

AMATYC NEWSSM

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SPARK YOUR FLAME TO LIGHT UP YOUR CLASSROOMS!

by Ana Jiménez, Local Events Coordinator



Your students deserve your best self and you deserve to treat yourself to one of the best conferences you will ever attend! The weather is perfect and you'll be able to experience Halloween and the Day of the Dead (*Día de los Muertos*) with the rich heritage that only the Southwest can offer. We promise warm, sunny days and cool, electric nights!

Last year taught us so much, including how much we still have to learn, the value of social connectedness, and

the importance of seizing each precious day. The AMATYC Annual Conference always delivers relevant, timely, and useful sessions to energize any classroom. In addition, the conference provides a wonderful opportunity for you to meet and reconnect with colleagues from across the country. What better place to learn, connect, and live in the moment than sunny Phoenix, AZ?

You will often hear Phoenixians say that autumn is the reason we live here. There are trails to hike, horses to mount, museums to visit, baseball games to catch, coasters to ride, rivers to raft, foods to savor, drinks to imbibe, and knowledge and culture to absorb.



Guests at MIM
Photo courtesy of Visit Phoenix/
Musical Instrument Museum

ence, the LEC has organized online resources to help you plan.

Take advantage of this chance to visit the Southwest during a perfect time of year. Imagine the rich stories and photographs you can share with your students as you return rejuvenated from a holiday, renewed by a much-needed jolt of sunny Vitamin D, and reinvigorated with at least a dozen new ideas from the conference.

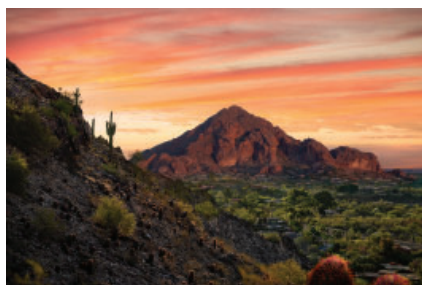
Visit www.amatyc.org for more information. See you soon!



Paddleboarding on the Salt River
Photo courtesy of Visit Phoenix/Leah Overstreet

The Local Events Committee (LEC) has arranged for some quick and easy excursions. Supplement your conference experience by gathering with colleagues and making the most of your visit to Phoenix.

In addition to local attractions, I encourage you to take full advantage of your journey to the Southwest to visit the incredible sights the rest of Arizona has to offer. There are mountains, canyons, craters, waterfalls, monuments, and countless other attractions from which to choose. If you have time to stay a couple extra days before or after the confer-



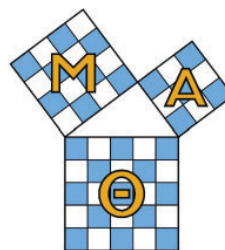
Camelback Mountain
Photo courtesy of Visit Phoenix/dspaz.com

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MU ALPHA THETA HONOR SOCIETY

by Jonathan Weisbrod, Coordinator



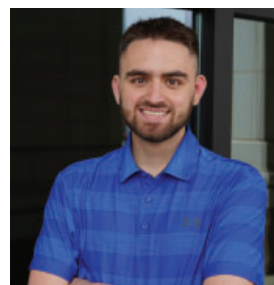
Congratulations to all chapters of the Mu Alpha Theta National High School and Two-Year College Mathematics Honor Society! Kudos to all of you for successfully making it through a unique academic year. I am especially interested in hearing about the activities your chapters devel-

oped to work around restrictions to your ability to meet on campus. To all sponsors: Please share with me how your chapter made it through! Have you done anything unique that other chapters could learn?

Each year Mu Alpha Theta provides scholarships to deserving students. This year two scholarships were awarded to community college students: Tucker Cook of Northeast Alabama CC and Gabriella Howard of Columbus State CC. Tucker Cook plans to pursue a chemical engineering degree at the University of Alabama. Gabriella Howard plans to study applied mathematics and economics at Northwestern University.

The Mu Alpha Theta national convention was held in July, in a new format. The students participated at their home institutions, either virtually or in-person. In 2022, we hope to meet in-person with a planned convention in Washington, DC.

We are pleased to announce that Mu Alpha Theta has welcomed a new two-year college chapter at John Tyler CC (VA). To learn more about Mu Alpha Theta and how to start a chapter at your college, visit www.mualpha-theta.org or contact me at jweisbrod@rcbc.edu.



Tucker Cook



Gabriella Howard



NEW CHALLENGES AHEAD FOR FALL

Kathryn (Kate) Kozak

Coconino CC • Flagstaff, AZ

Like many of you, I have been teaching virtually since March 2020 because of the COVID-19 pandemic. It looks like in the fall of 2021 my college will resume in-person classes. I assume many of your colleges are also offering in-person classes. As we return to our campuses and in-person teaching, there are several challenges ahead for us and our students. If you aren't resuming in-person teaching or if you have been teaching in-person through the pandemic, these challenges exist for you too.

It's possible that our students may lack some of the skills they should have learned in previous courses. This may be due to students not retaining the material that they learned in a virtual setting, their virtual classes not going into enough depth that is needed to learn the material, students having less support than normal for learning mathematics, or colleges relaxing their placement criteria so that students enrolled in courses that they were not ready to take unless there was adequate support.

In any event, now you have to figure out how to teach your students when they are at different skill levels. Although students in our classes often have different skill levels, there may well be greater differences this fall. One idea is to do just-in-time learning for prerequisite material. This is where you review the skills right before the students will need to use the skills. With just-in-time learning, students learn the concepts of prerequisite material that help them understand the course material. For example, before teaching how to find a derivative numerically in calculus, you could teach the concept of finding a slope. If most of the class understands the material, but there are a few students who are behind, then you can suggest that those students meet you in your office or get help through a tutoring center. The important thing is to realize that some of your students are behind and will need support to learn the necessary prerequisite skills.

You may find that some students are anxious about integrating with other students again. They also may have some emotional issues such as losing loved ones or loss of sense of self during the isolation of the pandemic. Helping our students relearn the social skills that they haven't had to use in over a year or deal with emotional issues is important. Make sure you know what services your college has for students with emotional issues. Find out if there will be special workshops or services for students this fall as they resume more face-to-face classes. If your college doesn't have adequate services, find out what programs might be available in your community and be prepared to share that information with students as needed.

