

SPO 2024 Minutes – Friday, January 12, 2024

**AMATYC 2024 Strategic Planning and Orientation Executive Board Meeting  
Virtual (via Zoom)**

**Friday, January 12, 2024**

**Note:** All times are EST

The meeting was called to order at 4:04 pm by President George Hurlburt. The following members of the Executive Board were present:

|                   |                             |                  |                          |
|-------------------|-----------------------------|------------------|--------------------------|
| George Hurlburt   | President                   | Alvina Atkinson  | Southeast Vice President |
| Laura Watkins     | Past President              | Brandon Bartley  | Midwest Vice President   |
| Eddie Tchertchian | President-Elect             | Dale Johanson    | Central Vice President   |
| Jonathan Weisbrod | Secretary                   | Jennifer Travis  | Southwest Vice President |
| Kyle Kundomal     | Treasurer                   | Jessica Bernards | Northwest Vice President |
| AJ Stachelek      | Northeast Vice President    | Lindsey Gerber   | West Vice President      |
| Dennis Ebersole   | Mid-Atlantic Vice President |                  |                          |

Also present were: Anne Dudley, Executive Director; Turi Suski, Conference Coordinator

President Hurlburt reviewed the reference material. (Attachment A)

President Hurlburt reviewed the rules of conduct.

**Motion:** Approve the meeting’s Rules of Conduct. (Attachment B)

Made by Bartley and seconded by Stachelek.

**Motion approved**

**Motion:** Approve the Agenda-Order of Business provided on the previous pages. (Attachment C)

Made by Atkinson and seconded by Kundomal.

**Motion approved**

**EXECUTIVE SESSION**

**The Board went into Executive Session at 04:26 pm.** Anne Dudley and Turi Suski were asked to stay for the Executive Session.

**The Board exited Executive Session at 4:51 pm. At that time, Secretary Weisbrod reported out the following:**

The Board made the following appointments, pending membership verification: (Attachment D)

**New Business**

**Motion:** Approve the spirit of the content created for a new chapter in our IMPACT document entitled “Fostering Equity and Inclusion”. (Attachment E)

Made by Watkins and seconded by Ebersole.

**Motion approved**

**Motion:** Revote on the motion to approve the spirit of the content created for a new chapter in our IMPACT document entitled “Fostering Equity and Inclusion”.

Made by Tchertchian and seconded by Atkinson.

**Motion approved**

**Motion:** Appoint Dale Johanson as a member and chair of the Personnel Committee for 2024-2025, effective immediately.

Made by Hurlburt and seconded by Bartley.

**Motion approved**

**Motion:** Change to OCAC position to be unfunded effective immediately. This will require updates to the PPM, sections 11.1.6 and 6.9.3 (Attachment F)

Made by Hurlburt and seconded by Bernards.

**Motion approved**

**Motion:** Approve changing the name of the Mathematics for Liberal Arts ANet to Quantitative Reasoning.

Made by Johanson and seconded by Weisbrod.

**Motion approved**

### **Parking Lot**

**Discussion:** Should we move ANet meetings back to one time slot at the conference instead of spread around?

The board discussed various options of how to schedule ANet meetings in the annual conference.

**Discussion:** Committee for Mu Alpha Theta Liaison

Committee formed comprised of Hurlburt (chair), Weisbrod, Travis, and Dudley

**Discussion:** Committee for Position Statement Editor

Committee formed comprised of Watkins (chair), Gerber, Atkinson

**Discussion:** Liaison for TYC Datafest

Stachelek was appointed

**Discussion:** Award Amounts for Student Leagues

The board discussed adjusting award amounts for the SRL and SML

**Motion:** To adjourn the 2022 AMATYC SPO Board Meeting.

Made by Stachelek and seconded by Tchertchian.

**Motion approved**

Next board meeting is February 15.

The 2024 Strategic Planning and Orientation Board Meeting was adjourned at 6:03 PM.

Jonathan Weisbrod, Secretary 2024 – 2025  
January 12, 2024

George Hurlburt, President 2024 – 2025  
January 12, 2024

**ATTACHMENTS**

|          | <b>Title</b>  | <b>Page</b> |
|----------|---|-------------|
| <b>A</b> | Reference Material<br>A. Meeting Plans<br>B. AMATYC Mission, Vision, Core Values<br>C. AMATYC Strategic Plan (2024-2029)<br>D. Acronyms<br>E. Brief Robert’s Rules of Order (Parliamentary Motions Guide)<br>F. Policies on a Welcoming and Inclusive Environment<br>G. Affiliate Visits (2024-2025)<br>H. Board Liaison Assignments<br>I. Administrative/Ad Hoc/Other Committees<br>J. Conflict of Interest<br>K. Email motions and other Board actions since FBM 2023 | <b>5</b>    |
| <b>B</b> | Rules of Conduct  | <b>26</b>   |
| <b>C</b> | Order of Business – Meeting Agenda  | <b>27</b>   |
| <b>D</b> | AMATYC Appointments   | <b>29</b>   |
| <b>E</b> | Fostering Equity and Inclusion  | <b>31</b>   |
| <b>F</b> | 11.1.6 and 6.9.3  | <b>48</b>   |

## Attachment A: Reference Material



## 2024 AMATYC Virtual SPO Agenda Outline

Friday, January 5th, 4:00 pm - 7:00 pm EST

|                |   |
|----------------|---|
| 4:00 –<br>4:15 | Welcome, Logistics of Meeting, Goals of SPO (George Hurlburt)   |
| 4:15 –<br>5:00 | Board Ignite Activity (Eddie Tchertchian)   |
| 5:00 –<br>5:30 | AMATYC Structure (Board, Conference Coordinator, Executive Director, Office, ANets, Delegates) -<br>Charts in the PPM - (George Hurlburt) |
| 5:30 –<br>5:45 | Break   |
| 5:45 –<br>6:15 | Office Services (Anne Dudley & Office Staff)  |
| 6:15 –<br>7:00 | Big Picture look at AMATYC's Finances (Christy Hunsucker)<br>Fiduciary responsibility and Travel Reimbursement (Kyle Kundomal)            |

Thursday, January 11th, 4:00 pm - 7:00 pm EST

|             |  |
|-------------|--|
| 4:00 - 5:15 | Strategic Planning Session 1 (Eddie Tchertchian)     |
| 5:15 - 5:45 | Website Scavenger Hunt (Dale Johanson)               |
| 5:45 - 6:00 | Break  |
| 6:00 - 6:30 | Being a Board Member (Laura Watkins)                 |
| 6:30 - 7:00 | Writing a Motion and Daily Wrap-up (George Hurlburt) |

**Friday, January 12th, 12:00 pm - 6:00 pm EST**

|               |  |
|---------------|--|
| 12:00 – 12:30 | myAMATYC Orientation (Karen Gaines)              |
| 12:30 – 1:45  | Strategic Planning Session 2 (Eddie Tchertchian) |
| 1:45 – 1:55   | Break  |
| 1:55 – 2:20   | Google Drive Exploration (Anne Dudley)           |
| 2:20 – 2:45   | Smartsheet and PDF files (Anne Dudley)           |
| 2:45 - 3:15   | Meal Break                                       |
| 3:15 - 4:00   | Meet with ANet Chairs (move to their Zoom room)  |
| 4:00 - 6:00   | Executive Board Meeting - see separate agenda    |



**AMATYC Mission Statement:** The American Mathematical Association of Two-Year Colleges (AMATYC) mission is to provide high quality professional development, to build inclusive communities of scholars, and to collaborate with and advocate for all involved in mathematics education in the first two years of college. (Approved January 2023)

**AMATYC's Vision:** To be the leading voice and resource for excellence and inclusion in the first two years of mathematics in colleges and universities. (Approved January 2023)

**AMATYC's Tagline:** *Opening Doors Through Mathematics* (Approved June 2016)

**AMATYC's Core Values:**

Core Values represent core priorities, traits, or qualities in the organization's culture that are considered worthwhile. (Approved May 2023)

| Core Value:              | Operational Definition:   |
|--------------------------|---|
| Excellence               | Supporting the design and implementation of a quality educational experience in mathematics for students that uses practices proven effective by research.  |
| Inclusivity              | Providing a welcoming environment and ensuring full access to opportunities and resources for all students and faculty.   |
| Community                | Providing opportunities for networking, growth, and encouraging mutual respect for other mathematics professionals for the betterment of the mathematics teaching profession.   |
| Responsiveness           | Creating, developing, implementing, and redefining instructional strategies, curricula in mathematics, current technology, and classroom practices. Determine successful practices based on research of how students best learn mathematics and how faculty best teach mathematics. |
| Integrity                | Safeguarding the qualities of honesty, sincerity, trustworthiness, global consciousness, and a code of sound moral professional principles.   |
| Professional Development | Building expertise and exhibiting leadership in the teaching and learning of mathematics, enhancing personal growth, and improving teaching methods and effectiveness as an ongoing responsibility.   |

**2024 - 2029 AMATYC Strategic Plan**

Approved May 2023

For all involved in mathematics education in the first two years of college, AMATYC will:

1. Provide Access to High Quality Professional Development
  - a. Offer professional development via various modalities.
  - b. Provide opportunities for reflection and gaining insights into effective practices for teaching mathematical concepts and pedagogical practices.
  - c. Address the needs of and offer professional development appropriate for faculty at various stages of their career.
  
2. Build an Inclusive Environment within AMATYC and within the First Two Years of Mathematics Education
  - a. Foster a climate where all feel welcome, valued, and included.
  - b. Promote a diverse community of mathematics educators which recognizes and welcomes the unique contributions of all participants.
  - c. Encourage and disseminate research focused on student learning for diverse learners.
  - d. Extend opportunities for local and regional networking to those interested in mathematics in the first two years of college including enriching relationships with and providing support for AMATYC affiliate organizations.
  
3. Collaborate and Advocate Externally
  - a. Expand the visibility of AMATYC, locally, nationally and internationally by strengthening collaborations with other organizations.
  - b. Expand student access to mathematics and statistics, particularly students from under-represented groups.
  - c. Communicate and disseminate the AMATYC Standards, AMATYC publications, and national initiatives.
  - d. Support classroom research on teaching and learning.
  
4. Provide Resources for the Mathematics Community
  - a. Propagate and facilitate the sharing of research-based teaching, learning practices, and assessment methods.
  - b. Develop, update, and maintain position statements.
  - c. Promote and develop current and relevant standards.
  - d. Share tools for faculty that create a strong and relevant mathematics experience for all students, including successful curricular innovations.

## ACRONYMS

|               |  |
|---------------|--|
| <b>AACC</b>   | American Association of Community Colleges   |
| <b>ACCESS</b> | Advancing Community College Careers: Education, Scholarship, Service, a professional development program offered by AMATYC and MAA for beginning two-year college mathematics faculty, funded for 2003-2006 by the ExxonMobil Foundation (Cohorts 1, 2, 3)   |
| <b>APA</b>    | AMATYC Project ACCESS: Advancing Community College Careers: Education, Scholarship, Service, a professional development program offered by AMATYC beginning with Cohort 4 in 2007.   |
| <b>AMC</b>    | AMATYC Membership Committee  |
| <b>AMPSS</b>  | Advancing Mathematics Pathways for Student Success   |
| <b>AMS</b>    | American Mathematical Society, who along with MAA and SIAM host the Joint Mathematics Meetings each January  |
| <b>AMTE</b>   | Association of Mathematics Teacher Educators   |
| <b>ARA</b>    | AMATYC Research Associate  |
| <b>ARG</b>    | Association Review Group. NCTM successfully used an ARG process to conduct a formal review of the Standards 2000 drafts.   |
| <b>ASA</b>    | American Statistical Association   |
| <b>ASL</b>    | Association for Symbolic Logic   |
| <b>ASSM</b>   | Association of State Supervisors of Mathematics  |
| <b>AWM</b>    | Association for Women in Mathematics   |
| <b>BBA</b>    | Benjamin Banneker Association. "Dedicated to mathematics education advocacy, establishing a presence for leadership, and professional development to support teachers in leveling the playing field for mathematics learning of the highest quality for African-American students."                              |
| <b>BMS</b>    | Board of the Mathematical Sciences, a Board of the National Research Council.  |
| <b>CAMC</b>   | Committee on the American Mathematics Competitions. CAMC develops and sponsors the exams which lead to the identification of the USAMO team.   |
| <b>CAP</b>    | MAA Committee on Articulation and Placement  |
| <b>CBMS</b>   | Conference Board of the Mathematical Sciences. Made up of representatives (usually the presidents and executive directors) of about 19 mathematics/ mathematics education organizations. AMATYC is a member. David Bressoud is the Executive Director. CBMS meets twice a year, in early May and early December. |
| <b>CCSSM</b>  | Common Core State Standards for Mathematics  |
| <b>CIRTL</b>  | <i>Center for the Integration of Research, Teaching and Learning</i>   |
| <b>CoWIM</b>  | Committee on Women in Mathematics, an AMS Committee  |
| <b>CRAFTY</b> | Curriculum Renewal Across the First Two Years Committee, an MAA Subcommittee of the MAA Committee on the Undergraduate Program in Mathematics (CUPM).  |
| <b>CSSP</b>   | Council of Scientific Society Presidents   |
| <b>CTYC</b>   | Committee on Two-Year Colleges, an MAA Committee. The AMATYC President is an ex officio member.  |
| <b>CUPM</b>   | Committee on the Undergraduate Program in Mathematics, an MAA Committee.   |
| <b>DCMP</b>   | Dana Center Mathematics Pathways   |
| <b>FBM</b>    | AMATYC's Fall Board Meeting  |
| <b>GAIMME</b> | Guidelines for Assessment and Instruction in Mathematical Modeling Education   |

