with this amazing group of people across our state over the next year as we find out what the future holds.

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