In your classroom, you can provide your students with time to talk to you and each other in class. If your course is a more lecture-based course, create think-pair-share time so your students can have space to talk to one another. Allow them to have time to share whatever they want including topics not related to the course. You

can also have students interact with the curriculum through group work. Then your students are forced to talk and solve problems together. If using group work, randomly assign roles to your groups. If you have three-person groups, have one person be the facilitator, one the time keeper, and one the recorder. If your groups have four students, then the fourth person can report out part of the solution at the end of class. Structure some time for your students to share non-curriculum aspects with others in their group. This will help to create a sense of community in your class and hopefully instill more trust among people in our society. When people get to know each other, they find commonality and can focus less on differences.

Even though this past year was challenging for you as a teacher, you have developed some new teaching skills that you can bring to your classes this fall. I know that I have learned new ways to have my students do group work, and I plan to use them in my classes in the fall. I also created videos for my students, so basically I now have the ability to have flipped classrooms. Keeping the videos updated will be a challenge, but it will be fun. I have also learned new technology, such as Flipgrid, that I can now use in my future classes. Lastly, my college has decided to now offer three modalities for our classes from this point forward. We will have strictly face-to-face classes, strictly asynchronous online classes, and strictly synchronous virtual classes. This will allow us to serve more students than we could before. There are some silver linings from the pandemic, such as experience with new modalities and improved support services for faculty and students. I encourage you to join your colleagues on *IMPACT Live!* and share the ideas you will bring forward this fall.

Finally, remember that you too have had your life upended by the pandemic. You may have suffered losses either from COVID-19 or other illness or tragedy. You were probably teaching in a different manner than you were comfortable with and you were isolated. Be patient with yourself and your colleagues and support one another. Recognize if you or others need help and encourage those who are in need to get that help. Everyone deals with stress differently. Don't compare how you are dealing with the last year and a half to how anyone else is dealing with it. Everyone is unique. No matter where you are in adjusting to the changes of the last year, make sure you seek out any help that you may need.

One thing that you can look forward to this year is interacting with your professional colleagues and friends in your college, community, state, or throughout the nation. I hope that you are able to reestablish your social circles that you have had in the past. To interact with colleagues around the nation, I hope you are able to attend the AMATYC Annual Conference in Phoenix on October 28-31. I for one am missing interaction, and would love to reconnect with all of you at the conference.

THE 2022-2023 AMATYC EXECUTIVE BOARD ELECTION

AMATYC is pleased to announce the slate for the 2022-2023 Executive Board election.



President-Elect:

Daniel P. Fahringer, Harrisburg Area CC, PA
George Hurlburt, SUNY Corning CC, NY

Secretary:

Nancy Rivers, Wake Tech CC, NC

Northeast VP:

Anders Jasson (A) Stachelek, Hostos CC, NY

Mid-Atlantic VP:

Dennis C. Ebersole, Northampton CC, PA

Southeast VP:

Alvina J. Atkinson, Georgia Gwinnett College, GA

Midwest VP:

Kathy Almy, Rock Valley College, IL
Brandon Bartley, Jefferson Community & Technical College, KY

Central VP:

Dale Johanson, Northeast CC, NE

Southwest VP:

Christopher Oehrlein, Oklahoma City CC, OK
Shannon Ruth, GateWay CC, AZ

Northwest VP:

Sarah Pauley, Western Wyoming CC, WY

West VP:

Lindsey Gerber, Utah Valley Univ, UT
Edouard A. (Eddie) Tchertchian, Los Angeles Pierce College, CA



The election for the 2022-2023 AMATYC Executive Board is coming up soon. Regular members as of June 30, 2021, will be sent an email on September 15 with the link to "register" to vote in this year's election. Eligible voters who do not receive an email with the link to vote on September 15 should contact the AMATYC office at amatyc@amatyc.org.

Electronic ballots must be cast between September 15 and September 30, 2021. The election will be held electronically, but you can request a paper ballot by contacting Jim Ham (jimham@amatyc.org) prior to September 15, 2021.

Members from each AMATYC region will vote for one of the candidates for President-Elect, Secretary, and Regional Vice President. AMATYC is counting on members to cast a vote. Please take time to vote for those who will lead AMATYC for the next two years.

The election results will be announced by email to all AMATYC members and at the 2021 AMATYC Annual Conference in Phoenix. The newly elected members of the Executive Board will take office on January 1, 2022.

Information on all candidates can be found on the AMATYC website (www.amatyc.org) and the election website (<https://amatyc-vote.org/2021>) after September 15, 2021.

AMATYC MATHEMATICS EXCELLENCE AWARD CALL FOR NOMINATIONS

Since 1984 AMATYC has recognized colleagues for their leadership, hard work, and contributions to mathematics education with a very prestigious award. We are looking forward to presenting the next Mathematics Excellence Award at the 2022 Annual Conference in Toronto.

Consider honoring a colleague through an AMATYC Mathematics Excellence Award nomination. The award, which is presented every two years, recognizes educators who have made outstanding contributions to mathematics or mathematics education in the first two years of college. The Mathematics Excellence Award Committee will consider the nominations in accordance with the following criteria: leadership and activities in professional organizations; professional talks and presentations; awards and grants received; publications; professional activities on a regional, state, and national scale; national reputation; and teaching expertise.

Visit www.amatyc.org/MathExcellenceAward for frequently asked questions, nomination packet requirements, and the link for submission. **Nomination packets must be received by November 1, 2021.**

If you have any questions, please contact Jim Ham, chair of the 2020 Mathematics Excellence Award Committee, at jimham@amatyc.org.

APPLY TO BE A TtP IMPACT COLLEGE

by Dennis Ebersole

The grant-funded project Teaching for PROWESS (TtP): Increasing Student Success in Community College Mathematics through Active Learning and Systemic Instructional Change (NSF DUE-2013493, -2012962, -2013232, -2013550) is finishing its first year. TtP is a five-year collaborative project centered on understanding how active learning supports student success, how to foster departmental change, and the role of a professional organization such as AMATYC in these transformations. Two colleges, Clackamas CC (OR) and Chandler-Gilbert CC (AZ), are the Phase 1 *IMPACT* Colleges.

Is your college interested in implementing evidence-based instructional practices with the goal of increasing success rates in mathematics courses? Any two-year college may apply for Phase 2 of TtP. Experience with grants is not needed. In Phase 2, an additional six college mathematics departments will receive up to \$150,000 each (\$50,000 per year for 3 years) to implement their plan to transform their department and institution. A request for proposals is available on the TtP website. Any of the Teaching for PROWESS leaders will work with you to prepare a proposal, which will be due in spring 2022. *IMPACT* teams selected for Phase 2 will partner with the Phase 1 colleges and the leadership team to implement their projects. The Phase 2 colleges can begin their work on this grant as early as July 1, 2022. To learn more or get your college involved, visit <https://teachingforprowess.wordpress.com>. If your department is considering applying for a grant, this is an excellent way to get the experience and track record you need to be competitive for future grants.