|                        |   |
|------------------------|---|
| <b>GAINS</b>           | Graduate student And Instructor Networking System   |
| <b>GAISE</b>           | Guidelines for Assessment and Instruction in Statistics Education   |
| <b>GDPR</b>            | General Data Protection Regulation  |
| <b>HL</b>              | Higher Logic, the platform that hosts my.AMATYC.org   |
| <b>ICME</b>            | International Congress on Mathematical Education. Held every four years. (Seoul, Korea 2012, Hamburg, Germany 2016 Shanghai, China 2020)  |
| <b>ICW</b>             | In conjunction with the annual conference   |
| <b>IMS</b>             | Institute of Mathematical Statistics  |
| <b>IMPACT</b>          | Improving Mathematical Prowess and College Teaching   |
| <b>INFORMS</b>         | Institute for Operations Research and the Management Sciences   |
| <b>IP Guide</b>        | MAA's Instructional Practices Guide   |
| <b>IUSE</b>            | Improving Undergraduate STEM Education (NSF grant program)  |
| <b>JCW</b>             | Joint Committee on Women in Mathematical Sciences   |
| <b>JMM</b>             | Joint Mathematics Meeting. Meetings hosted each January by AMS, MAA, and SIAM.  |
| <b>JPBM</b>            | Joint Policy Board for Mathematics. A coalition of AMS, MAA, and SIAM.  |
| <b>JSM</b>             | Joint Statistical Meeting   |
| <b>MAA</b>             | Mathematical Association of America. Executive Director is Michael Pearson.   |
| <b>MAC<sup>3</sup></b> | Mathematics Across the Community College Curriculum was an NSF grant to AMATYC.   |
| <b>MathFest</b>        | MAA's Summer Meeting  |
| <b>MEM</b>             | Meeting Event Manager   |
| <b>MET</b>             | The Mathematics Education of Teachers document, written for college mathematics departments outlining the mathematics that K-12 teachers ought to know.   |
| <b>PMET</b>            | Preparing Mathematicians to Educate Teachers Project, a CBMS Project, offering workshops to college and university faculty.   |
| <b>MSEB</b>            | Mathematical Sciences Education Board, a Board of the National Research Council. Established in 1985 to provide continuing national overview and assessment capability for mathematics education and is concerned with excellence in mathematical sciences education for all students at all levels. Nancy Sattler serves on MSEB at this time, |
| <b>NACCTEP</b>         | National Association of Community College Teacher Education Programs.   |
| <b>NADE</b>            | National Association of Developmental Education, renamed NOSS   |
| <b>NAS</b>             | National Academy of Sciences  |
| <b>NASSMC</b>          | National Alliance of State Science and Mathematics Coalitions   |
| <b>NCTM</b>            | National Council of Teachers of Mathematics. Bob Doucette is the Executive Director.  |
| <b>NCSM</b>            | NCSM: Leadership in Mathematics Education. Formerly known as National Council of Supervisors of Mathematics.  |
| <b>NFR</b>             | Not for review session  |
| <b>NICRA</b>           | Indirect costs  |
| <b>NRC</b>             | National Research Council, organized by the NAS in 1916. NRC is the umbrella organization of the NAS, the National Academy of Engineering (NAE), and the Institute of Medicine (IOM).   |
| <b>NSF</b>             | National Science Foundation. Provides government funding for scientific endeavors.  |
| <b>NSF-IUSE</b>        | National Science Foundation - Improving Undergraduate STEM Education  |
| <b>NOSS</b>            | National Organization for Student Success   |
| <b>PAEMT</b>           | Presidential Award for Excellence in Mathematics Teaching   |

|                           |   |
|---------------------------|---|
| <b>OAC</b>                | Organizational Assessment Committee   |
| <b>OCC</b>                | Online Community Coordinator  |
| <b>PPM</b>                | AMATYC's Policy and Procedures Manual   |
| <b>RUME</b>               | Research in Undergraduate Mathematics Education, a special interest group of the MAA.   |
| <b>SBM</b>                | AMATYC's Spring Board Meeting   |
| <b>SIAM</b>               | Society of Industrial and Applied Mathematics. One of the three sponsors of the Joint Mathematics Meetings held each January.   |
| <b>SLOPE</b>              | Scholarly Leaders Originating as Practicing Educators in Two-Year College Mathematics   |
| <b>SOA</b>                | Society of Actuaries  |
| <b>SPO</b>                | AMATYC's Strategic Planning and Orientation meeting   |
| <b>Summit-P</b>           | Collaborative Research: Researching institutional transformation in the context of interdisciplinary STEM partnerships to support student transfer of mathematical knowledge  |
| <b>SUMMA</b>              | Strengthening Underrepresented Minority Mathematics Achievement (SUMMA) Program of the MAA was established in 1990 to increase the representation of minorities in the fields of mathematics, science and engineering and improve the education of minorities.  |
| <b>TfP</b>                | Teaching for Prowess grant  |
| <b>TLC3</b>               | Transitioning Learners to Calculus in Community Colleges  |
| <b>TODOS</b>              | TODOS: Mathematics for all – advocate for equity and high quality mathematics education for all   |
| <b>TPSE Math</b>          | Transforming Post-Secondary Education in Mathematics  |
| <b>Triangle Coalition</b> | A Washington DC-based nonprofit organization comprised of more than 100 member organizations with representation from business, education, and scientific and engineering societies. The coalition's mission is to bring together the voices of business, government, and education to improve the quality and outcome of STEM education. |
| <b>USAMO</b>              | USA Mathematical Olympiad. Through a series of competitions taken by thousands, a team of 8 is identified for participating in the IMO. The team is honored at a special event in Washington each June.   |
| <b>USNCMI</b>             | United States National Committee on Mathematics Instruction   |
| <b>UTMOST</b>             | Undergraduate Teaching of Mathematics with Open Software and Textbooks (NSF grant)  |
| <b>YM</b>                 | YourMembership.com. AMATYC association management (online database) and web hosting service   |

## *Parliamentary Motions Guide*

Based on *Robert's Rules of Order Newly Revised (11<sup>th</sup> Edition)*

The motions below are listed in order of precedence. Any motion can be introduced if it is higher on the chart than the pending motion.

| YOU WANT TO:                                       | YOU SAY:   | INTERRUPT? | 2 <sup>ND</sup> ? | DEBATE? | AMEND? | VOTE?    |
|--|--|------------|-------------------|---------|--------|----------|
| §21 Close meeting                                  | I move to adjourn                                | No         | Yes               | No      | No     | Majority |
| §20 Take break                                     | I move to recess for                             | No         | Yes               | No      | Yes    | Majority |
| §19 Register complaint                             | I rise to a question of privilege                | Yes        | No                | No      | No     | None     |
| §18 Make follow agenda                             | I call for the orders of the day                 | Yes        | No                | No      | No     | None     |
| §17 Lay aside temporarily                          | I move to lay the question on the table          | No         | Yes               | No      | No     | Majority |
| §16 Close debate                                   | I move the previous question                     | No         | Yes               | No      | No     | 2/3      |
| §15 Limit or extend debate                         | I move that debate be limited to ...             | No         | Yes               | No      | Yes    | 2/3      |
| §14 Postpone to a certain time                     | I move to postpone the motion to ...             | No         | Yes               | Yes     | Yes    | Majority |
| §13 Refer to committee                             | I move to refer the motion to ...                | No         | Yes               | Yes     | Yes    | Majority |
| §12 Modify wording of motion                       | I move to amend the motion by ...                | No         | Yes               | Yes     | Yes    | Majority |
| §11 Kill main motion                               | I move that the motion be postponed indefinitely | No         | Yes               | Yes     | No     | Majority |
| §10 Bring business before assembly (a main motion) | I move that [or "to"] ...                        | No         | Yes               | Yes     | Yes    | Majority |

**Incidental Motions** - No order of precedence. Arise incidentally and decided immediately.

| YOU WANT TO:                     | YOU SAY:                                      | INTERRUPT?      | 2 <sup>ND</sup> ? | DEBATE? | AMEND? | VOTE?    |
|----------------------------------|---|-----------------|-------------------|---------|--------|----------|
| §23 Enforce rules                | Point of order                                | Yes             | No                | No      | No     | None     |
| §24 Submit matter to assembly    | I appeal from the decision of the chair       | Yes             | Yes               | Varies  | No     | Majority |
| §25 Suspend rules                | I move to suspend the rules which ...         | No              | Yes               | No      | No     | 2/3      |
| §26 Avoid main motion altogether | I object to the consideration of the question | Yes             | No                | No      | No     | 2/3      |
| §27 Divide motion                | I move to divide the question                 | No              | Yes               | No      | Yes    | Majority |
| §29 Demand rising vote           | I call for a division                         | Yes             | No                | No      | No     | None     |
| §33 Parliamentary law question   | Parliamentary inquiry                         | Yes (if urgent) | No                | No      | No     | None     |
| §33 Request information          | Request for information                       | Yes (if urgent) | No                | No      | No     | None     |

**Motions That Bring a Question Again Before the Assembly** - no order of precedence. Introduce only when nothing else pending.

|                                      |  |    |     |        |     |                       |
|--------------------------------------|--|----|-----|--------|-----|-----------------------|
| §34 Take matter from table           | I move to take from the table ...                        | No | Yes | No     | No  | Majority              |
| §35 Cancel or change previous action | I move to rescind/ amend something previously adopted... | No | Yes | Yes    | Yes | 2/3 or maj. w/ notice |
| §37 Reconsider motion                | I move to reconsider the vote ...                        | No | Yes | Varies | No  | Majority              |



## Policy on a Welcoming and Inclusive Environment

The American Mathematical Association of Two-Year Colleges (AMATYC) is committed to providing an atmosphere that encourages the free expression and exchange of ideas. AMATYC values diversity in its membership and leadership and believes that a welcoming and inclusive environment encourages input from individuals with a variety of backgrounds and results in a stronger, more relevant organization. It is the policy of the organization that all participants in AMATYC activities will enjoy an environment where their presence and contributions are met with unbiased and equitable consideration.

AMATYC is dedicated to the philosophy of equality of opportunity and treatment for all members, regardless of gender, gender identity or expression, race, nationality, ethnicity, religion or religious belief, age, marital status, sexual orientation or identification, disabilities, veteran status, or any other reason not related to scientific merit. The professional behavior and communication of AMATYC members should reflect an environment that is safe, respectful, and supportive of others.

The legal definition of harassment is “unwanted, unwelcomed and uninvited behavior that demeans, threatens or offends the victim and results in a hostile environment for the victim. Harassing behavior may include, but is not limited to, epithets, derogatory comments or slurs and lewd propositions, assault, impeding or blocking movement, offensive touching or any physical interference with normal work or movement, and visual insults, such as derogatory posters or cartoons”. (Source: <https://definitions.uslegal.com/h/harassment/>, retrieved 8/20/2021) Harassment is a form of misconduct that undermines the integrity of our organization.

This policy applies to all attendees including members, students, guests, staff, contractors and exhibitors, participants in professional sessions, tours, and social events of any AMATYC meeting or other activity. Participation in AMATYC activities indicates an agreement to behave in a manner consistent with these standards.

In the unfortunate event that an individual(s) experiences a possible violation of this policy, the incident should be reported to: [amatyccares@amatyc.org](mailto:amatyccares@amatyc.org), or the AMATYC leader of the individual’s choice.

Rev. 10/21

## Affiliate Visits 2024-2025

| <b>Affiliate Name</b> | <b>2024 Meeting Start Date</b> | <b>Who Plans to Visit in 2024</b> | <b>2025 Meeting Start Date</b> | <b>Who Plans to Visit in 2025</b> |
|-----------------------|--------------------------------|-----------------------------------|--------------------------------|-----------------------------------|
| KYMATYC               |                                |                                   |                                |                                   |
| IMACC                 |                                |                                   |                                |                                   |
| MichMATYC             |                                |                                   |                                |                                   |
| OhioMATYC             |                                |                                   |                                |                                   |
| INMATYC               |                                |                                   |                                |                                   |
| WisMATYC              |                                |                                   |                                |                                   |
| MichMATYC             |                                |                                   |                                |                                   |
| DelMATYC              |                                |                                   |                                |                                   |
| MMATYC                |                                |                                   |                                |                                   |
| PSMATYC               |                                |                                   |                                |                                   |
| WYMATYC               |                                |                                   |                                |                                   |
| ORMATYC               |                                |                                   |                                |                                   |
| WAMATYC               |                                |                                   |                                |                                   |
| NMMATYC               |                                |                                   |                                |                                   |
| ArizMATYC             |                                |                                   |                                |                                   |
| ArkMATYC              |                                |                                   |                                |                                   |
| TexMATYC              |                                |                                   |                                |                                   |
| ColoMATYC             |                                |                                   |                                |                                   |
| MOMATYC               |                                |                                   |                                |                                   |
| NebMATYC              |                                |                                   |                                |                                   |
| MinnMATYC             |                                |                                   |                                |                                   |
| NEMATYC               |                                |                                   |                                |                                   |
| NYSMATYC              |                                |                                   |                                |                                   |
| MATYConn              |                                |                                   |                                |                                   |
| OCMA                  |                                |                                   |                                |                                   |

|           |  |  |  |  |
|-----------|--|--|--|--|
| IMATYC    |  |  |  |  |
| NDMATYC   |  |  |  |  |
| AlaMATYC  |  |  |  |  |
| GMATYC    |  |  |  |  |
| FTYCMA    |  |  |  |  |
| LaMsMATYC |  |  |  |  |
| NCMATYC   |  |  |  |  |
| SOCAMATYC |  |  |  |  |
| TMATYC    |  |  |  |  |
| CMC3      |  |  |  |  |
| CMC3-S    |  |  |  |  |
| UMATYC    |  |  |  |  |
| MATYCNJ   |  |  |  |  |
| VMATYC    |  |  |  |  |
| WVMATYC   |  |  |  |  |



Board Committee Assignments  
2024 – 2025

**Board Standing Committees: Required in By-Laws**

**Finance Committee (finance@amatyc.org)**

PPM 5.8 The Finance Committee shall be responsible for coordinating and presenting a budget to the Executive Board.

Members: Kyle Kundomal (Chair), George Hurlburt, Eddie Tchertchian, Brandon Bartley, Jessica Bernards, Turi Suski, Anne Dudley

**Foundation Board (foundation@amatyc.org)**

PPM 14.3.1 Manage the affairs of the AMATYC Foundation.

Members: Laura Watkins (Chair), Kyle Kumdonal, Cheryl Cleaves, George Hurlburt, Dale Johanson, Anne Dudley, Ernie Danforth, Fred Peskoff, Judy Ackerman

**Membership Committee (membership@amatyc.org)**

PPM 5.8.3 The membership committee shall be responsible for marketing and promoting the organization. The membership committee shall assist the office in maintaining accurate membership lists.

Members: Alvina Atkinson (Chair), Dennis Ebersole, AJ Stachelek, Dale Johanson, Jennifer Travis, Jessica Bernards, Lindsey Gerber, Brandon Bartley, Kyle Kundomal, Beverly Vance, Anne Dudley\*  
\*ex officio

**Nominating Committee**

PPM 4.3.3 The Nominating Committee recommends a slate of candidates to the Executive Board for consideration at the Spring Board Meeting of an election year. The report on the nominating process will include the names of all persons considered for each position. In recommending the slate, the Nominating Committee must follow the term limits for each office as defined in the Bylaws.