NEW *MATHAMATYC* EDUCATOR PRODUCTION MANAGER



The *MathAMATYC Educator* is pleased to welcome Keith Nabb as production manager. Keith currently teaches mathematics at Piedmont Virginia CC in Charlottesville, VA. He has prior experience at both two-year (Moraine Valley CC) and four-year institutions (University of Wisconsin-River Falls). He has authored over 30 articles on mathematics and mathematics education in peer-reviewed journals including the *MathAMATYC Educator*, *Mathematics Teacher*, *PRIMUS*, *Community College Journal of Research and Practice*, *Math Horizons*, and others. He has also been active with AMATYC, serving on the RMETYC committee and as a mentor to Project SLOPE fellows.

NEW STUDENT MATHEMATICS LEAGUE COORDINATOR



Matthew Prigel is excited to take over the role of AMATYC Student Math League Coordinator. He extends his thanks to Steve Hundert for his past leadership in this position. For the past ten years, Matthew has taught math at Harrisburg Area CC and has served as the department chair for the past five. He loves working with the variety of students at a community college and sharing with them the beauty of mathematics.

Matthew's involvement with AMATYC began as a Project ACCESS Cohort 9 fellow. He has also served AMATYC on committees including the Project ACCESS selection committee. Additionally, he has been involved with several different mathematics competitions over the years and is proud that AMATYC makes this contest accessible yet challenging. As the new coordinator, he looks forward to growing student participation and promoting problem solving to community college students.

NEW STUDENT RESEARCH LEAGUE COORDINATOR



Vinodh Chellamuthu is excited to serve as the new Coordinator for the AMATYC Student Research League. Since 2015, Vinodh has been a mathematics faculty member at Dixie State University in St. George, UT. He has been an active member of AMATYC and a Fellow of both Project ACCESS and Project SLOPE. He has always strived to engage students through high-impact practices such as mathematical modeling and projects. His expertise in mathematical modeling and his experience working with local businesses, industry, and government agencies have had a significant positive impact on

his students. He has mentored several students in international and national mathematical modeling competitions. Through these experiences, his students have learned to apply mathematics in creative and innovative ways. He is looking forward to serving AMATYC and the mathematical community by advancing the mission of the Student Research League.

VIRTUAL DAYS ADDED TO PHOENIX CONFERENCE

by Turi Suski, Conference Coordinator

We are excited to share that this fall's AMATYC Annual Conference will include two virtual days! The main conference will be held in-person October 28-31 in Phoenix, and then the conference will continue virtually on Friday and Saturday, November 5-6. You'll be able to attend great sessions, visit the exhibitors, and connect with other attendees, all within our conference app. Registrations for Phoenix will include the two virtual days at no extra cost. For those who are unable to attend in Phoenix, you can still join the two virtual days for a virtual-only registration fee of \$25 for AMATYC members or \$125 for non-members. Come to Arizona for the excellent conference you know and love, and then join us again online as the professional learning and great conversations continue beyond Phoenix.

PRESIDERS: THE HEAT IS ON

by Michael Pemberton,
Assistant Program Coordinator

There's still time to volunteer to be a presider for this year's AMATYC Annual Conference. Presiding is a great way to stoke your fire for math while helping the session run smoothly. Presiders introduce the speaker, ensure the session begins and ends on time, encourage attendees to evaluate the session on the conference app, and submit a report to the Conference Committee for future planning. To learn more about presiding, check out the video at www.amatyc.org/preside. To volunteer, complete a Presider Application Form at the same link.

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

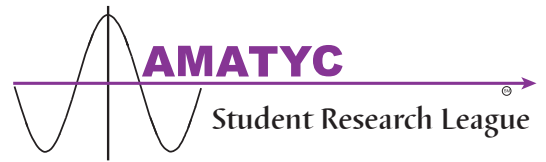
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REGIONAL WINNERS OF THE
2021 AMATYC STUDENT RESEARCH LEAGUE!!
by Karen Gaines, Coordinator



This year's Student Research League (SRL) competition was held March 12-29. The students solved a Challenge Problem titled "Mission to Mars - What's for Dinner?" The teams used mathematical modeling to determine the optimal crew composition for the mission and created a plan to satisfy food requirements for the journey and colonization.

For each of the AMATYC Regions the top three teams that achieved a minimum score from the evaluators were named Regional Finalists. Six of the eight Regions had qualifying submissions. The 2021 Regional Finalists are as follows:

- Northeast: Kristo Nasto, Austin Wallenbeck (Corning CC)
Angel Vargas, Claire Bennett, Ilana Rapaport (Holyoke CC)
- Mid-Atlantic: Asha Gaines, Michael Vincent Chiong, Glory Sebulim (College of Southern Maryland)
Anthony Miller, Tumi Olanrewaju (CC of Baltimore County-Essex)
Meelod Waheed, Jhonn Cardozo (Northern Virginia CC-Manassas)
- Midwest: Payton Sevals, Ruishen Yang (Univ of Wisconsin-Eau Claire - Barron County)
Courtney Kubik, Brittany James, Brittany Harris (Hopkinsville CC)
Jason Peach, Averie Turner, Vivien Powell (Hopkinsville CC)
- Central: Hebah Alzahlaf, Nicholas Marston, Anders Nielsen (Saint Paul College)
- Southwest: Nickolas Wissler, Steven Paradeza (Arizona Western College)
Jacob Ruiz, Jorge Ramirez, Amr Ojjeh (Lone Star College-CyFair)
Parker Tew, Arnoldo Montanez, Eduardo Ornelas Cabello (Midland College)
- West: Meghna Sil, Steven Veld, Askar Bashirov (MiraCosta College)
Noah Robles, Maximus Cisneros, **Talal El Zeini** (West Valley College)
Casey Hutto (Salt Lake CC)

The top teams will be forwarded on to the national level judging, which will determine the grand prize as well as second and third place. The scholarships for the National Finalists and prizes for the Regional Finalists are sponsored by the AMATYC Foundation and the generous donations of members.