Members: Laura Watkins (Past President, chair, non-voting except for tie) ([laura.watkins@amatyc.org](mailto:laura.watkins@amatyc.org));  
(delegate not Affiliate President - Northeast)  
(at large - Mid-Atlantic)  
(Affiliate President - Southeast)  
(delegate not Affiliate President - Midwest)  
(delegate not Affiliate President - Central)  
(Affiliate President - Southwest)  
(Affiliate President - Northwest)  
(at large- West)  
(at large - former board)  
(at large - AMATYC leader)  
(at large - AMATYC leader)

**Organizational Assessment Committee (OrganizationalAssessment@amatyc.org)**

PPM 5.8.5 Coordinates the planning and implementation of assessment of AMATYC programs and activities. The Committee reports to the AMATYC Board on its findings and the implications for maintaining and improving the quality of AMATYC programs and activities.

Members: Eddie Tchertchian (Chair), Dennis Ebersole, Jennifer Travis, Barbara Leitherer, David Tannor

#### **Professional Development Committee (pdcommittee@amatyc.org)**

PPM 5.8.4 Monitors, coordinates, and evaluates AMATYC's professional development efforts in order to provide the membership with high quality opportunities and a wide breadth of activities.

Members: AJ Stachelek, (Chair), Dennis Eversole, Lindsey Gerber, Jonathan Weisbrod, George Hurlburt\*, Turi Suski\*, Behnaz Rouhani\*, Mari Menard\*

\*ex officio

#### **Strategic Planning Committee (StrategicPlanning@amatyc.org)**

PPM 15.6 Assists with scheduled strategic planning sessions at Board meetings. Submits a report for Board consideration at each Board meeting, and submits a report for Delegate Assembly member consideration during the fall conference. Every six years, creates a new strategic plan.

Members: Eddie Tchertchian (Chair), George Hurlburt, Laura Watkins, Dale Johanson, Lindsey Gerber, AJ Stachelek

### **Delegate Assembly Committees**

#### **Mathematics Leadership Excellence Award Committee**

PPM 4.3.2 Recommend a recipient of the AMATYC ME Award to the Executive Board.

Members: Laura Watkins (Chair); [laura.watkins@amatyc.org](mailto:laura.watkins@amatyc.org)  
 Northeast: Anthony Tavares; [anthony.tavares@sheridancollege.ca](mailto:anthony.tavares@sheridancollege.ca)  
 Mid-Atlantic: Keith Nabb; [KNabb@pvcc.edu](mailto:KNabb@pvcc.edu)  
 Southeast: Elmira Yakutova-Lorentz; [Yakutova-lorentze@easternflorida.edu](mailto:Yakutova-lorentze@easternflorida.edu)  
 Midwest: Arthur Schultz; [ASCHULTZ0014@kctcs.edu](mailto:ASCHULTZ0014@kctcs.edu)  
 Central: Brandy Englert; [benglert2@stlcc.edu](mailto:benglert2@stlcc.edu)  
 Southwest: Pat Barrientos; [pbarrien@epcc.edu](mailto:pbarrien@epcc.edu)  
 Northwest: Lori Holdren; [loriholdren@achs.edu](mailto:loriholdren@achs.edu)  
 West: Ben Moulton; [Ben.Moulton@uvu.edu](mailto:Ben.Moulton@uvu.edu)

#### **Teaching Excellence Award Committee**

PPM 4.3.1 Select the recipients of the AMATYC TE Award in odd-numbered years.

Members: Eddie Tchertchian (PE, Chair),

#### **Delegate Assembly Minutes Approval Committee**

PPM 4.2.3 Approve the minutes of the Delegate Assembly.

Members: Chair: Dale Johanson, Members TBD

### **Other Board Administrative Committees in Policy**

#### **Investments Board**

PPM 6.12 Provides continuity of oversight of the financial assets of the AMATYC reserve funds and assures that "prudent investor" precepts are developed and followed in managing the financial assets of the AMATYC reserve funds. It is the duty of this board to implement and assure that all aspects of the AMATYC investment policy of the organization are followed with respect to the reserve funds.

Members: Jim Ham (Chair), Phil Mahler, Judy Ackerman, Bill Steenken, Anne Dudley\*, Kyle Kundomal \*  
\*ex officio

#### Expenditure Approval Committee (EAC)

PPM 5.8.2 Approves over-budget line item expenses between Board Meetings.

Members: Kyle Kundomal (Chair), George Hurlburt, Laura Watkins, Eddie Tchertchian

#### Institutional Review Board (IRB)

PPM ch.16 Approve, monitors, and reviews biomedical and behavioral research involving humans. The AMATYC IRB is responsible for critical oversight functions for research conducted on human subjects that are *scientific, ethical, and regulatory*.

Members: Anne Dudley (Chair), Eddie Tchertchian, George Hurlburt, Frank Marfai, April Ström

#### Personnel Committee

PPM 5.8.1 Reviews job performance evaluations of AMATYC office staff performed by the Executive Director. Creates and reviews job descriptions for appointed positions. Assists the President as needed in candidate selection. Provides the President with a list of positions that will soon be up for appointment / reappointment.

Members: **VP approved by the board (Chair)**, George Hurlburt, Laura Watkins, Eddie Tchertchian, Kyle Kundomal, Anne Dudley\*  
\*ex officio

#### Social Networking Committee

PPM 11.10 The Professional Networking Committee shall provide assistance and input into AMATYC's presence on social media.

Members: Shannon Ruth (chair), Alvina Atkinson, Jennifer Travis, AJ Stachelek, Ajai Simmons (ajai.simmons@lonestar.edu)

#### Tax Review and Audit Committee

PPM 5.8 Review AMATYC's year-end financials; Review IRS form 990 prior to its filing on May 15th; Review the Conflict of Interest Policy/completed forms; review the results of the annual audit, answer questions, and consider recommendations from the auditor.

Members: Kyle Kundomal (Chair), Anne Dudley, George Hurlburt, Eddie Tchertchian, Laura Watkins, Christy Hunsucker

#### Conference Committee

PPM 8.3 Manage all aspects of the annual conference.

Members: Turi Suski (Chair), Todd Stine, Michael Pemberton, Julie Gunkelman, Nathalie Vega-Rhodes, Crystal Wiggins, Amanda Olson, **2024 LEC**

#### Other Committees (Ad hoc Committees, Task Forces, Search Committees, Other)

| Committee   |
|---|
| <b>PPM Revision Committee</b> – Eddie Tchertchian (chair), Jonathan Weibrod, Jennifer Travis, Brandon Bartley, Jessica Bernards, Anne Dudley, Kyle Kundomal   |
| <b>Task Force on 50<sup>th</sup> Anniversary Celebration</b> – Nancy Rivers (chair), Alvina Atkinson, Turi Suski, Chris Ward, Jane Tanner, Nancy Sattler, Cheryl Cleaves  |
| <b>AMATYC Guidelines For Internships For Two-year College Mathematics Faculty Task Force -</b><br>Members: Dennis Ebersole (chair), Laura Watkins, Eddie Tchertchian, Dana Clahane  |
| <b>Task force to revise the Guidelines for Mathematics Departments at Two-Year Colleges No report for FBM</b><br>Members: <a href="#">Dennis C. Ebersole</a> , Christine Mirbaha (Placement and Assessment), Alison Thimblin, Rob Farinelli, Reem Jaafar, Crystal Wiggins, Barbara Leitherer, Guillermo Alvarez Pardo |
| <b>Task force on Historian</b><br>Members: Nancy Rivers (Chair), Dale Johanson, Anne Dudley, Kate Kozak   |
| <b>Task force on Public Relations/Marketing</b><br>Members: Eddie Tchertchian (chair), Sarah Pauley, Turi Suski, Lindsey Gerber   |
| <b>Book Review - Talk about at SPO</b>  |
| <b>ANet Onboarding Review Task Force</b> - AJ Stachelek (chair), Brandon Bartley, Alvina Atkinson, Jennifer Ackerman, Mark Earley, Frank Marfai, Kate Kozak (ex officio observer)   |
| <b>Advocacy Task Force</b> - Dennis Eversole (chair), Laura Watkins, George Hurlburt, Kate Kozak, Nancy Rivers, A. J. Stachelek, Turi Suski   |



**Board Liaison Assignments  
2024-2025**

| Assignment  | Chair/Coordinator/Director  | Board Member      |
|---|---|-------------------|
| Affiliate Presidents  | 44 affiliate presidents   | Eddie Tchertchian |
| AMATYC Legal Advisor  | Victor Piercey  | George Hurlburt   |
| AMATYC Office (office@amatyc.org)                                       | Beverly Vance, Christy Hunsucker, Christine Shott, Angela Poulin                                    | Anne Dudley       |
| AMATYC News   | Open Position   | Laura Watkins     |
| AMATYC Project ACCESS   | Lisa Feinman  | Jessica Bernards  |
| Editing Director  | Open Position   | George Hurlburt   |
| Grants Coordinator  | Megan Breit-Goodwin   | Dennis Ebersole   |
| Historian   | Open Position   |                   |
| Standards Chair   | Mark Earley   | Eddie Tchertchian |
| MathAMATYC Educator   | Johanna Debrecht – Editor<br>George Alexander – Assistant Editor<br>Keith Nabb – Production Manager | Lindsey Gerber    |
| Mu Alpha Theta  | Open Position   | Jennifer Travis   |
| Online Community Coordinator and Online Community Assistant Coordinator | Karen Gaines - OCC<br>- OCAC  | Jessica Bernards  |
| Professional Development  | Behnaz Rouhani – Coordinator<br>Mari Menard – Webinar Coordinator<br>– Traveling Workshop Coord.    | Brandon Bartley   |
| Student Mathematics League  | Matthew Prigel – Coordinator<br>T.J. Duda – Test Developer  | Jonathan Weisbrod |

|  |                                  |                     |
|--|----------------------------------|---------------------|
| Student Research League                            | Vinodh Chellamuthu – Coordinator | Jennifer Travis     |
| Vice-Presidents (Senior VP)                        | 8 VPs                            | Dale Johanson       |
| Website Coordinator                                | Ryan Pescosolido                 | Kyle Kundomal       |
| <b>Academic Networks (ANets)</b>                   | <b>Chair</b>                     | <b>Board Member</b> |
| Adjunct Faculty Issues                             | Open Position                    | Brandon Bartley     |
| Developmental Mathematics                          | Kim Granger                      | Alvina Atkinson     |
| Division/Department Leadership                     | Chris Ward                       | Brandon Bartley     |
| Equity   | Benjamin Aschenbrenner           | Dennis Ebersole     |
| Innovative Teaching and Learning (ITL)             | Jennifer Ackerman                | Eddie Tchertchian   |
| International Mathematics                          | Barbara Leitherer                | Laura Watkins       |
| Mathematics and Its Applications for Careers       | Natalia Postrigan                | Dale Johanson       |
| Mathematics for Liberal Arts                       | Greg Foley                       | Dale Johanson       |
| Mathematics Intensive (MIC)                        | Robert Cappetta                  | Dennis Ebersole     |
| Mathematics Pathways                               | Open Position                    | Alvina Atkinson     |
| Placement & Assessment (PAC)                       | Christine Mirbaha                | Jonathan Weisbrod   |
| Research in Mathematics Education for TYC (RMETYC) | Frank Marfai                     | AJ Stachelek        |
| Statistics & Data Science                          | Rebecca Wong                     | AJ Stachelek        |
| Teacher Preparation                                | Xianwei Van Harpen               | Lindsey Gerber      |
| <b>Other AMATYC Activities</b>                     | <b>Leader</b>                    | <b>Board Member</b> |

|  |                            |                 |
|--|----------------------------|-----------------|
| Investments Board                              | Jim Ham                    | Kyle Kundomal   |
| Nursing Math; Dana Center; MAA Collab.         | Beth Kelch                 | George Hurlburt |
| Mars Project                                   | Karen Gaines, Janet Tarjan | George Hurlburt |
| JCW (Joint Committee for Women in Mathematics) | Nancy Sattler              | George Hurlburt |
| National Math Summit                           | Nancy Sattler              | George Hurlburt |
| Launch Years                                   | Dana Center                | George Hurlburt |

**AMATYC**

**CONFLICT OF INTEREST AGREEMENT**

AMATYC has adopted its conflict of interest policy to assist the Executive Board in carrying out its duties and responsibilities in an ethical manner while also protecting the integrity of the organization as a whole.

The Conflict of Interest Policy and Agreement covers interests of a monetary or economic nature and religious, political, corporate or institutional interests which may influence an elected or appointed person’s duties and responsibilities in an AMATYC position. The Policy covers instances where there may be a personal benefit or the avoidance of loss or any instances in which there is a personal benefit resulting from information obtained.

As an elected or appointed leader or staff member of AMATYC, I understand that a conflict of interest is any situation in which a personal interest of mine may be incompatible or in conflict with my responsibility in my AMATYC position or my membership in another organization may, or may be perceived, to influence me carrying out my duties and responsibilities.

I accept that conflicts of interest may be real – that is, an interest that may influence my AMATYC duties and responsibilities; or potential, in that it could influence; or apparent, where there are reasonable grounds to believe there may be a conflict even if, in fact, there is none.

To avoid real, potential or apparent conflict of interest situations, I agree that I will:

- declare a conflict of interest and the nature of the conflict, at the earliest opportunity to the AMATYC Executive Board or President
- ensure the conflict is recorded
- if unsure whether there is a conflict, raise the potential or apparent conflict with the President and Executive Board for its decision and refrain from voting

Where a conflict does exist, I agree to:

- withdraw from the discussion while the matter is being discussed and/or voted upon
- not attempt in any way before, during or after the meeting to influence the voting
- not discuss anything in relation to any decision taken on the matter outside of the meeting

As an AMATYC leader or staff member, I understand and accept that if I violate the above Policy in any way that the Executive Board may exercise one of the following options:

- issue me a verbal or written reprimand
- request that I resign
- recommend to the President that my appointment be rescinded

I \_\_\_\_\_ hereby agree to abide by the AMATYC Conflict of Interest Policy (AMATYC Leader/Staff Printed Name)

at all times in exercising my responsibilities as an AMATYC leader or staff member.

Signature of AMATYC Leader or Staff Member \_\_\_\_\_ Date \_\_\_\_\_

**Disclosure of Current activities  
AMATYC Conflict of Interest**

Please provide the information requested below regarding **relevant** organizational/business affiliations, grant involvement, publications, and additional information (if any). Information is "relevant" if it is related to -- and might reasonably be of interest to others concerning -- your knowledge, experience, and personal perspectives regarding the AMATYC position and any potential source of bias or conflict.

I. ORGANIZATIONAL AFFILIATIONS. Report your relevant business relationships (as an employee, owner, officer, director, consultant, author etc.) and your relevant remunerated or volunteer non-business relationships (e.g., professional organizations, trade associations, public interest or civic groups, etc.).

III. GRANT SUPPORT. Report relevant information regarding both public and private sources of grant support (other than your present employer), including sources of funding, equipment, facilities, etc.

IV. PUBLICATIONS. List any professional publications or other publications related to the teaching mathematics.

V. ADDITIONAL INFORMATION. If there are relevant aspects of your background or present circumstances not addressed above that might reasonably be construed by others as affecting your judgment in matters related to your AMATYC position for which you have been invited to serve, and therefore might constitute an actual or potential source of bias, please describe them briefly.

Signature of AMATYC Leader or Staff Member \_\_\_\_\_ Date \_\_\_\_\_

**Email Motions and Other Board Actions since Fall Board Meeting**

Submitted by Nancy Rivers, AMATYC Board Secretary 2020- 2023

The Board approved 1 motions through email

1. Approval of the FBM Minutes

## Attachment B: Rules of Conduct



**RULES OF CONDUCT**  
**AMATYC Strategic Planning and Orientation Meeting (SPO)**  
**January 12, 2024**

- A. Robert’s Rules of Order are used. The parliamentarian is **Brandon Bartley**.
- B. Additions or deviations to Robert’s Rules:
- Motions submitted after the deadline must have at least one co-sponsor.
  - Motions related to extended time will not be recorded in the minutes.
  - Motions that do not make it to the floor will not be noted in the minutes.
  - Motions that were discussed but withdrawn will be noted in the minutes.
  - Instances when gavel is passed back and forth are not mentioned in the minutes.
  - Attachments to the motions that are approved by the Board, but require slight modifications, will be edited by the person who wrote the motion and he/she will send the clean copy as well as one with track changes to the secretary after the board meeting.
  - Attachments of withdrawn motions will not be included in the minutes.
- C. The following time limits will be applied unless otherwise noted:
- |   |   |
|---|---|
| Reports (R) - 5 minutes                       | Times on individual items may be extended by a majority vote of the Board. Some |
| Discussion items (D) – 10 minutes             | items in the agenda may have different values assigned than listed here. The    |
| Motions involving discussion (M) – 15 minutes | timekeeper is <b>Dennis Ebersole</b>  |
- D. No speaker may speak on a motion more than two times, and this will be monitored by the Parliamentarian. Members are encouraged to display the “thumbs up” or “thumbs down” signs rather than to use their speaking times to echo comments previously expressed. Order of speakers is not guaranteed and may be changed at the option of the Chair.
- E. Professional decorum is expected at all times during the board meeting. The chair shall interrupt and rule a speaker out of order, if appropriate. **Please silence all cell phones.** Refrain from computer use other than board business.
- F. The following individuals are asked to track items throughout the meeting.
1. Items relating to Conference: **Jessica Bernards** and **Dale Johanson** (Report to Turi at the end of SBM.)
  2. Items relating to Budget: **Brandon Bartley** and **Alvina Atkinson**. (Report to Kyle Kundomal prior to SBM so the information can be incorporated into the budget).
  3. Items relating to the Office: **Jennifer Travis** and **Lindsey Gerber**. (Report to Anne Dudley at end of SBM).
  4. Items relating to VPs: and all VPs.
  5. Items to address at a future board meeting: **Laura Watkins** and **Kyle Kundomal**. (Report to the President at the end of SBM.)
  6. Items related to the PPM: **Eddie Tchertchian**.

## Attachment C: Order of Business



**Order of Business – Meeting Agenda**  
**AMATYC Executive Board**  
**SPO Meeting, January 12, 2024**

The board meeting will proceed in a linear fashion with the exceptions listed below.

**Parking Lot:** during SBM there may be time to discuss items raised in board reports or by AMATYC members. Discussion items may be added to the Parking Lot during the meeting. Items in the Parking Lot can be discussed in any order. An initial list is included in Section O in this order of business. If appropriate, some Parking Lot items will be discussed in Executive Session.

| Page                             | Agenda Item   | Who      |
|----------------------------------|---|----------|
|                                  | Call to Order   | Hurlburt |
| <b>Section A: Meeting Agenda</b> |   |          |
| <b>A1-A2</b>                     | Meeting Plans – SPO Agenda                                  | Hurlburt |
| <b>A3</b>                        | AMATYC Mission, Vision, Core Values                         | Hurlburt |
| <b>A4</b>                        | AMATYC Strategic Plan, (2024-2029)                          | Hurlburt |
| <b>A5-A7</b>                     | Acronyms  | Hurlburt |
| <b>A8</b>                        | Brief Robert’s Rules of Order (Parliamentary Motions Guide) | Hurlburt |
| <b>A9</b>                        | Policy on a Welcoming Environment                           | Hurlburt |
| <b>A10-A11</b>                   | Affiliate Visits (2024-2025)                                | Hurlburt |
| <b>A12-A15</b>                   | Administrative / Ad Hoc / Other Committees                  | Hurlburt |
| <b>A16-A17</b>                   | Board Liaison Assignments                                   | Hurlburt |
| <b>A18-A19</b>                   | Conflict of Interest  | Hurlburt |
| <b>A20</b>                       | Email Motions since FBM 2023 and Other Actions              | Hurlburt |

|                                     |  |              |
|-------------------------------------|--|--------------|
| <b>A21</b>                          | Rules of Conduct   | Hurlburt     |
| <b>A22</b>                          | <b>(M) Adopt Rules of Conduct</b>  | Hurlburt     |
| <b>A23-A24</b>                      | Order of Business  | Hurlburt     |
| <b>A25</b>                          | <b>(M) Adopt Order of Business</b>   | Hurlburt     |
| <b>Section L: Executive Session</b> |  |              |
| <b>L1-L3</b>                        | <b>(M) Appointments</b>  | Hurlburt     |
| <b>Section M: New Business</b>      |  |              |
| <b>M1-M20</b>                       | <b>(M) New Equity Chapter for IMPACT</b>   | Julie Phelps |
| <b>M21</b>                          | <b>(M) Appointing a Chair to the Personnel Committee</b>                               | Hurlburt     |
| <b>M22-M31</b>                      | <b>(M) Changing the Online Community Assistant Coordinator Position to be Unfunded</b> | Hurlburt     |
| <b>Section O: Parking Lot</b>       |  |              |
| <b>O1</b>                           | Items for Discussion   | Hurlburt     |

## Attachment D: AMATYC Appointments



## AMATYC Appointments

Meeting: SPO 2024

| Appointee's Full Name | Term Begins | Term Ends | Term Length | Committee or ANet  | Position Description             | Appointee's College          |
|-----------------------|-------------|-----------|-------------|--|----------------------------------|------------------------------|
| Asli Mutlu            | 01/01/24    | 11/17/24  | 11 months   | AMATYC News  | AMATYC News Editor               | Wake Tech Community College  |
| Dana Clahane          | 01/01/24    | 12/31/25  | 2 Years     | Research Mentoring Experiences for Students and Faculty Committee (RMESFC) | Chair                            | Fullerton College            |
| Michael Pemberton     | 01/01/25    | 12/31/27  | 3 years     | Conference Committee   | Program Coordinator              | Lansing Community College    |
| Nathalie Vega-Rhodes  | 01/01/25    | 12/31/27  | 3 years     | Conference Committee   | Assistant Conference Coordinator | NA                           |
| Todd Stine            | 01/01/25    | 12/31/27  | 3 years     | Conference Committee   | Exhibits Chair                   | Harrisburg Community College |

## ANet Reps

| Name                    | Term Begins | Term Ends | ANet (Academic Network) | Position     | Appointee's College                     |
|-------------------------|-------------|-----------|-------------------------|--------------|---|
| Mark Early              | 01/01/24    | 12/31/25  | Equity                  | At large     | Columbus State Community College        |
| Helen Burn              | 01/01/24    | 12/31/25  | Equity                  | Northwest    | Highline College                        |
| Curtis Mitchell         | 01/01/24    | 12/31/25  | Equity                  | At large     | Kirkwood Community College              |
| Gabriel Porrata Vallejo | 01/01/24    | 12/31/25  | Equity                  | Midwest      | City Colleges of Chicago                |
| Christine Mirbaha       | 01/01/24    | 12/31/25  | Equity                  | Mid-Atlantic | Community College of Baltimore County   |
| Donald Hairston         | 01/01/24    | 12/31/25  | Equity                  | At large     | Wake Tech Community College             |
| Kristina Flores         | 01/01/24    | 12/31/25  | Equity                  | Southwest    | Texas Association of Community Colleges |

|                   |          |          |   |              |   |
|-------------------|----------|----------|---|--------------|---|
| Li Westman        | 01/01/24 | 12/31/25 | Equity                                    | Central      | Metropolitan Community College            |
| Luke Walsh        | 01/01/24 | 12/31/25 | Equity                                    | Southeast    | Catawba Valley Community College          |
| Robert Eby        | 01/01/24 | 12/31/25 | Innovative Teaching and Learning          | Southwest    | Blinn College                             |
| Patrick Riley     | 01/01/24 | 12/31/25 | Innovative Teaching and Learning          | Midwest      | Hopkinsville Community College            |
| Matthew Watts     | 01/01/24 | 12/31/25 | International Mathematics                 | Central      | Red Rocks Community College               |
| Asli Mutlu        | 01/01/24 | 12/31/25 | Research in Mathematics Education for TYC | Southeast    | Wake Technical Community College          |
| Claire Wladis     | 01/01/24 | 12/31/25 | Research in Mathematics Education for TYC | Northeast    | Borough of Manhattan CC                   |
| Barbara Leitherer | 01/01/24 | 12/31/25 | Research in Mathematics Education for TYC | Mid-Atlantic | CC of Baltimore County - Essex            |
| Ann Sitomer       | 01/01/24 | 12/31/25 | Research in Mathematics Education for TYC | Northwest    | Oregon State                              |
| Ajai Simmons      | 01/01/24 | 12/31/25 | Research in Mathematics Education for TYC | Southwest    | Lone Star                                 |
| Enyinda Onunwor   | 01/01/24 | 12/31/25 | Research in Mathematics Education for TYC | At large     | Saint Paul College                        |
| Anne Cawley       | 01/01/24 | 12/31/25 | Research in Mathematics Education for TYC | West         | California State Polytechnic Univ, Pomona |
| Mark Early        | 01/01/24 | 12/31/25 | Statistics and Data Science               | Midwest      | Columbus State Community College          |
| Shawn Firouzian   | 01/01/24 | 12/31/25 | Statistics and Data Science               | West         | MiraCosta Community College               |
| Seth Daugherty    | 01/01/24 | 12/31/25 | Statistics and Data Science               | Southwest    | Mesa Community College                    |
| Tess St. John     | 01/01/24 | 12/31/25 | Statistics and Data Science               | Southeast    | Embry-Riddle Aeronautical University      |
| Carrie Muir       | 01/01/24 | 12/31/25 | Statistics and Data Science               | Northwest    | Whatcom Community College                 |
| Norma Bisulca     | 01/01/24 | 12/31/25 | Statistics and Data Science               | Northeast    | University of Maine at Augusta            |
| Michael Sullivan  | 01/01/24 | 12/31/25 | Statistics and Data Science               | Midwest      | Florida SouthWestern State College        |
| Taryn Chase       | 01/01/24 | 12/31/25 | Statistics and Data Science               | Central      | Bismarck State College                    |

## Attachment E: Fostering Equity and Inclusion

“Strength lies in differences, not in similarities.” – Stephen Covey

### Chapter XX: Fostering Equity and Inclusion

College mathematics classrooms stand as a place where the pursuit of knowledge knows no bounds. Here, students from diverse backgrounds come together with unique dreams, abilities, and experiences. Within this crucible of learning, we find a microcosm of our society, rich in its diversity yet burdened by the disparities that often afflict it (U.S. Department of Education [USDoe], 2016). The twenty-first-century world requires mathematical literacy and critical thinking skills more than ever (Rizki & Priatna, 2019), and educators must ensure these skills are accessible to all. We must address the systemic barriers historically hindering certain groups from fully participating in the mathematical discourse to achieve this. By doing so, we not only promote fairness but also harness the untapped potential that resides within our diverse student body. We embark on a journey to redefine the mathematics classroom as a space where every student can thrive, irrespective of their socio-economic status, race, gender, or previous mathematical experiences. This chapter will explore strategies for dismantling these barriers and creating an inclusive mathematical environment where every voice is heard, and every perspective is valued. Together, we will uncover the power of mathematics as a tool for empowerment, social justice, and individual growth, setting the stage for a more equitable future for all within our college mathematics classrooms.

#### Sense of Belonging

*Takei is a student in his fourth week of a precalculus class. Takei’s class does a lot of group work, so he has gotten to know several classmates over the past four weeks as they have worked together on various assignments. At the start of the semester, Takei’s instructor had the class set ground rules for group work that included valuing all contributions and supporting one another’s learning. Takei’s instructor knows his name and acknowledges his contributions to class discussions in ways that leave him feeling motivated to learn more. Takei enjoys coming to class because it’s a positive, comfortable environment.*

*Nichelle is also a student in her fourth week of precalculus class, but Nichelle’s class does not include assignments that encourage her to get to know her fellow students. As a first-semester dual enrollment student, Nichelle is not used to taking college classes and feels a little ill at ease. In the first week of class, the person next to her whispered “how stupid” under their breath as a student across the room offered an incorrect answer in a class discussion; this left Nichelle a bit afraid of what people might think of her contributions when she spoke up in class. Nichelle doesn’t know of any other dual enrollment students in the course and has no reason to believe that the instructor knows her name. Nichelle feels anxiety going to class because she feels like an outsider in the environment.*

Takei and Nichelle are at opposite ends of the spectrum on a sense of belonging scale. Sense of belonging describes a student’s perception of membership within the learning classroom. A sense of belonging is developed when one feels “accepted, respected, included, and supported by others in the school social environment” (Goodenow, 1993, p. 80). St Armand et al. (2017) culled four facets of belonging from the literature: positive emotions, positive social relations, involvement, and harmonization. Positive emotions may include feeling supported and feeling pride in the work accomplished. Positive social relations are characterized by eliciting positive emotions.