Please mark your calendars for next year's competition. Registration begins January 1, 2022. Besides serving as mentor for a team, you can also be involved by becoming an Evaluator for your region. For more details, visit www.amatyc.org/StudentResLeague or the SRL Community on myAMATYC (<https://my.amatyc.org>) for more details. You can also contact Vinodh Chellamuthu, who will take over as SRL Coordinator on September 1. He can be reached at srlCOORD@amatyc.org.



STUDENT MATHEMATICS LEAGUE
by Steve Hundert, Coordinator



While no one knows what lies ahead and what possible turns may occur in this pandemic, I'm feeling good about our chances of being able to run the AMATYC Student Math League competition during the 2021-2022 academic year. Exact dates have not been set at this time but, I'll still ask my usual question. If your college doesn't participate in the AMATYC Student Math League, why not? It doesn't require a lot of work or a big time commitment from you. I'm sure some of your students will enjoy trying to solve these challenging problems and seeing how well they do compared to other students. And don't be surprised when a student shows you their clever solution to a problem that stumped you. Registration for the 2021-2022 competition will begin in August, at the AMATYC website.

As you plan which sessions to attend at the 2021 AMATYC Annual Conference in Phoenix this October, don't forget the Faculty Mathematics League competition on Friday at 4:05-4:55 pm. As always, bring a calculator and a competitive spirit! Not only can you help bring glory and the much-coveted plexiglass trophy to your region, you can also win a giftcard for yourself.

As I leave the role of SML coordinator I would again like to thank all the people who make this competition possible. This truly is a group effort and without everyone doing their part it would not take place. Matthew Prangel became the new SML coordinator on July 1. I know the league is in good hands and will continue to thrive.

MY EQUITY JOURNEY

by Ralf Youtz

When I returned to college in my late twenties, after dropping out at age nineteen, I loved how my Portland CC (PCC) classmates represented the community's diversity. As a PCC student, I was working among far more Black, Indigenous, and People Of Color (BIPOC) than I met while growing up in Idaho or during my early twenties in Portland. Women were more common than men in my classes, too.

As I transferred and worked toward my mathematics B.A., I saw that both women and BIPOC became more and more of a minority among math students and faculty as I progressed. The same mathematics community that was so welcoming to me, a White male, was also excluding women and BIPOC students. As I finished work on my M.A., the stark difference between the rich diversity of the community and the relatively White, male world of graduate mathematics was impossible to ignore. It didn't hurt me, though. And I felt I didn't have any power to change the situation.

I began to focus on learning more about race and gender issues in mathematics education. This shift from powerlessness to active learning was my first step forward on my equity journey.

Soon I was back in Portland, teaching at area community colleges, and I saw racial and gender issues in my own classes. My BIPOC students failed and withdrew at noticeably higher rates than my White and East Asian students. Young women struggled more than young men in my classes. My LGBTQIA+ students struggled in comparison to cisgender and straight students. I made all sorts of mistakes with student disability accommodations. While I now had power as a teacher, the same systemic issues I'd hoped to fight were evident in my own work.

While I tried to convince students that "math isn't scary" and introduce them to its beauty, I was maintaining existing racial and gender barriers. I committed myself to learning to engage students, BIPOC and women among others, who are generally excluded from mathematics. And I knew I wasn't powerless anymore – I had agency in my classes, in my department, and at my institution.

One key step on my equity journey was at the 2015 Mathematics Education and Society Conference at Portland State University. Presenter Bob Peterson told attendees that, as a math teacher, "Everything you do is political." Peterson explicitly described the injustices I'd seen playing out in my own classes as political realities, determined by decades of political choices made by math teachers. Peterson argued that every math teacher can make the political choice to push back against those injustices by teaching for social justice.^{1,2}

Hearing Peterson's ideas helped me take responsibility for my own role in propagating ongoing injustices in math education. I started to center racial justice, gender justice, and all forms of social justice in my teaching practice. Since then, I've used my power to work for change.

To do so, I've done the best I can to be explicit with students and colleagues that social justice – working toward equity – is the core principle of my work. I wish I had space here to share more details about this ongoing journey. I'll be glad to share some with you at the AMATYC Annual Conference in Phoenix this October. See you there!

References

¹Peterson, B. (2015). Weaving Social Justice in Elementary Mathematics. *Proceedings of the Eighth International Mathematics Education and Society Conference, Volume 1*, 61-82. www.mescommunity.info/MES8ProceedingsVol1.pdf

²Portland State University. (2015, July 8). *Math Education and Society Conference Plenary 06.24.2015* [Video]. YouTube. www.youtube.com/watch?v=LhodG9tLoV8

EQUITY COMMITTEE: EQUITY CONSIDERATIONS FOR FALL

by AJ Stachelek, Chair

In the last AMATYC newsletter, I invited members to consider some summer reading on equity. I hope many of you were able to engage with some of this material and perhaps even provided your own reading recommendations. Now for the call to action: as we prepare for the fall semester or quarter, how do we put this knowledge into practice? There is no "one size fits all" solution. Context matters and all institutions have their own unique opportunities and challenges. After over a year of unprecedented educational changes, I encourage all of us to ask ourselves, our students, and our administrations the following guiding questions to support everyone this fall.

Regarding students' needs:

- How do students feel about returning to campus?
- What course modalities do students need or want?
- Do students have access to the resources they need for their courses?
- Can students be assured that the schedule they choose will not change, and if not, how can possibilities be communicated ahead of time?

Regarding educators' needs:

- How do faculty feel about teaching on campus?
- What course modalities do faculty need or prefer?
- Do faculty have the resources needed to safely and effectively teach in the format they are assigned?
- How confident are faculty that their schedule will not change? If changes are needed, how and when will these changes be communicated?

Regarding administrators' decision-making and needs for information:

- Which students benefit from online, hybrid, and in-person course formats?
- How will it be decided how online, hybrid, and in-person courses will be allocated among faculty members?
- Does the institution have the physical space, technology, and other resources to support the courses being offered?
- What contingency plans can be made to facilitate modality changes during the semester, and how will those plans be communicated to faculty and students?

By no means are these a comprehensive set of questions; however, they are essential for enhancing equity in our institutions. Questions regarding access and opportunity are paramount in addressing issues of equity. To open up the dialogue that is so critical at this time, I invite you to respond to these questions and raise other questions in the Equity Committee Community on myAMATYC (<https://my.amatyc.org>). If you feel inspired to embark on your own equity journey, please join our committee or write to me at equityinmathed@gmail.com.

FIRED UP FOR MATH IN PHOENIX

by Judy Williams, Program Coordinator

Join your colleagues in the warmth of Phoenix, AZ, for the 47th AMATYC Annual Conference, October 28-31.