Involvement engages the student in the environment, inside or outside the classroom. Harmonization involves adapting to the environment.

Goodenow (1992; 1993) has demonstrated a correlation in adolescents between sense of belonging and behaviors that increase student learning, specifically student motivation and persistence. Within college students, a low sense of belonging has been linked to attrition (O’Keeffe, 2013; Hausmann et al., 2009; Hoffman et al., 2002), and this may be more pronounced for racially marginalized students (Gopalan & Brady, 2020; Johnson et al., 2007). Booker (2016) used small focus groups to demonstrate that college students may feel disengaged when confronted with microaggressions or being asked to speak for all members of their identity group, an experience that may happen to any member of a non-majority identity group. First-generation students, many of whom are members of marginalized racial groups, have reported a lower sense of belonging than their peers (Gopalan & Brady, 2020).

On the institutional level, students at two-year colleges face a number of challenges that their peers at four-year institutions do not; four-year students may have more options for on-campus living, longer tenure in social clubs, and less non-education-related constraints placed on them (e.g., responsibility for caring for family members, hours spent at a job, etc.). When individuals spend more time on campus, feeling a part of the community may be easier. Gopalan and Brady (2020) found that two-year college students report lower levels of belonging than their four-year counterparts. Students at two-year colleges may not know how to get plugged into some of the social opportunities available to them. When instructors endorse clubs and activities in the classroom, they give these social opportunities more visibility.

On the classroom level, a student’s sense of belonging is integrally linked to the community environment. Hoffman et al. (2002) identified aspects that define high-quality classroom relationships by studying learning communities, where students take multiple courses as cohorts. Peers can provide social support (such as introducing opportunities for social interactions outside the classroom), academic support (such as sharing class notes), and increased comfort in the classroom environment (such as normalizing speaking up in class). With faculty, interactions in learning communities were high-quality when students perceived faculty to be friendly, approachable, and supportive and when students felt valued and known by the instructor. Students’ perception of their instructor’s beliefs regarding who can succeed in mathematics may influence their sense of belonging and mitigate against stereotype threat (Rattan et al., 2018), a psychological phenomenon in which individuals may underperform when a stereotype about the marginalized group to which they belong is activated. Further, Johnson et al. (2007) identified that a sense of belonging correlated with a smooth transition to college, and a smooth academic transition includes communicating easily with the instructor, having access to academic help, and participating in study groups.

Even if a student persists in college, a student may not persist in a particular major when feeling like an outsider to the community. This may be particularly visible in the STEM disciplines. A lack of sense of belonging may explain the underrepresentation of women in science (Rainey et al., 2018; Lewis et al., 2016; Master & Meltzoff, 2020). Mathematics is frequently perceived as a challenging subject and has been historically represented as a gatekeeper to STEM disciplines; there may be no discipline more in need of creating a strong sense of belonging for its students.

Increasing marginalized students’ sense of belonging can be accomplished by creating a community learning environment within the classroom. Valuing students’ contributions, encouraging those contributions, and creating opportunities for peer networking are vital components, as well as being supportive and conveying the belief that all students can succeed. Creating that sense of a

supportive community can affect marginalized students' degree completion as well as persistence in a STEM discipline.

### **Faculty Implicit Bias and Microaggressions**

Most instructors go into the teaching profession because of a love for their discipline, coupled with a strong desire to help others or make a difference. Most see themselves as just and unbiased, with strong egalitarian ideals. However, they can inadvertently create barriers to success for their students without consciously examining their underlying and often unconscious biases and beliefs. Their positions of power and authority in the classroom make it even less likely that they will be attuned to subtle implicit biases and microaggressions. This power dynamic also makes it less likely that a student will confront a microaggression or implicit bias and more likely that the student will question their own perceptions of the situation (Sue et al., 2007). In the end, these experiences may make the student less likely to seek help from the instructor and not to receive the guidance and assistance they need. For these reasons, instructors need to be able to recognize and confront their own implicit biases and beliefs and be able to discuss such issues when they arise with students. Unfortunately, many instructors have received little to no training in how to engage in such conversations, and the student may actually experience their awkwardness and hesitation as another microaggression. We focus in this section on implicit biases and microaggressions and how they affect the classroom dynamic for faculty and students.

Our brains process millions of disparate pieces of information each second; the sheer volume of information processing is staggering. To cope with this information onslaught, the brain has developed two primary mechanisms for making judgments and decisions: one conscious, requiring purposeful and deliberate thought, and one subconscious, relying on pattern recognition and associations (Staats, 2015/2016). Implicit bias involves these unconscious and automatic or habitual associations that connect particular groups of people and affect how individuals interact with members of the targeted group (Applebaum, 2019; DeCuir-Gunby & Bindra, 2022). These biases are so deeply ingrained in our minds, and so normalized in the dominant society that individuals are generally unaware that the biases have any effect on behavior. They are, in fact, a normal functioning of the human brain. However, when these implicit biases conflict with more egalitarian ideals, it can lead to problems for both the individual and the targeted group.

The term microaggression was first coined by Chester Pierce in 1970 (Sue et al., 2019). Pierce intended the prefix "micro" to indicate the everyday nature of the aggressive acts rather than a reference to their importance or impact. Sue et al. (2007), who wrote one of the most influential articles on this topic, define racial microaggressions as "brief and commonplace daily verbal, behavioral, and environmental indignities, whether intentional or unintentional, that communicate hostile, derogatory, or negative racial slights and insults to the target person or group" (p. 273). However, the authors and others have also discussed that microaggressions can be directed towards any marginalized or minoritized group, such as women, LGBTQ, and those with (dis)abilities.

Addressing implicit biases and microaggressions is important work for faculty; these subtler forms of prejudice and bias may be more damaging to recipients than more overt forms of prejudice and bias (Solórzano et al., 2000; Sue, 2010). The perpetrator may be largely unaware of what they are doing and its effect, and the recipient may even be unable to recognize it for what it is, leading to disengagement, anxiety, frustration, self-doubt, symptoms of PTSD, and emotional distress (Casanova et al., 2018; Solórzano et al., 2000; Sue, 2010; Sue et al., 2007; Williams et al., 2020). The American Psychological Association (APA, 2016) conducted a large-scale survey (over 3300 respondents) and found that the daily discrimination experienced by BIPOC individuals had a profound effect on their stress levels and contributed to poorer overall health. Over 75% of African

American respondents reported daily discrimination, while Asian American, Latina/o Americans, and Native Americans also reported higher rates of discrimination than the White respondents (p. 130). Students who experience STEM-related stereotyping or biases may question whether or not they belong in a STEM field, doubt their own abilities, and ultimately choose not to pursue that path (Grossman & Porche, 2014). In a large-scale study of high school students' experiences in STEM, there was perceived support for females, which is promising progress, but this was far less true of underrepresented minority students. Given that perceived support is associated with the intention to pursue a STEM-related field, this has troubling implications for the diversity of the STEM pipeline. In a literature review of multiple studies, Lee (2020) reported that studies have shown that faculty tend to have lower expectations of students from more diverse backgrounds, in particular those older than 24, parents, or veterans (p. 12).

Much of the early work on increasing diversity, equity, and inclusion (DEI) focused on making people aware of the implicit biases they hold (Applebaum, 2019; Harvard IAT Test; Staats, 2015/2016). However, simply being aware of one's implicit biases is not enough—awareness does not always lead to change of the underlying biases and some may mistakenly believe that being aware of biases means they have moved beyond them. Implicit bias training also calls attention to the individual and can hide the ways institutional and systemic conditions also work to perpetuate bias (Applebaum, 2019), which is problematic. Nevertheless, it is generally accepted that the first, indeed, necessary step towards being a more culturally competent person is awareness of one's own biases and beliefs (Staats, 2015/2016; Sue et al., 2007). Education about and exposure to theories about both implicit bias and microaggressions can help faculty to recognize them when they occur and to then formulate appropriate actions.

One of the most well-known instruments for assessing implicit biases is the Implicit Association Test hosted by Harvard, <https://implicit.harvard.edu/implicit/research/>. There are 16 different tests on topics such as gender-career, transgender, disability, age, race, which reveal the ease with which your brain makes associations. These can reveal biased towards associating White faces with good things and Black faces with negative things, for example. These unconscious biases can be very disturbing to discover and lead to denial and avoidance behaviors (Ogunyemi et al., 2020). Open and honest conversations with members of marginalized groups can also reveal underlying biases.

No one is exempt from implicit biases (Staats, 2015/2016). Because these associations arise outside of our conscious thoughts, they do not always align with our explicitly stated beliefs and intentions. Consequently, even well-meaning individuals who try to treat others fairly and justly can still act in ways that produce inequitable outcomes for members of different groups. However, there are conditions under which they are more likely to be used in making judgments and coming to decisions (DeCuir-Gunby & Bindra, 2022; Staats, 2015/2016). When we have incomplete or ambiguous information about a situation, these biases can assert themselves. This is particularly relevant for faculty when grading, since we are essentially making judgments about the level of knowledge a student has presented. For example, an implicit belief that women are not good at math may lead to seeing more errors in a woman's work or in discounting the correctness of an argument. These situations are especially prone to confirmation bias, which is "the unconscious tendency to seek information that confirms our preexisting beliefs, even when evidence exists to the contrary" (p. 31). We are also more susceptible to implicit biases when we are under some kind of time pressure; snap decisions and judgments are more influenced by implicit biases than purposeful and thoughtful decisions and judgments. Situations that unexpectedly arise in the classroom can lead to these kinds of influences. Taking a moment to breathe and think can help faculty keep from being as influenced by implicit biases. In addition, individuals are more prone to being affected by implicit biases when they are tired, stressed, have a lot on their mind, or are otherwise under some kind of emotional duress.

One method to counteract implicit associations is through intergroup contact; that is, meaningful interaction with people whose identities differ from one's own (Staat, 2015/2016). However, for these conversations to have the most effect, there needs to be a balance of power between the participants, making it unlikely to occur between faculty and students. Exposure to counter-stereotypical examples can also help counter implicit biases, such as posters of Black or LGBTQ mathematicians. These posters and images of counter-stereotypical examples can help activate new associations for both faculty and students. Another method to counter implicit biases is to engage in intentional and data-driven investigation into the disparate treatment and outcomes associated with different groups. Disaggregating success, failure, and withdrawal rates by race/ethnicity and/or gender can help identify underlying biases and issues. Through time and repetition of strategies to mitigate implicit biases, it is possible to alter these unconscious biases.

While implicit biases often underlie microaggressions, the concept of microaggressions draws attention away from the beliefs of the individual and instead focuses it on the combined effects of many experiences and their connection to systemic injustice (Applebaum, 2019). "Microaggression education aims to expose the net effects of the repeated and relentless pattern of negative messages conveyed to members of groups who are already systemically marginalized in society. It is not just that small things add up to a big thing but that these small things are connected in a systemic way to structural oppression and, thus, microaggressions reproduce marginalization" (p. 135). The effect of microaggressions is cumulative; it can be compared to a thousand tiny stings or mosquito bites (Ogunyemi et al., 2020; Solórzano et al., 2000; Sue, 2010) and can have serious negative consequences for both mental and physical health (Haynes-Baratz et al., 2021; Sue, 2010; Sue et al., 2019).

In their influential 2007 article, Sue et al. classified microaggressions as microassaults, microinsults, or microinvalidations. Microassaults are frequently overt derogatory comments or behaviors done on purpose in full consciousness. An example would be asking a prospective female math major if choosing that major would have a negative impact on the student's child, the implication being that one cannot be both a good mother and a mathematician. Microinsults may instead be implications as to the lack of intelligence or competence or lack of social or academic stature of a particular group; these are subtler statements and actions that carry an underlying insult to the recipient. An example would be failing to call on female students or underrepresented minorities in class. Microinsults also includes pathologizing cultural values or communication styles (Black people are too loud and boisterous, Asians are too quiet), assuming that members of some groups are more likely to be criminals (Ogunyemi et al., 2020). A microinvalidation may question the gender role of an individual or question their cultural experiences (Sue et al., 2007). It is, in essence, a denial of their experience because of their inclusion in a minoritized group. For example, stating that you are "color blind" dismisses the experiences of racially minoritized students. Another example of a microinvalidation is a female professor telling a student from an ethnically or racially minoritized group that they understand their experience of discrimination because of the professor's experience of gender discrimination. The student's experience of racial/ethnic discrimination may be utterly different from the professor's experience of gender discrimination. Microinvalidations also include treating Latina/o or Asian students as aliens in their own land—being surprised that they speak good English or that they are "from here" (Ogunyemi et al., 2020).

These "subtle snubs or dismissive looks, gestures, and tones" (Sue et al., 2007, p. 273) are often dismissed or smoothed over as inconsequential, unintentional and therefore undamaging, and harmless. They are often explained away by seemingly nonbiased and valid reasons, causing both victims and bystanders to question whether they really occurred or that they really did reveal biases. It also makes it very difficult to encourage the perpetrator to closely examine their behaviors and motivations. How can one prove a microaggression has occurred? How can one influence a

perpetrator to become aware of both their behavior and its impact? Since we all inherit the biases and prejudices of the environment and culture in which we are raised and all human beings are disinclined to believe negative things about themselves, it is typically the member of the disempowered group who has the most accurate view of whether a microaggression has occurred or not. Unfortunately, when confronted, most perpetrators attribute their motivations to a nonbiased and valid reason and believe that the recipient is overreacting or being overly sensitive. The harm of the microaggressive act is discounted, which is a microinvalidation in itself. In most cases, the perpetrator is interpreting the situation as a single instance, whereas the recipient is interpreting the situation as one of many experiences of a similar nature. As a consequence, the perpetrator fails to recognize the pattern of bias that the recipient has identified.