Whether 2021 is your first AMATYC Conference, your twentieth, or even your fortieth, you are invited to join the Conference Committee for our webinar, "Getting Fired Up for Phoenix" on Thursday, September 23, 3:00 pm (Eastern). You'll learn inside information about the city, conference hotel, exhibits, commercial sessions, and the rest of the program as well as the new conference app.

Check your mailbox or visit the AMATYC website to see the miniprogram for this conference. Use the program or the conference app to plan your personal agenda. You can choose from presentations on equity and inclusion, new uses of technology, mathematical history from diverse cultures and countries, how to collaborate with colleagues at home and across the world, and best practices based on research in the teaching and learning of mathematics. You can also learn about innovative ideas, born of necessity during the time of COVID, that are worthy of being continued. Or, you can enjoy presentations devoted simply to the beauty or fun of mathematics.

Look for the work being done by the Academic Committees and ANets (AMATYC Networks). Attend Themed Sessions, presentations, or sharing sessions sponsored by these groups, as well as the meetings for each community. To allow conference attendees to participate in multiple communities, each group will meet at a different time throughout the conference. If additional time is needed, attendees can reconvene in the Impromptu Room after their session ends.

Start the day Thursday with an AMATYC 101 tour at 8:00 am or 8:20 am to learn more about our organization and the Sheraton Phoenix Downtown Hotel conference space. You can find your guides at the Impromptu Room near the Registration area. Thursday's highlight is always the Keynote Session. This year Lindy Elkins-Tanton of Arizona State University will share her involvement with the NASA Psyche Mission, taking us on a journey to a metallic asteroid. Visit the Exhibit Hall at 4:30 pm for the excitement of the Grand Opening. When our exhibitors and vendors close for the evening, join the Research Session for updates and ideas on mathematics research for two-year colleges.

Because we're heading west, begin Friday at your Regional Breakfast and Meeting. Browse the posters all day and speak with the presenters from 1:45 pm to 3:45 pm. End your day by joining in the fun of the Ignite Event at 6:00 pm.

At Saturday's awards breakfast, keynote speaker Talithia Williams will describe her journey as a woman of color in the field of statistics. She will share ways to excite public interest in mathematics while recruiting and training those typically underrepresented in math to meet the demands of today's STEM workforce. Then, enjoy more great sessions and workshops throughout the day. Before heading out for dinner with friends, both old and new, check out the fun activities created based on feedback from the virtual end-of-day events in 2020.

There are still presentations on Sunday morning, with a Farewell to Phoenix Session at 11:00 am to reflect on how you have stoked your personal fire for mathematics. Also take advantage of seeing friends once more before we get together in person again in Toronto in 2022. But this year, saying farewell to Phoenix does not mean the conference is over. The 2021 conference will continue virtually the following Friday and Saturday, and the 47th AMATYC Annual Conference will not officially end until the gavel falls Saturday, November 6, at the virtual Delegate Assembly.



Ana Jiménez, Phoenix Local Events Coordinator, getting Fired Up for the AMATYC Annual Conference in Phoenix

IGNITE 2021: "ENLIGHTEN US, BUT MAKE IT QUICK!"

by Jennifer Ackerman

Do you have an exciting idea, philosophy, pedagogy, or teaching technique? Or perhaps an amazing proof, a mathematical side interest, a discipline-related hobby, or a secret to great teaching or learning? Are you nervous or uncertain about presenting a full session but willing to "get your feet wet" for five minutes among friends?

The Innovative Teaching and Learning Committee (ITLC) is pleased to sponsor this year's Ignite event at the AMATYC Annual Conference in Phoenix. You will enjoy these fun and fast-paced presentations. Since it began several years ago, Ignite has become an annual phenomenon and a highlight of the conference. Each speaker provides twenty slides, which are automatically advanced every 15 seconds. This gives the speakers exactly five minutes to share their passion! Audience participation is encouraged. For previous Ignite events, the room was packed.

Email your idea to Eddie Tchertchian at eddietchertchian@amatyc.org. The ITLC membership will select speakers. We're looking for presentations that might entertain and excite a mathematician, motivate a professor to try something new, or improve the teaching and learning of mathematics. The presenters will be given tips and tricks for effective Ignite talks.

Give it a try, won't you? The ITLC looks forward to seeing you "on stage" in Phoenix!

NEW CONFERENCE APP

Are you Fired Up for Phoenix? We're excited this year to launch our new conference app using Whova. Through the new app, you can access speaker bios and materials, filter talks by Program Keys, explore our exhibits, participate in virtual sessions, and set up your own virtual meetings to network with other conference attendees. Watch your email and the conference website for information about how to get connected to this awesome new app!

FUTURE AMATYC CONFERENCES

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

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

AMATYC's JOURNEY TO MARS

by Karen Gaines, Janet Tarjan, and Kendall Jacobs



AMATYC's Journey to Mars program is designed to capture the inclusiveness of America's aeronautics and space activities from the National Aeronautics and Space Administration (NASA), as well as from organizations such as SpaceX, Boeing Starliner, and Blue Origin, which we have dubbed the Private Aeronautics and Space Administration (PASA). The *Journey to Mars* program is inspired by NASA and PASA's past, present and future endeavors, as highlighted by the subtitle: *Earth, Moon, Mars and Beyond – Then, Now and Tomorrow*.

If you are looking for mathematics-based space activities for your course, join the AMATYC's *Journey to Mars* program network of like-minded members by contacting Karen Gaines at karengainesedu@gmail.com. You can also join the space team (Karen Gaines, Janet Tarjan and Kendall Jacobs) for a space-themed session at the 2021 AMATYC Annual Conference, on Thursday at 10:20-11:10 am. If you would like to develop a NASA or PASA activity for this session, contact Karen Gaines by October 1. Even if you are not ready to present an activity, you can attend the session and share in the enthusiasm of like-minded members. All past activities are available on myAMATYC (<https://my.amatyc.org>) with new activities being added this fall.

We hope you'll join the AMATYC space team's journey as we develop exciting aeronautics-themed mathematics activities. For inspiration, we will look to the work of NASA and PASA as they develop new explorations, innovations, and technologies designed to reach to the moon, Mars, and beyond. With your early participation our space team will add more NASA and PASA mathematics-based activities each year and also develop other enrichment opportunities such as mathematics or aeronautics clubs. NASA and PASA missions are here to stay for upcoming decades. We hope you'll use and contribute to these activities to build excitement among your students.