Bias in the classroom is more likely to be subtle than overt, and students generally perceive more bias than do instructors (Ogunyemi et al., 2020). This difference may be partly due to the power differential in the classroom. When instructors respond to bias with direct confrontation, group discussion, or providing information, it is more effective than ignoring the bias, though students generally believe that instructors are largely ineffective at handling bias. The effect of bias in the classroom is often disengagement, frustration, and exhaustion, which can further damage academic performance (Sue et al., 2019). Students may end up feeling that they do not belong and that less is expected of them than of members of the dominant group. The most effective classroom interventions are by instructors who validate the emotional responses of students, facilitate open and honest discussions, and model “openness and honesty in discussing their own biases, weaknesses, or disruptive personal feelings” (Ogunyemi et al. 2020, p. 108). Other academic microaggressions include the beliefs that the barriers to underrepresented groups have been exaggerated and meritocracy—the belief that if members of marginalized groups just work hard, they can succeed as easily as members of the dominant group (Sue, 2010). Faculty who demean target students’ intellectual abilities, racial or ethnic backgrounds, or gender in the classroom, encourage other students to engage in collective microaggressions, as well, by invoking the hierarchical nature of the classroom (Casanova et al., 2018). Microaggressions can occur in the reverse direction, as well. Studies have shown that students tend to think that faculty of color are less competent and question their authority and grading schemes more frequently than faculty from dominant groups. This same dynamic applies to female faculty when compared to male faculty.

Sue and colleagues (2019) have roughly divided people into one of four groups: victims, perpetrators, bystanders, and allies. Though we change groups depending on the context and situation, it is far more likely for victims to be from marginalized and minoritized groups.

Allies are people who belong to dominant social groups, such as heterosexuals, males, and White people, who support members of nondominant groups and actively work towards the elimination of biases and prejudices that they witness and experience in both their personal and professional lives. Allies have engaged in intensive self-reflection, beliefs. They are continually committing to acting to reduce prejudice and bias in their personal spheres and in the world. They are open to uncomfortable conversations and criticism from others, especially members of marginalized groups and are willing to be held accountable.

Bystanders do not necessarily belong to the dominant social group; instead, they are simply anyone who witnesses or becomes aware of microaggressive acts or behaviors that warrant comment or action. Most people fall into this category. Bystanders generally view themselves as good, moral human beings, but may have a limited sense of how they exist as a cultural/racial being and may have limited interaction with marginalized groups. In some ways, they can be described as being naïve about the depth and breadth of bias and prejudice in the world and its effects on its targets

and society in general. They generally either fail to recognize a microaggression as a biased act or behavior or minimize its importance and impact. They also generally remain passive in the face of these situations.

Victims are the recipients of the action or behavior, members of the targeted group. Perpetrators are the individuals whose words or actions, whether intentional or not, communicate some kind of hostile, derogatory, or negative slights and insults to the targeted person or group. Perpetrators tend to be from the dominant social group, though this is not always the case.

Reactions and interventions to microaggressions by victims and bystanders tend to fall into one of the following responses: (a) remaining passive or giving up, (b) trying to hit back at or hurt the perpetrator, (c) stopping, diminishing, or deflecting the microaggression, (d) trying to explain the impact of the microaggression to the perpetrator and educate them, (e) providing validation and support to the victims of the microaggression, (f) serving as an ally, (g) seeking support from others, (h) enlisting the aid of other authority figures in the institution, or (i) engaging in some combination of these responses (Sue et al., 2019, p. 128). They have further categorized these interventions into four main categories: “(a) make the invisible visible, (b) disarm the microaggression, (c) educate the perpetrator, and (d) seek external reinforcement or support” (p. 128).

In coping with the stress of a microaggressive act, some will turn the focus inside, towards mitigating the emotional harm, and others will turn the focus outside, towards confronting the cause of their stress. Coping strategies for victims include using humor to deflect or diminish impact, withdrawing for self-protection, seeking support and validation from others (particularly in community), and confronting perpetrators and challenging stereotypes (Casanova et al., 2018; Grossman & Porche, 2014; Houshmand & Spanierman, 2021; Sue et al., 2019). One of the difficulties in addressing microaggressions is that a strategy might be effective and mitigate some of the negative effects for some groups (e.g., political activism for Latino/a students) and worsen the situation and effects for other groups (e.g., political activism for Black students) (Ogunyemi et al., 2020). Nevertheless, growing evidence suggests that more proactive strategies, such as problem solving and discussing the situation with supportive others, may help students better respond to future microaggressions. Disengaging, on the other hand, seems to have a negative effect (Ogunyemi et al., 2020, Sue et al., 2019). Similarly, adopting a predisposition towards forgiveness seems to have a mitigating effect for victims, but this inappropriately puts the responsibility onto the victim instead of one the perpetrator and bystanders.

A common reaction to an intervention is defensiveness and shifting the focus from the action to intent. A good strategy to employ is to focus on the impact instead of intent. “I know you meant well, but that really hurts;” “I know you meant it as a joke, but it really wasn’t funny;” “I know you like to kid around a lot, but think how your words affect others;” and “I know you meant it to be funny, but that stereotype is no joke” (Sue et al., p. 139). Oftentimes, the perpetrator will focus on the situation as a one-off, an isolated event, taking a micro-perspective that shields the individual from having to accept complicity in the perpetuation of injustice (Applebaum, 2019).

To make the invisible visible, express disagreement and describe what you believe is occurring, make the hidden message explicit or ask for clarification: “I don’t agree with what you just said;” “That’s not how I view it;” (Sue et al., p. 136); “Are you saying that Black students are not good at problem-solving?” To disarm the microaggression, expressing disagreement may again be appropriate, but you can also use nonverbal communication, such as lifting your eyebrows, frowning, looking down or away, or shaking your head. Be willing to interrupt the microaggression and redirect the conversation: “Ouch!” “Whoa, let’s not go there. Maybe we should focus on the task at hand” (p. 137).

Strategies for educating the perpetrator include pointing out what we all have in common, appealing to the perpetrator's sense of right and wrong, differentiating between intent and impact (while not excusing the behavior), trying to get the perpetrator to feel empathy for the victim, or discussing the benefits to all of a different worldview. "I know you didn't realize this but that comment you made was demeaning to X because not all Arab Americans are a threat to national security;" "I know you really care about representing everyone on campus and being a good X but acting in this way really undermines your intentions to be inclusive;" (Sue et al., 2019, p. 137) "That is a negative stereotype of African Americans. Did you know they also want to be an engineer just like you? You should talk to them; you actually have a lot in common."

When an ally or bystander chooses to act, they should ensure that their intervention validates the experience of the victim, confirms the value of the victim as a human being, affirms the victim's membership in the targeted group, supports the victim, and reassures the victim that they are not alone (Sue et al., 2019). These interventions themselves may be subtle or overt, may take place at the same time as the microaggression or at a later time. In order to effectively act, bystanders and allies need to be able to recognize inappropriate words or actions in the moment, understand the benefits of taking action and speaking up, have a toolkit of strategies to intervene, and have had an opportunity to practice using their toolkit of strategies. In all cases, the environment and context need to be considered before deciding to act. Allies and bystanders could inadvertently make things worse for the victim; you need to be able to read the situation. Choose your battles, constantly confronting microaggressions is emotionally exhausting and takes a physical toll; consider when and where to confront the perpetrator (it might be better to do it at a different point in time); consider whether confrontation or education should be the more dominant response; be sensitive to the relationship dynamics among the people present; and consider the ramifications and possible consequences of taking action, particularly when there is a power dynamic at play, such as between a student and faculty member. There are times when seeking external support is the best course of action for victims, bystanders, and allies. This could be because there is a strong power differential involved, such as that between a student and an instructor or between a faculty member and an administrator, or because it would be personally risky to respond, or because institutional change is needed.

Confronting microaggressions by victims is more difficult, and, some would argue, less effective at instigating change in the perpetrator's beliefs than bystander or ally intervention (Haynes-Baratz et al., 2021; Sue et al., 2007; Sue et al., 2019). It is not easy to disrupt a microaggression and can increase the damage experienced (Applebaum, 2019). While doing nothing may result in pent-up anger, frustration, and resentment, speaking out may result in being accused of being over sensitive or of overreacting (Haynes-Baratz et al., 2021; Sue et al., 2007). It may even perpetuate a negative stereotype of the targeted group as angry or impulsive and may reinforce the perpetrator's biases and beliefs. The efficacy of an intervention or confrontation can depend on the race or ethnicity of the victim, their gender, or social standing, or position in a hierarchical power structure (Houshmand & Spanierman, 2021).

If one is to speak up as a bystander, ally, or victim, it is important to have had training in recognizing microaggressions and techniques of confrontation, as well as an opportunity to practice these skills (Haynes-Baratz et al., 2021). Bystander training can result in participants reporting an increased likelihood of intervening and feeling more capable to deal with such situations. Not knowing how to handle such situations has been theorized to be a major impediment to intervention (Sue et al., 2019). When more people begin to accept collective responsibility to act, fear of negative consequences and retaliation will lessen and real societal change can take place. The following two quotes, which appeared in Sue et al.'s (2019) article summarize the essence of this discussion:

We will have to repent in this generation not merely for the hateful words and actions of the bad people but for the appalling silence of the good people.

—Dr. Martin Luther King, Jr.

The world is a dangerous place to live, not because of the people who are evil, but because of the people who don't do anything about it.

—Albert Einstein

### **The Institution's Role in Equity**

Colleges have continuously improved efforts to provide an environment that maximizes success and helps transform students' lives. Developmental education reform efforts (Jenkins et al., 2019) and, more recently, guided pathway (American Association of Community Colleges [AACC], 2017) efforts, have shifted the way institutions think about, support and provide learning opportunities for students. As part of the guided pathways movement, the concept of meta-majors (Jobs for the Future [JFF], 2016), or areas of interest, has coincided with a shift away from a “single mathematics course for all” mindset, towards a mathematics pathway (Dana Center, n.d.) approach. By offering general education mathematics courses that align to students' degree programs, faculty are creating learning environments that foster mathematical proficiency. Concurrently, developmental education reform movements have changed the path to these various gateway courses. Two primary changes, reduction of the developmental course sequence and adjustments to placement processes, enhance student access to and success in gateway math courses. These and other continuous improvement efforts require institutional fortitude and resources to transform outdated practices. As institutions work and innovate to improve student success, efforts must emphasize equitable student success outcomes.

Institutions must ask themselves: How are we measuring reform movement success? Are outcome gaps being closed due to the new practice or policy? Are students experiencing support in equitable proportions? “We need a long-term sustained focus from professional organizations, college leadership, faculty, staff, and policy makers” (AMATYC, 2018, p. 62). Supporting faculty and staff with resources is just half the work for executive leadership. Governing boards should be invested in guides (Association of Community College Trustees [ACCT], 2020) and professional learning opportunities to ensure new and revised policies and procedures are reviewed with an equity lens. Additionally, executive leadership teams should be actively involved in national organizations that promote data informed and evidence based decision making with disaggregated data (Achieving the Dream, n.d.; AACC Voluntary Framework of Accountability [VFA], n.d.; Gardner Institute, n.d.). Data that expands beyond the classroom to include co-curricular, support service and post-graduation information.

National faculty associations have created visions such as the American Association of Colleges and Universities (AAC & U, 2018) *A Vision for Equity*, series such as the Mathematical Association of America's *Equity in Action* (<http://info.maa.org/pages/1780913/23513>), networks such as the National Organization for Student Success (NOSS) Equity, Access and Inclusion Network (<https://thenoss.org/EAI-Network>) and position statements such as AMATYC's Diversity, Equity and Inclusion (<https://amatyc.org/page/PositionDiversityEquityInclusion>) focused on equity in the transformation of curriculum, pedagogy/andragogy and support services. Administration needs to support faculty participation in organizations such as these, bolster professional development resources, and incentivize localized research. Faculty ownership of the transformed learning environment requires a commitment from administration to support professional learning, innovative practices and continuous improvement models. And continuous improvement models must take on a collaborative approach to move the needle on equity gaps. Mathematics faculty

can't do it alone. Institutional research, faculty in other disciplines, student affairs, and academic support departments are all critical to both increasing student success and achieving equitable student outcomes.

Institutions support students through many departments and programs that rely on the expertise of educators serving in staff roles. Staff facilitate and coordinate institution operations, such as registration, financial aid, and tutoring. The multitude of roles that staff utilize to affect change and to implement equitable practices provide them with a unique capacity to change our institutions. Staff support our institutions' equity missions through student support services, hiring practices, and collaboration with faculty and local schools.

Change must happen individually before it can happen collectively. People drive change, lead change, and sustain change. Lasting change happens when educators understand both the meaning of equity and that meaning is represented through personal values, beliefs, and actions. (McNair, Bensimon, Malcom-Piqueux, & Pasquerella, 2020, p. 1)\*\*

### **The Institution's Role in Supporting Faculty**

Faculty are at the heart of student success. They are directly responsible for delivering content and connecting to students. "It is their passion, hard work, and authentic interactions that help students succeed" (Malvik, 2020, p. xx). Faculty develop the math curriculum and, therefore, have the responsibility and discretion to select the educational content to which students are exposed and the educational experiences encouraged in the classroom (USDoe, 2016, p. 37). The curriculum, pedagogy, and classroom interactions impact all students — including students of color. So having a diverse faculty

plays an important role in achieving an inclusive institution. Faculty's curricular decisions and pedagogy, including their individual interactions with students, can foster inclusive climates. Also, students report it is important that they see themselves reflected in the faculty and curriculum to which they are exposed to create a sense of belonging and inclusiveness. Research suggests that greater representation of underrepresented groups among faculty may increase students' sense of academic validation. (USDoe, 2016, p. 37)

Institutions then must hire faculty who are credentialed and highly knowledgeable about teaching and learning theories for mathematics and bring diverse perspectives and differing views to the classroom (AMATYC, 2018). Through this Diversity, students gain unique perspectives on mathematics, classroom interactions, college, and life. Institutions must focus on who is in the classroom to ensure students succeed in their first two years of college mathematics. Diversity, equity, inclusion, and accessibility should be critical aspects of any hiring process, retention policy, professional development program, and workload and staffing policy.

### **Hiring Practices**

Establishing equitable hiring practices starts with understanding and addressing the underlying bias of faculty on the search committees. "When individuals in a setting such as a workplace hold particular attitudes, the nature of these attitudes can shape the behaviors typically enacted in that setting, thus establishing both attitudinal and behavioral norms" (Sekaquaptewa et al., 2018, p. 190). Institutions should offer workshops focusing on diversity, equity, inclusion, and accessibility (DEIA) to influence how faculty think about DEIA. Additionally, institutions should provide clear policies and guidelines on hiring processes that include Building effective search committees vigilant about unconscious bias, stereotyping, and the challenges of fair evaluations.

- Ensuring there is diversity on the search committee.