GET YOUR PASSPORT FOR TORONTO

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

WEBINARS: UNIQUE FORMATS INVITED

by Pat Riley, Webinar Coordinator

By now, most faculty are veterans of attending webinars, meetings, conferences, and other events online. These were probably a nice change of pace at first, but now are becoming routine and expected. After over a year of frequent online events, many of us have developed an expectation that webinars will follow a standard format. We often assume that webinars are scheduled for one hour, and that we will sign in and then watch a presenter or presenters talk for most of the hour, with some interaction but likely not a lot.

While most AMATYC webinars have followed this traditional format, that is not a requirement. Over the past spring and summer, AMATYC has offered some 90-minute webinars and also a two-part webinar. The platform that AMATYC uses for webinars has the option for using polling questions that may help make webinars more interactive. It is possible to use other online tools and have the attendees participate interactively. There are as many different ways to offer a webinar as there are ways to teach a class.

It should be noted that a different format might take some discussion on how to best present that format, but with enough time and forewarning it can probably be done. Do you want attendees to participate in an activity? Do you want to have attendees on camera with speaking options? Do you want attendees to come prepared with materials or ideas? Do you want to create a community for attendees to use before and after? These and many other ideas are possible. Future attendees would likely enjoy a change of pace.

If you have had an idea for giving a webinar and were hesitant because it didn't seem to "fit the mold", please know that there isn't a mold. Your idea may be exactly what others are looking for. If you have any ideas and want to share them with our AMATYC family just let us know. We look forward to seeing you at many webinars in 2021. For more details about AMATYC webinars or to discuss the feasibility of your webinar idea, contact Pat Riley at patrick.riley@kctcs.edu. To view past webinars, visit www.amatyc.org/Webinars.

CHANGING THE GAME: DIVERSITY, EQUITY, AND INCLUSION

by Michael Pemberton, MichMATYC President

In October 2020, as part of MichMATYC's webinar series, Ann Sitomer (Oregon State University) and Claire Burke (Linn-Benton CC) shared best practices and the importance of diversity, equity, and inclusion (DEI) with forty-four mathematics instructors attending the AMATYC Virtual Traveling Workshop.

The title for the workshop was "Changing the Game in the Two-Year College Mathematics Classroom." The workshop was designed to provide professional development that included self-awareness, emotional awareness, and the breakdown of biases and prejudices that are important for successful and impactful DEI practices in the classroom. Instructors were provided the opportunity to discuss and challenge deeply held assumptions, perspectives, and beliefs that have produced inequitable outcomes for students in mathematics courses. The facilitators provided quality resources and the foundational knowledge necessary for instructors to implement strategies that support the goals of equity and inclusion and enable all students to succeed. Attendees provided positive feedback at the end of the workshop. They appreciated the opportunity to discuss and adopt reflective strategies that can change how they see their work within mathematics education.

Many thanks to Ann, Claire, and the AMATYC Virtual Traveling Workshop team! After hosting this successful workshop, MichMATYC is considering applying to offer another AMATYC Traveling Workshop at a future meeting.

NEW COMMUNITIES ARE WAITING FOR YOU

by Karen Gaines, Online Community Coordinator



I would like to introduce you to some new Communities on myAMATYC (<https://my.amatyc.org>).

1. **Project GAINS-Graduate Student And Instructor Networking System:** This new AMATYC project is designed to attract and engage members from underrepresented groups in AMATYC activities. Goals are to situate AMATYC as a welcoming environment for students and faculty from underrepresented groups, and assist all AMATYC members in providing stimulating and equitable educational opportunities for all students.
2. **Book and Tech Recs:** This Community provides links to technology reviews and book reviews so that we can share exciting content with our colleagues.
3. **Book Club:** The Professional Development group has added a Book Club to its Faculty Forum discussions. This Community will provide a forum to discuss the Book Club selection. In the future, the Book and Tech Recs and Book Club may be combined into a single Community.

The myAMATYC site was created to provide a place for collaboration. Please join in the discussions and post content in these new Communities, or any of the other great Communities that myAMATYC has to offer.

If you have problems signing in, contact the AMATYC office. For other questions or suggestions, email me at occ@amatyc.org. I look forward to this site's continued growth and seeing it evolve into the go-to site for mathematics educators in the first two years of college.

IMPACT LIVE WIRE

by Evan Evans, Digital Coordinator,
Julie Phelps, Standards Committee Chair, and
Karen Gaines, Online Community Coordinator

The Mathematics Standards in the First Two Years of College (IMPACT) Committee and IMPACT Live! team are excited to introduce the newest piece of our ever-expanding, innovative, and useful content on our redesigned site: IMPACT Live Wire.

IMPACT Live Wire is a monthly podcast where we get to know various members of our community: emerging leaders, innovative thinkers, and other exciting people who support AMATYC's mission and have an IMPACT on our lives.

For the most recent episode, just click on the podcast icon on IMPACT Live! landing page at <https://my.amatyc.org/communities/community-home>. Or, search the All Access Public Library on myAMATYC (<https://my.amatyc.org>) for past interviews.

Come join the buzz for the year as we continue with our seasonal themes around the four pillars of PROWESS found in our IMPACT document. We will be finishing the year with PROficiency and Engagement. So come on by and get involved with the monthly discussions hosted by our various communities at IMPACT Live!

STATISTICS COMMITTEE

by Julie Hanson, Chair

The AMATYC/ASA Joint Committee (AMATYC's Joint Committee with the American Statistical Association) sponsors a series of webinars related to teaching statistics. The committee would like to express our appreciation to Robert Gould and Mine Çetinkaya-Rundel for presenting a webinar on May 10. Their webinar, co-sponsored by the AMATYC Data Science Subcommittee, was titled "ASA DataFest: A Celebration of Data." The recording and other materials from this webinar, as well as from previous webinars, are available at www.amatyc.org/Webinars and www.amatyc.org/StatsResources.

In March, the Statistics Committee and the Data Science Subcommittee co-sponsored IMPACT Live! on myAMATYC (<https://my.amatyc.org>). The committee would like to express our appreciation to Laura Le for writing our IMPACT Plus blog post, "Five Ways to Promote Student Engagement in a Statistics Course." It is available at <https://my.amatyc.org/blogs/karen-gaines1/2021/03/19/impact-plus-five>.