- Developing a diverse pool of applicants by marketing and recruiting from various places.
- Defining the disciplinary area for searches as broadly as possible.
- Defining job-specific criteria and qualifications before the search.
- Using candidate evaluation tools such as rubrics and matrices.
- Providing a welcoming environment that allows the candidate to represent their best self.

(Sekaquaptewa et al., 2018, p. 192)

### **The Institution's Role in Evidence-Based Practices**

To make an impact on student success in the first two years of college mathematics will require faculty to view mathematics education through an equity lens (Kezar et al., 2020; Lin et al., 2020; Purnell & Burdman, 2022). To support faculty in viewing efforts through an equity lens, it is imperative that institutions provide support in terms of available evidence. The data provided must be aggregated and disaggregated, showing a clearer picture of the intricacies in the data. Equally important, the institution must seek out and make available qualitative data to inform faculty on the student experience. Both ownership and engagement are PROWESS Pillars (AMATYC, 2018, p. 9) and cannot be fully measured without speaking to and understanding the student experience. Finally, and most importantly, the institution must create a culture that supports data use as a tool for improvement, not as an instrument of fault finding.

As stated in the AMATYC (2020) statement on *Diversity, Equity, and Inclusion in Mathematics*, “Equity reform in mathematics teaching requires institutional change, such as ... collect data that is disaggregated, longitudinal and includes quantitative and qualitative components ...” (para. 4).

Collecting the data does not, by itself, create a more equitable environment for the teaching of mathematics. The institution must also create an environment that allows and encourages faculty to ask questions about the data and investigate the causes of disparities in the data. As seen in AMATYC's (2018) *IMPACT*, there is no “average” student in the community college. Each institution will have unique needs based on the population of students. This also means that honest discussions around the current success and difficulties of marginalized populations must occur (Diggle, 2014). This will only happen when faculty operate in a culture that encourages and promotes the deep understanding and questioning of data (Hora et al., 2017).

### **Active and Collaborative Learning**

Incorporating diversity and inclusion into active learning is essential for creating an equitable and supportive educational environment. Active learning strategies engage students in the learning process and can be enhanced to promote diversity and inclusion. When researching active learning or collaborative learning, teachers will find various ways it is defined. For all intents and purposes, we will define active learning as learning that allows for students to be engaged in their learning process as opposed to passive learning (such as lecture-based). Likewise, we will define collaborative learning as using groups of 2 or more students to share in the learning process. Integrating active learning in mathematics classrooms involves replacing the traditional lecture model with one that supports productive students' interactions (Boyce & O'Halloran, 2020). A study by Theobald et al. (2020) found that the amount of active learning students perform in a STEM classroom positively correlates with narrowing achievement gaps between students in minoritized groups and non-minoritized groups. It should be noted that active learning in the

classroom reconstructs the teacher's role to that of a facilitator of student's educational development. The interaction between the teacher and student is productive and relies on each class session's context (Lombardi et al., 2021). The authors noted that this does not mean that lecturing is not an effective form of instruction; however, lecture alone will not deepen most students understanding in STEM. Lombardi et al. (2021) stated that it is important to ensure that when incorporating lecture with active learning activities, it must be implemented to increase student action in knowledge development and meaning-building.

Active learning in the math classroom also involves collaborative learning. According to Ching (2020), collaborative learning allows students the opportunity to be engaged in their learning or task and hence helps them understand the material more efficiently. The author furthermore states that collaborative learning has also shown that students who tend to perform below average become more capable in their education. Ching (2020) discussed a study where collaborative learning techniques were implemented in a college math class where it was found that students who are typically less engaged in solving math problems became more diligent in working on their math exercises when given the opportunity to work with other classmates. The author noted that these students increased their cognitive and social skills through working with fellow students.

Student-to-student and instructor-to-student interaction is important for positive effects on students' learning in the classroom. Lugosi and Uribe (2022) found that when the instructor gives feedback and encouragement during active learning activities, this can have an improvement in students' emotional intelligence. The authors also discovered that allowing students to work in groups, engage in class presentations, and have opportunities to explore and experiment in their math class will result in students being engaged in problem solving and mathematical inquiry. In fact, students are more apt to connect current math knowledge to previous knowledge by engaging in active learning activities in the classroom and hence increase their likelihood of storing this new knowledge into their long-term memory (Lugosi & Uribe, 2022).

What about microaggressions that may occur in the classroom during an active learning activity? How can the instructor respond to possible microaggressions? Souza (2018) created a communication framework on how we can respond to microaggressions in the classroom called ACTION:

1. **A**sk questions for clarity to help figure out the intentions.
2. **C**ome from a place of inquisitiveness rather than judgement.
3. **T**ell in an accurate manner what you regard as problematic.
4. **I**mpact examination and ask or state the potential repercussions of a particular statement or action on individuals.
5. **O**wn your thoughts and emotions around the impact.
6. **N**ext steps: Request that the correct action be taken.

Implementing these strategies in your classroom can help address and even reduce microaggressions in the classroom.

Active learning has been gaining momentum in higher education. Many colleges are researching the effectiveness of implementing active learning strategies in the classrooms. Collaborative learning works hand in hand with active learning activities to help students work with their peers and help each other in their learning process. By implementing active learning techniques in the classroom, students can become more engaged in their work and their education journey.

Examples of active and collaborative learning:

1. Whole group discussions
2. Think/Pair/Share (students work on a problem individually, they will then share their results with a partner and compare/discuss solutions, then partners share their answers with the entire class).
3. Class polls (such as Kahoot or Jotform)
4. Group projects (collaborative learning)
5. Class games to review material (such as Jeopardy or Bingo)

In an inclusive mathematics college classroom, active learning takes center stage as a dynamic and equitable pedagogical approach. Here, students of diverse backgrounds and abilities actively engage in the learning process through collaborative problem-solving, group discussions, and hands-on activities. This approach fosters an inclusive environment where all voices are heard and valued, enabling students to acquire mathematical knowledge and develop critical thinking skills, boost self-confidence, and appreciate the richness of different perspectives. Instructors create a supportive space where students feel empowered to explore mathematical concepts together, breaking down barriers and ensuring that all learners have an opportunity to thrive in the world of mathematics.

This chapter illuminates the imperativeness of equity and inclusion within our college mathematics classrooms. It recognizes that our diverse student body brings with it a wealth of perspectives, talents, and experiences. We must confront and dismantle systemic barriers that have historically disadvantaged certain groups to harness this potential. By promoting fairness and accessibility, we ensure that every student has the opportunity to thrive mathematically, irrespective of their background. In this chapter, faculty members discover practical strategies to create an inclusive and empowering mathematical environment where every voice is valued, and mathematics becomes a tool for fostering social justice and individual growth. This journey enriches the learning experience and aligns with the community college mission to provide quality education that transforms lives and communities.

#### References

Achieving the Dream. (n.d.). *Transforming colleges, transforming communities*.

<https://achievingthedream.org/>

American Association of Colleges and Universities. (AAC&U). (2018). *A vision for equity*.

<https://www.aacu.org/publication/a-vision-for-equity>

American Association of Community Colleges. (AACC). (2017). *AACC pathways: Building capacity for reform at scale in the community college field*.

<https://www.aacc.nche.edu/programs/aacc-pathways-project/>

American Association of Community College. Voluntary Framework of Accountability. (n.d.).

*What if the VFA?* <https://vfa.aacc.nche.edu/about-vfa/>

American Mathematical Association of Two-Year Colleges (AMATYC).

(2018). *IMPACT: Improving mathematical prowess and college teaching*.

American Mathematical Association of Two-Year Colleges (AMATYC). (2020). *Position statement of the American Mathematical Association of Two-Year Colleges: Diversity, equity, and inclusion in mathematics*.

American Psychological Association (APA). (2016). *Stress in America: The impact of discrimination*.

Applebaum, B. (2019). Remediating campus climate: Implicit bias training is not enough.

~~*Studies in Philosophy & Education*, 38(2), 129–141. <https://doi.org/10.1007/s11217-018-9644-1>~~

Association of Community College Trustees (ACCT). (2020). Diversity, equity & inclusion: A checklist and implementation guide for community college boards.

<https://www.acct.org/publications-media/reports-and-papers/diversity-equity-and-inclusion-2020>

Booker, K. (2016). Connection and commitment: How sense of belonging and classroom community influence degree persistence for African American undergraduate women.

*International Journal of Teaching and Learning in Higher Education*, 28(2), 218-229. Boyce,

S., & O'Halloran, J. (2020) Active learning in computer-based college algebra,

*PRIMUS*, 30(4), 458-474. <https://doi.org/10.1080/10511970.2019.1608487>

Casanova, S., McGuire, K. M., & Martin, M. (2018). "Why you throwing subs?": An exploration

of community college students' immediate responses to microaggressions. *Teachers College Record*, 120(9), 1–48. <https://doi.org/10.1177/016146811812000901>

Ching, D. A. (2020). Two cubed approach in a collaborative classroom and the enhanced algebra

and social skills of college students. *Universal Journal of Educational Research*, 8(10), 4920 - 4930. <https://doi.org/10.13189/ujer.2020.081064>

Dana Center. (n.d.). *Mathematics pathways: The right math at the right time for each student*.

<http://www.dcmathpathways.org/>

DeCuir-Gunby, J. T., & Bindra, V. G. (2022). How does teacher bias influence students?: An

introduction to the special issue on teachers' implicit attitudes, instructional practices, and student outcomes. *Learning and Instruction* 78(Special Issue), 1–3.

<https://doi.org/10.1016/j.learninstruc.2021.101523>

Diggles, K. (2014), Addressing racial awareness and color-blindness in higher education. New

*Directions for Teaching and Learning*, 2014: 31-44. <https://doi.org/10.1002/tl.20111>

Gardner Institute. (n.d.). *Lead every student to graduates – And your institution to lasting*

*growth*. <https://gardnerinstitute.org/>

Gopalan, M. & Brady, S. (2020). College students' sense of belonging: a national perspective.

- Educational Researcher*, 49(2), 134-137.
- Goodenow, C. (1993). The psychological sense of school membership among adolescents: Scale development and educational correlates. *Psychology in the Schools*, 30, 79-90. Grossman, J. M., & Porche, M. V. (2014). Perceived gender and racial/ethnic barriers to STEM success. *Urban Education*, 49(6), 698–727. <https://doi.org/10.1177/0042085913481364>
- Hausmann, L., Ye, F., Schofield, J., & Woods, R. (2009). Sense of belonging and persistence in white and African American first-year students. *Research in Higher Education*, 50, 649-669.
- Haynes-Baratz, M. C., Metinyurt, T., Li, Y. L., Gonzales, J., & Bond, M. A. (2021). *New Ideas in Psychology*, 63(Special Issue), 1–8. <https://doi.org/10.1016/j.newideapsych.2021.100882>
- Hoffman, M., Richmond, J., Morrow, J., & Salomone, K. (2002). Investigating “sense of belonging” in first-year college students. *Journal of College Student Retention: Research, Theory & Practice*, 4(3), 227-256.
- Hora, M. T., Bouwma-Gearhart, J., & Park, H. J. (2017). Data driven decision-making in the era of accountability: Fostering faculty data cultures for learning. *The Review of Higher Education*, 40(3), 391-426. Project MUSE, <https://doi.org/10.1353/rhe.2017.0013>.
- Houshmand, S., & Spanierman, L. B. (2021). Mitigating racial microaggressions on campus: Documenting targets’ responses. *New Ideas in Psychology*, 63(SI), 1–11. <https://doi.org/10.1016/j.newideapsych.2021.100894>
- Jenkins, D., Lahr, H., Brown, A. E., & Mazzariello, A. (2019). *Redesigning your college through guided pathways: Lessons on managing while-college reform from the AACCC Pathways Project*. Community College Research Center. <https://ccrc.tc.columbia.edu/publications/redesigning-your-college-guided-pathways.html>
- Jobs for the Future. (JFF). (2016). *Meta-Majors: An essential first step on the path to college completion*. <https://archive.jff.org/resources/meta-majors-essential-first-step-path-college-completion/>
- Johnson, D., Soldner, M., Leonard, J., Alvarez, P., Inkelas, K., Rowan-Kenyon, H., & Longerbeam, S. (2007). Examining sense of belonging among first-year undergraduates from different racial/ethnic groups. *Journal of College Student Development: Research, Theory & Practice*, 48(5), 525-542.
- Kezar, A., Holcombe, A., Vigil, D., & Dizon, J. P. M. (2021) *Shared equity leadership: Making equity everyone’s work*. American Council on Education. University of Southern California, Pullias Center for Higher Education.
- Lee, A. (2020). Toward a conceptual model of hierarchical microaggression in higher education settings: A literature review. *Educational Review*, 74(2), 321–352. <https://doi.org/10.1080/00131911.2020.1793735>
- Lewis, K., Stout, J., Pollock, S., Finkelstein, N., & Ito, T. (2016). Fitting in or opting out: A review of key social-psychological factors influencing a sense of belonging for women in

- physics. *Physical Review Physics Education Research*, 12, 1-10.
- Lin, Y., Fay, M. P., & Fink, J. (2020). *Stratified trajectories: Charting equity gaps in program pathways among community college students*. Columbia University, Teachers College, Community College Research Center. ERIC <https://files.eric.ed.gov/fulltext/ED610667.pdf>
- Lombardi, D., Shipley, T. F., Bailey, J. M., Bretones, P. S., Prather, E. E., Ballen, C. J., Knight, J. K., Smith, M. K., Stowe, R. L., Cooper, M. M., Prince, M., Atit, K., Uttal, D. H., LaDue, N. D., McNeal, P. M., Ryker, K., St. John, K., van der Hoeven Kraft, K. J., & Docktor, J. L. (2021). The curious construct of active learning. *Psychological Science in the Public Interest*, 22(1), 8–43. <https://doi.org/10.1177/1529100620973974>
- Lugosi, E., & Uribe, G. (2022). Active learning strategies with positive effects on students' achievements in undergraduate mathematics education. *International Journal of Mathematical Education in Science and Technology*, 53(2), 403-424, <https://doi.org/10.1080/0020739X.2020.1773555>
- Master, A. & Meltzoff, A. (2020). Cultural stereotypes and sense of belonging contribute to gender gaps in STEM. *International Journal of Gender, Science and Technology*, 12(1), 152-198.
- Malvik, C. (2020). *Acknowledging the importance of faculty training and development*. <https://collegiseducation.com/news/programs-and-course-content/importance-of-faculty-training-and-development/#:~:text=Your%20faculty%20are%20the%20lifeblood,your%20institution%20was%20built%20on>
- McNair, T. B., Bensimon, E. M., Malcom-Piqueux, L., & Pasquerella, L. (2020). *From equity talk to equity walk: Expanding practitioner knowledge for racial justice in higher education*. John Wiley & Son. <https://doi.org/10.1002/9781119428725>
- Ogunyemi, D., Clare, C., Astudillo, Y. M., Marseille, M., Manu, E., & Kim, S. (2020). Microaggressions in the learning environment: A systematic review. *Journal of Diversity in Higher Education*, 13(2), 97–119. <https://doi.org/10.1037/dhe0000107>
- O'Keeffe, P. (2013). A sense of belonging: improving student retention. *College Student Journal*, 47(4), 605-613.
- Purnell, R. P., & Burdman, P. B. (2022). Solving for equity in practice: New insights on advancing college opportunity and success. *Notices of the American Mathematical Society*, February, 249–251. <https://www.ams.org/journals/notices/202202/rnoti-p249.pdf>
- Rattan, A., Savani, K., Komarraju, M., Morrison, M., Boggs, C., & Ambady, N. (2018). Meta-lay theories of scientific potential drive underrepresented students' sense of belonging to science, technology, engineering, and mathematics (STEM). *Journal of Personality and Social Psychology*, 115(1), 54-75.
- Rainey, K., Dancy, M., Mickelson, R., Stearns, E., & Moller, S. (2018). Race and gender differences in how sense of belonging influences decisions to major in STEM. *International Journal of STEM Education*, <https://doi.org/10.1186/s40594-018-0115-6>.
- Rizki, L. M., & Priatna, N. (2019). Mathematical literacy as the 21<sup>st</sup> century skill. *Journal of Physics: Conference Series* 1157:042088. <https://doi.org/10.1088/1742-6596/1157/4/042088>

- Sekaquaptewa, D., Takahashi, K., Malley, J., Herzog, K., Bliss, S. (2018). An evidence-based faculty recruitment workshop influences departmental hiring practice perceptions among university faculty. *Equality, Diversity, and Inclusion* 38(2),188-210.
- Solórzano, D., Ceja, M., & Yosso, T. (2000). Critical race theory, racial microaggressions, and campus racial climate: The experiences of African American college students. *Journal of Negro Education*, 69(Winter), 60–73. <https://www.jstor.org/stable/2696265>
- Staats, C. (2015/2016). Understanding implicit bias: What educators should know. *American Educator*, 39(4), 29–33, 43.
- St Armand, J., Girard, S., & Smith, J. (2017). Sense of belonging at school: Defining attributes, determinants, and sustaining strategies. *IAFOR Journal of Education*, 5(2), 105-119. Sue, D. W. (2010). *Microaggressions in everyday life: Race, gender, and sexual orientation*. Wiley.
- Sue, D. W., Alsaidi, S., Awad, M. N., Glaeser, E., Calle, C. Z., & Mendez, N. (2019). Disarming racial microaggressions: Microintervention strategies for targets, White allies, and bystanders. *American Psychologist*, 74(1), 128–142. <https://doi.org/10.1037/amp0000296>
- Sue, D. W., Capodilupo, C. M., Torino, G., C., Bucceri, J. M., Holder, A. M. B., & Nadal, K. L. (2007). Racial microaggressions in everyday life: Implications for clinical practice. *American Psychologist*, 62(4), 271–286. <https://doi.org/10.1037/0003-066X.62.4.271>
- Souza, T. (2018). Responding to microaggressions in the classroom: Taking ACTION. *Faculty Focus: Higher Ed Teaching & Learning*. <https://www.facultyfocus.com/articles/effective-classroom-management/responding-to-microaggressions-in-the-classroom/>
- Theobald, E. J., Hill, M. J., Tran, E., Agrawal, S., Arroyo, E. N., Behling, S., Chambwe, N., Cintron, D. L., Cooper, J. D., Dunster, G., Grummer, J. A., Hennessey, K., Hsiao, J., Iranon, N., Jones II, L., Jordt, H., Keller, M., Lacey, M. E., Littlefield, C. E., ... & Freeman, S. (2020). Active learning narrows achievement gaps for underrepresented students in undergraduate science, technology, engineering, and math. *Proceedings of the National Academy of Sciences*, 117(12), 6476-6483. <https://doi.org/10.1073/pnas.191690311>
- U.S. Department of Education. (2016). Advancing diversity and inclusion in higher education: Key data highlights focusing on race and ethnicity and promising practices. *Equality, Diversity and Inclusion*, 38(2), 188-210. <https://doi.org/10.1108/EDI-11-2018-0215>. <https://www2.ed.gov/rschstat/research/pubs/advancing-diversity-inclusion.pdf>
- Williams, M. T., Kanter, J. W., Peña, A., Ching, T. H. W., & Oshin, L. (2020). Reducing microaggressions and promoting interracial connection: The racial harmony workshop. *Journal of Contextual and Behavioral Science*, 16, 153–161. <https://doi.org/10.1016/j.jcbs.2020.04.008>

## Attachment F: PPM 11.1.6 and 6.9.3

**6.9.3 AMATYC Annual Conference Reimbursement <FBM 2015>, <SBM 2018>, <FBM 2018><email motion #2 and SBM 2020><SCC 2021>**

1. Refer to 6.9.2 for general travel reimbursement guidelines, with the following AMATYC Annual Conference additions and exceptions.
2. Travel expenses to the AMATYC Annual Conference will be reimbursed to the individuals listed in the Table 6.9.3 which includes the specific number of days for reimbursement. Per diem at the AMATYC annual conference is not generally reimbursed. Exceptions are listed in Table 6.9.3.
3. Private Automobile

AMATYC leadership who are approved to drive to the conference will be reimbursed for mileage according to 6.9.2.4. In addition, parking at the conference hotel for the number of nights for which that person is supported by AMATYC. Prior approval is required by the Treasurer (or President), including a summary comparing the expenses that would be incurred if the person was to fly or drive. The total for mileage and parking reimbursement must be less than total airfare (defined in 6.9.2.4b). The total of mileage and parking reimbursement will be no greater than the airfare maximum. <FBM 2008>

4. Lodging

Individuals who qualify for lodging support must stay at a contracted hotel and work with the Conference Coordinator to reserve nights. Reimbursements will not be made to individuals who choose to stay at a hotel other than a contracted hotel. Exceptions must have prior approval of the President or Conference Coordinator. Lodging support at the AMATYC Annual Conference for the number of nights is indicated in Table 6.9.3.

5. The conference support policy is summarized in Table 6.9.3. <FBM 2021>
  - a) An individual who qualifies in more than one category can claim only according to one position.
  - b) Persons who apply for reimbursement under any of the categories listed here are required to pay the conference registration fee, except for the keynote speakers and the Mathematics Excellence Recipient. However, these persons are permitted to register under their college's institutional membership.
  - c) An individual who receives lodging support at the single-room rate and chooses to share their room with roommate(s) who do not receive support from AMATYC is responsible for any costs that exceeds that of the single-room rate.

| <b>POSITION</b>               | <b>Transportation</b> | <b>Single Room Lodging Nights</b> | <b>Double Room Lodging Nights</b> | <b>Meals - \$41/day</b> |
|-------------------------------|-----------------------|-----------------------------------|-----------------------------------|-------------------------|
| <b>AMATYC Executive Board</b> |                       |                                   |                                   |                         |
| President                     | 1                     | 8                                 | 0                                 | 0                       |
| President-Elect               | 1                     | 8                                 | 0                                 | 0                       |
| Past President                | 1                     | 8                                 | 0                                 | 0                       |
| Secretary                     | 1                     | 8                                 | 0                                 | 0                       |
| Treasurer                     | 1                     | 8                                 | 0                                 | 0                       |
| Regional Vice Presidents (8)  | 8                     | 64                                | 0                                 | 0                       |

|   |   |         |      |     |
|---|---|---------|------|-----|
| <b>Conference</b>                               |   |         |      |     |
| Conference Coordinator                          | 1 | 8       | 0    | 0   |
| Assistant Conference Coordinator                | 1 | 6       | 0    | 0   |
| Local Events Coordinator <SPO 2007>             | 1 | 6       | 0    | 0   |
| Next Year's Local Events Coordinator <SPO 2007> | 1 | 4       | 0    | 0   |
| Program Coordinator                             | 1 | 6       | 0    | 0   |
| Assistant Program Coordinator                   | 1 | 6       | 0    | 0   |
| Exhibits Chair                                  | 1 | 6       | 0    | 0   |
| Advertising Chair                               | 1 | 6       | 0    | 0   |
| <b>Office</b>                                   |   |         |      |     |
| Executive Director                              | 1 | 8       | 0    | 9   |
| AMATYC Staff (4)                                | 4 | 4x6*=24 | 0    | 28* |
| <b>ANet (Chairperson)</b>                       |   |         |      | 0   |
| Developmental Mathematics                       | 1 | 1**     | 4*** | 0   |
| Innovative Teaching and Learning                | 1 | 1**     | 4*** | 0   |
| Mathematics and its Application for Careers     | 1 | 1**     | 4*** | 0   |
| Mathematics Intensive                           | 1 | 1**     | 4*** | 0   |
| Pathways  | 1 | 1**     | 4*** | 0   |
| Placement/Assessment                            | 1 | 1**     | 4*** | 0   |
| Statistics                                      | 1 | 1**     | 4*** | 0   |
| Teacher Preparation                             | 1 | 1**     | 4*** | 0   |
| Research in Mathematics for Two-Year Colleges   | 1 | 1**     | 4*** | 0   |
| Equity  | 1 | 1**     | 4*** | 0   |
| Emerging Issues                                 | 1 | 1**     | 4*** | 0   |
| Adjunct Faculty Issues                          | 1 | 1**     | 4*** | 0   |
| Division/Department Leadership                  | 1 | 1**     | 4*** | 0   |
| International Mathematics                       | 1 | 1**     | 4*** | 0   |
| Mathematics for Liberal Arts                    | 1 | 1**     | 4*** | 0   |
| <b>Services</b>                                 |   |         |      |     |
| Mathematics Standards in the FTYC Chair         | 1 | 1**     | 4*** | 0   |
| Student Mathematics League Coordinator          | 1 | 1**     | 4*** | 0   |
| Student Mathematics League Test Developer       | 1 | 1**     | 4*** | 0   |
| Student Research League Coordinator             | 1 | 1**     | 4*** | 0   |

|  |           |                      |                                      |           |
|--|-----------|----------------------|--------------------------------------|-----------|
| TYC DataFest Coordinator                       | 1         | 1**                  | 4**                                  | 0         |
| Grants Coordinator                             | 1         | 1**                  | 4***                                 | 0         |
| Legal Advisor                                  | 1         | 4                    | 0                                    | 0         |
| <b>Professional Development</b>                |           |                      |                                      |           |
| Professional Development Coordinator           | 1         | 1**                  | 4***                                 | 0         |
| Assistant Professional Development Coordinator | 1         | 1**                  | 4***                                 | 0         |
| Traveling Workshop Coordinator                 | 1         | 1**                  | 4***                                 | 0         |
| Online Community Coordinator                   | 1         | 1**                  | 4***                                 | 0         |
| Webinar Coordinator                            | 1         | 1**                  | 4***                                 | 0         |
| AMATYC Project ACCESS Coordinator              | 1         | 1**                  | 4***                                 | 0         |
| <b>Publications</b>                            |           |                      |                                      |           |
| AMATYC News Editor                             | 1         | 1**                  | 4***                                 | 0         |
| Journal Editor                                 | 1         | 1**                  | 4***                                 | 0         |
| Journal Assistant Editor                       | 1         | 1**                  | 4***                                 | 0         |
| Journal Production Manager                     | 1         | 1**                  | 4***                                 | 0         |
| Website Coordinator                            | 1         | 1**                  | 4***                                 | 0         |
| <b>Other</b>                                   |           |                      |                                      |           |
| Thursday Keynote Speaker                       | 1         | 4                    | 0                                    | 5         |
| Breakfast Keynote Speaker                      | 1         | 4                    | 0                                    | 5         |
| Mathematics Excellence Recipient               | 1         | 4                    | 0                                    | 5         |
| Up to 60* ACCESS Fellows                       |           |                      | 4 x 60 fellows = 240                 | 0         |
| <b>TOTAL</b>                                   | <b>62</b> | <b>200 plus 32**</b> | <b>128 plus up to 240 for ACCESS</b> | <b>15</b> |

\*Exceptions to the number of hotel nights and number of days of per diem for AMATYC staff will be approved by the Executive Director and the Conference Coordinator.

\*\*These are extra nights budgeted in case an individual needs to arrive on Tuesday. They should not be needed in most cases. Requires advanced permission of the Treasurer.

\*\*\*Nights are four half-nights: that is, the equivalence of two full nights.

### **11.1.7 Online Community Assistant Coordinator**

The Online Community Assistant Coordinator (OCAC) assists the Online Community Coordinator (OCC) and has primary responsibility for maintaining Impact Live!

#### **Appointment Process**

The Online Community Assistant Coordinator is recommended by the President and appointed by the Executive Board. This position reports to the Online Community Coordinator and the AMATYC Executive Board.

#### **Term of Office**

The term length is four years. The starting date of each term is January 1 of an odd numbered year and the ending date is December 31 four years later. The term limit is two consecutive terms; exceptions may be granted by the Executive Board to waive the term limit for extenuating circumstances by a 2/3 vote of the Executive Board, or at least 9 votes.

#### **Qualifications**

1. AMATYC member with a regular membership.
2. Ability to work with colleagues and to provide leadership and vision.
3. Ability to respond to requests promptly.
4. Well organized and able to work on a regular schedule.
5. Experience in website design and graphic design.
6. Excellent technology skills including a willingness to learn new programs.
7. Excellent written and verbal communication skills.
8. Possess and exhibit initiative and work well without close supervision.

#### **Duties**

1. Assist the OCC with all aspects of the myAMATYC site.
2. Maintain Impact Live!, including but not limited to blogs, discussions, podcasts, and videos.
3. Work closely with the AMATYC Standards Teams Chair.
4. Encourage AMATYC members to participate on Impact Live!.
5. Create, coordinate, and/or conduct training on all aspects of Impact Live!.
6. Submit a written report to the AMATYC Executive Board liaison by the deadline for the Spring and Fall AMATYC Executive Board meetings using the format provided by the AMATYC Executive Board.