The 2021 AMATYC Annual Conference in Phoenix will include several professional development opportunities for teachers of statistics. Throughout the conference, there will be 50-minute and 25-minute sessions on topics relevant to teaching statistics. In addition, on Thursday morning, the AMATYC Statistics Committee is sponsoring a themed session titled "Active Learning in the Introductory Statistics Classroom." It will include six 15-minute presentations, each sharing ideas for engaging introductory statistics students in active learning. The Statistics Committee is also co-sponsoring a session with the Teacher Preparation Committee, titled "K-12 Statistics and Data Science: The Influence of Two-Year Colleges." Christine Franklin, the American Statistical Association K-12 Ambassador, will present this session. She will tell us about the new Pre-K-12 Guidelines for Assessment and Instruction in Statistics Education II (GAISE II) Report and discuss its impact on college-level introductory statistics courses and the needs of future K-12 teachers who take those courses. The conference will also include a data science sharing session sponsored by the Data Science Subcommittee of the Statistics Committee. This session will provide attendees the opportunity to share experiences, resources, successes, and challenges in an informal discussion. Please join us at each of these sessions, as well as at the Statistics Committee meeting and the Data Science Subcommittee meeting. All interested AMATYC members are welcome to attend.

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

SML PROBLEM CORNER

Can YOU work a Student Mathematics League problem? This one is from the Fall 2015 competition.

When the students in an 8th grade math class are seated in rows of 4 or 5, each row has exactly the same number of students. When seated in rows of 6, one row has exactly 2 fewer students than all the other rows. If 4 new students join the class, in how many equal rows could the students now be seated?

THE MATHAMATYC EDUCATOR

by George Alexander and Johanna Debrecht

The *MathAMATYC Educator* is a peer-reviewed publication of AMATYC, produced three times each academic year (Fall, Winter, and Spring). Its purpose is to provide a forum for communicating ideas, viewpoints, research, and experiences related to teaching and learning mathematics in the first two years of college.

As authors submit manuscripts for consideration, the articles undergo a full peer-review process and multiple rounds of editing. Editor Johanna Debrecht (Red Rocks CC and Northern Virginia CC) and assistant editor George Alexander (Madison Area TC) oversee this activity from submission to approval for publication. Many other volunteers are involved in reviewing and proofreading. Following acceptance, the production manager Keith Nabb (Piedmont Virginia CC) takes control to prepare for the actual printing of our three issues each academic year. The production manager collects all supporting pieces (images, tables, author biographies, abstracts, etc.), and manages the document handling in preparation for the layout work and for proofreading efforts between layout and final printing. This requires coordination with the editors, the AMATYC office staff, the layout artist, and the printing company.

Many other volunteers support this process. The Editorial Panel consists of an appointed representative from each region and one at-large member. Over fifty people serve in more roles as reviewers, proofreaders, and graphic designers. Time commitments vary from small to as much as one might want. Volunteering on journal tasks is an excellent professional activity to add to a resume and personally rewarding as well. Contact the editors for more information if interested in joining the volunteer pool.

Did you know? AMATYC members have digital access for reading current and past issues of the *Educator*, in addition to receiving the print version as a membership perk. Additional information for educators and potential authors can be found at www.amatyc.org/MathAMATYCEducator.

NSF GRANT OPPORTUNITIES

by April Ström

The National Science Foundation (NSF) is increasing their grant funding opportunities specifically for two-year colleges. If you are interested in learning more about these opportunities, please consider attending the NSF session titled “AMATYC Grant Series: NSF Funding Opportunities for 2YC Math Faculty” at the AMATYC Annual Conference in Phoenix. This informative session will be on Friday, October 29 from 2:55-3:45pm. Join the NSF Program Officers – Sandra Richardson, Michael Davis, and Michael Ferrara – as they present funding opportunities for those teaching mathematics in the first two years of college. They will also offer an additional Q&A session in the Impromptu Room during the conference, so there will be plenty of chances to engage and learn about NSF grant opportunities.

INNOVATIVE TEACHING AND LEARNING

COMMITTEE

by Jennifer Ackerman, Chair

During 2020, a subcommittee of members from the Innovative Teaching and Learning Committee (ITLC) reviewed and revised the position statement *Proctored Testing for Courses Taught at a Distance*, originally adopted in 2012. While the essential elements of the statement remain the same, the updates include several formatting changes that improve the usability, functionality, and accessibility of the information within the document. The updates also include citations to provide support for the recommendations. On May 14, AMATYC members provided feedback regarding the position statement in the first of two online forums. Input from forum participants was used to strengthen the statement and to emphasize certain facets, such as the section on equity.

The position statement subcommittee reconvened this summer to discuss and incorporate the feedback from the forum. ITLC will host a second forum in August to provide additional feedback on the updated draft. In November the position statement will be considered by the virtual AMATYC Delegate Assembly. Check the ITLC community page in myAMATYC (<https://my.amatyc.org>) for the date and time of the upcoming forum.

DEVELOPMENTAL MATHEMATICS

COMMITTEE

by Kathryn Van Wagoner, Chair

Are you excited to attend the AMATYC Annual Conference in person? I am! Phoenix is going to be great fun, and the conference will be fantastic too! The Developmental Mathematics Committee (DMC) is gearing up for a great conference, and you are invited to attend several sessions involving the DMC and its members. Now is the time to start planning to attend the 2021 AMATYC Annual Conference in Phoenix.

On Thursday join us for the DMC Themed Session, titled “Lighting the Fire of Success with Pathways and Corequisites.” Much has been learned since the early models of pathways and corequisite courses were first implemented. Come learn from several presenters about how pathways and corequisites have aligned, modernized, and contextualized college mathematics.

In case you haven’t heard, each AMATYC Committee is a Community on myAMATYC (my.amatyc.org). On Friday at the DMC Community Meeting, gather with your community of fellow developmental math educators to discuss current topics of interest, including the position statements currently being developed for math pathways and corequisite math courses.

On Saturday bring your favorite lessons to the DMC sharing session on STEM Track Algebra. This is your opportunity to share how you get your students thinking and reasoning about mathematics and interacting with one another. Plan a 2-3 minute pitch to tell others about your lesson. A repository of all lessons will be created and shared.

The conference will feature many presentations focusing on the needs of developmental mathematics students and programs, so start planning now to join us in Phoenix to get *Fired Up for Math*. See you then!

CONSIDER AMATYC IN YOUR ANNUAL GIVING

by Jim Ham, Foundation Chair

Each year the AMATYC Foundation supports the work of AMATYC in various ways. Through the donations of members and friends, the Foundation has contributed money to facilitate AMATYC webinars, to support the National Mathematics Summit, and to help two cohorts of Project ACCESS fellows attend the AMATYC Annual Conference. More recently, the Foundation awarded sixty COVID-19 minigrants and six grants for members to attend the 2021 virtual ICME-14 conference.

Consider making a contribution now in order to provide continuing support for AMATYC's initiatives. The process is easy and can accommodate your annual giving preferences. You may earmark your donation to a specific cause such as student mathematics competitions, student scholarships, member grants, or member awards, or simply donate to the general fund so that monies can be used where they are needed most. Recently, a new affiliate scholarship fund was created to provide funds to help affiliate members attend the AMATYC Annual Conference.

If you prefer to spread your donations out over a period of time, you may select the recurring option when donating online. This feature allows you to contribute a fixed amount each month or to split a larger donation over a selected number of months.

Finally, if you would like to consider AMATYC in your estate planning, the Foundation can accommodate your plans. Please contact the Foundation Chair at jimham@amatyc.org to discuss options.

Remember that you can also support the Foundation at no cost to yourself by shopping at Amazon Smile.

Support your profession by making a contribution to the AMATYC Foundation today! The easiest way to donate is online at www.amatyc.org/donations. Thank you for your continued support.



HIGHLIGHTS OF THE 2021 SPRING AMATYC BOARD MEETING

by Nancy Rivers, Secretary

The 2021 Spring AMATYC Board meeting was held virtually on April 9, 10, 11, and 17. Additional special meetings of the AMATYC Board were held virtually on March 13 and May 25, 2021. Highlights and actions taken by the board during these meetings include:

- Approved the addition of a virtual component to both the 2021 AMATYC Annual Conference and the 2022 AMATYC Annual Conference. The registration rate for the virtual component of the 2021 AMATYC Annual Conference in Phoenix was set as follows:
 - **Free to everyone registered for the 2021 AMATYC Annual Conference in Phoenix.**
 - **\$25 for AMATYC members not registered for the 2021 AMATYC Annual Conference.**
 - **\$125 for all others.**
- Extended the free access to myAMATYC for non-members through December 31, 2021.
- Endorsed the spirit of the draft revision of the *Proctored Testing for Courses Taught at a Distance* position statement.
- Endorsed the spirit of the draft of a new position statement titled *Course Materials for Learning and Instruction*, intended to update and combine the existing *Textbook Selling* and *Undergraduate Textbooks* position statements.
- Conducted a random drawing to determine six awardees for ICME grants from the AMATYC Foundation. The grants totaled \$2,000 and will help attendees pay the virtual registration fee to the hybrid ICME-2020/21 conference in Shanghai, China.
- Appointed Julie Gunkelman, Oakland CC, as the incoming Assistant Program Coordinator.
- Approved the 2021 AMATYC Executive Board Election slate.
- Set the full Conference Discount Registration Rate to be \$405, effective with the 2022 AMATYC Annual Conference.
- Set the annual membership dues for a regular individual AMATYC member to be \$98, effective July 1, 2022.
- Set institutional member dues to be \$563, effective July 1, 2022, through June 30, 2023.
- Approved a Symposium to be held at the 2022 AMATYC Annual Conference in Toronto, hosted by the leadership team of the Teaching for PROWESS grant.
- Authorized the AMATYC President to appoint an interim chairperson of a proposed committee on Mentoring and Research Experiences for Students and Faculty.

AMATYC 2021 CALENDAR OF EVENTS

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

September 25: WisMATYC Annual Conference, Racine, WI.
Contact: Jason Gerber, gerberj@gtc.edu

October 22-23: VMATYC Conference, Virginia Western CC, Roanoke, VA.
Website: www.vmatyc.org

October 8: ArizMATYC Fall Conference, Phoenix College, Phoenix, AZ.
Website: <http://arizmatyc.org/wp/>

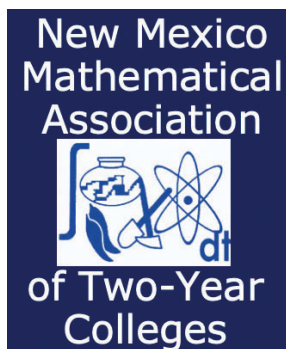
October 28-31: 47th AMATYC Annual Conference, Phoenix, AZ.
Website: www.amatyc.org/2021ConfHome

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

Jennifer Travis, Editor
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Focus on Affiliates: NMMATYC

by Elizabeth Gamboa, NMMATYC President



Greetings from the Land of Enchantment! The New Mexico Mathematical Association of Two-Year Colleges (NMMATYC) serves all of New Mexico as well as El Paso County in Texas. NMMATYC loves to celebrate the accomplishments of students in the first two years of college and the faculty who teach them. Each year, NMMATYC awards \$500 scholarships to two students. These scholarships, the Michelle Jimenez Memorial Scholarship and the Vicki Froehlich Memorial Scholarship,

are awarded to students who have earned at least six credits from a New Mexico or El Paso two-year college. NMMATYC also honors excellent teaching through the David Lovelock Teaching Excellence Award and a professional development travel award.

The money for these awards is provided by conference registrations and membership fees. Last year, the NMMATYC Annual conference was canceled, putting the scholarships in jeopardy. So, in December of 2020, NMMATYC partnered with the Kendra Scott store to raise scholarship funds. NMMATYC received 20% of all store sales using a special code at checkout. This fundraiser was a complete success, exceeding NMMATYC's goal of \$1,000. A shoutout goes to all NMMATYC members and friends who stepped up to make it possible to award these scholarships to deserving students.

As a result of this success, the NMMATYC Board decided not to charge a conference fee in 2021 for NMMATYC's first virtual conference. Special thanks go to the co-chairs of the conference, April Addington and Adrian Delgado, for working so diligently to make the conference a reality. The conference took place on May 21 with the theme "Virtually Unstoppable." After a year of canceled conferences and abrupt transitions in teaching and learning, NMMATYC wanted to provide the space to share ideas to help faculty keep growing and improving their teaching. NMMATYC is grateful to our keynote speaker, Paul Nolting, who shared valuable insights and materials to help students be more successful in mathematics courses and overall. There were also great breakout sessions with presenters from several different colleges in our region. The conference day ended with the award ceremony where we presented a plaque to Jose Solis, winner of the Michelle Jimenez Memorial Scholarship. NMMATYC would like to give special thanks to Michelle Jimenez's family for their continued support.

NMMATYC is grateful for all of the success and support received. We hope to be able to thank and see everyone in-person next year.



Jose Solis (l) receiving
Michelle Jimenez
Memorial Scholarship plaque
from Sara Hanson (r).

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