

SPRING 2024

MESSAGE FROM THE PRESIDENT
VIC PERERA, KENT STATE UNIVERSITY - TRUMBULL CAMPUS

Dear Colleagues,

Greetings for a healthy and a successful new year!

We are looking forward to seeing you at the **OhioMATYC Annual Conference to be held on April 12, 2024** at the **Stark State Community College, 6200 Frank Ave NW, North Canton, Ohio** from 9:00am to 5:00pm (session start at 10 am). In addition to attending, please consider presenting your research work and teaching activities at the conference. It is a great opportunity to meet or reacquaint yourself with your colleagues from across the great state of Ohio. We are looking for presentations covering all facets of our profession: pedagogy, curriculum design/redesign, developmental mathematics, Calculus, and upper-level mathematics, etc. The registration information and speaker proposal form are on the last page of this newsletter and will be posted on our official website at www.ohiomatyc.org. I look forward to seeing many of you at the conference. The conference proposal submission deadline is Friday, March 22, 2024.

We will present the **OhioMATYC Teaching Excellence Award** at the 2024 Annual conference as well. Please consider nominating a deserving faculty member who has demonstrated innovative teaching practices and/or implemented alternative methods of assessment in the classroom or have created a learning environment for all students while being accessible to students in and out of the classroom. We do have exceptional faculty members and dynamic teachers who are dedicated to the profession and deserve to be recognized in this category. Please visit the AWARDS section of the OhioMATYC webpage for the application form and submission details. Completed Nominations should be sent to **Kinga Oliver, Awards Coordinator** at kinga.oliver@sinclair.edu by the due date of **Friday, March 29th, 2024**. The winner of the OhioMATYC Teaching Excellence Award will become OhioMATYC's nominee for the AMATYC Teaching Excellence Award if the Awardee is a member of AMATYC. For more information about the award and to download the nomination form, please go to the AWARDS section on the OhioMATYC website.

We will offer two different student scholarships during the Annual conference as well: the "**OhioMATYC Scholarship**" and the "**Rudy Sattler Memorial Scholarship**". Updated application forms and information can be found on our website. The deadline to submit nominations for the scholarships is also on **Friday, March 29th, 2024**. Please contact our Awards Coordinator, **Kinga Oliver** at kinga.oliver@sinclair.edu if you have any questions. Please consider contributing towards the OhioMATYC Scholarship fund to support these scholarships or increase the number of scholarships we offer.

Thank you for being a member of OhioMATYC and supporting your organization. Indeed, your involvement is crucial for the future of our organization and our profession. If your membership is NOT current, please **renew your membership** at your earliest convenience. **The cost is ONLY \$10 for one year**. You can renew the membership for three years at \$25. If you don't know the status of your membership, please email our treasurer, **Karen Starin** at kstarin1@csc.edu for a status update.

Once again, I am looking forward to seeing you at the 2024 OhioMATYC Annual Conference!

Thank you!

Vic Perera, OhioMATYC President



Submitted by Nancy Sattler

Transforming Post-Secondary Education in Mathematics (TPSE Math) – Teaching Strategies and Practices

TPSE Math's work is structured around four priorities: Lower-division Pathways, Upper-division Pathways, Graduate Education, and Teaching Strategies and Practices. These priorities were the founding tenets of TPSE, and continue to guide TPSE's projects and initiatives. In addition, a dedicated Math Advisory Group oversees the development and implementation of each priority.

Teaching Strategies & Practices (TS&P) Math Advisory Group is comprised of mathematics faculty from community colleges, private and public universities, and research institutions. Together, faculty work to improve the teaching and learning of post-secondary mathematics by increasing the adoption of innovative, equitable, research-based pedagogies in both remote and in-person instruction, including the appropriate use of technologies.

TS&P has created a list of Active Learning Resources that can be found at <https://www.tpsemath.org/active-learning-resources>. These resources have been vetted by university and college faculty. They are categorized by audience, course, instruction mode, diversity, equity, inclusion, grading/assessment, technology, and overarching resources.

You can view interviews of experts from a variety of institutions who share their perspectives on Alternative Assessment and Grading at <https://www.tpsemath.org/alternative-assessment>

Finally, if you are looking to incorporate Discord, NearPod, Perusall, VoiceThread, or Desmos into your course(s), check out the videos available at <https://www.tpsemath.org/tsp>

**AMATYC INFORMATION
SUBMITTED BY****NANCY SATTLER**

Update on AMATYC's Signature Documents

The first set of updates to AMATYC's signature documents (*Crossroads*, *Beyond Crossroads*, and *IMPACT*) was approved at the 2023 Delegate Assembly. The updates were to the Standards for Content, Standards for Pedagogy, and Standards for Intellectual Development found in *Crossroads*. The *Beyond Crossroads* and *IMPACT* updates are ongoing, with the 2024 Delegate Assembly targeted for approval of the latest updates.

This will now be an ongoing process of updating in which changes will be proposed and brought before the Delegate Assembly each year. Instead of publishing new documents, the changes will be made in the electronic versions located on myAMATYC (my.amatyc.org). Members can easily access all of the documents in both their originally published versions and the latest approved versions. The "Update" graphic on the right side of all members' home pages provides a quick link to not only the documents but also to information about the next round of scheduled updates. If you are a member of one or more AMATYC ANets, please contact your ANet leader to volunteer to help with the ongoing updates. You can also contact Mark Earley, the chair of the AMATYC Standards Team (mark.earley@amatyc.org) to volunteer. You may recall that Mark received OhioMATYC's Distinguished Service Award in 2023.

IMPACT Live! on myAMATYC (my.amatyc.org) was designed to implement a primary vision of the *IMPACT* document by making it a living document, as well as to promote AMATYC's internal communities and to facilitate discussions and collaborations amongst members.

The goals of *IMPACT* Live! include providing members an online portal where they can:

- Keep abreast of new and ever changing topics and how they relate back to our *IMPACT* document.
- Highlight topics found in the AMATYC *IMPACT* document.
- Share insights into improving college teaching in mathematics.
- Interact and collaborate with colleagues online to discuss topics in greater detail.
- Develop a repository of relevant materials and an interactive portal to make *IMPACT* a living document.

AMATYC invites you to join *IMPACT* Live! as both a user and a contributor to continue to make a positive *IMPACT* on learners and teachers in the first two years of college mathematics.

OhioMATYC Members Attend AMATYC in Omaha November 9–November 12, 2023



Another National Math Summit Coming Soon!

By Nancy Sattler

Mark your calendars and get ready for an exhilarating experience at the Sixth National Mathematics Summit (NMS), set to take place on November 12 & 13, 2024, just before the AMATYC conference in vibrant Atlanta. This year's AMATYC conference holds extra significance as it marks the grand celebration of AMATYC's 50th anniversary!

What's in store for you at the NMS?

Prepare for an immersive journey into the world of active learning, as the co-chairs have curated a dynamic theme to make this summit a truly transformative experience. The IMPACT college participants of the AMATYC Teaching for Prowess (TfP) grant will be joining the NMS, generously sharing their wealth of expertise and groundbreaking findings.

What is Teaching for Prowess (TfP)?

Funded by the National Science Foundation under grant numbers DUE #2013493, #2012962, #2013232, #2013550, TfP aims to elevate student success in community college mathematics through active learning and systemic instructional change. This initiative has garnered support from esteemed partners, including Paul Nolting, Academic Success; the National Organization for Student Success (NOSS), Carnegie Math Pathways/West Ed, Dana Center, and the Mathematical Association of America (MAA).

Secure Your Spot!

Don't miss out on this unparalleled opportunity to enhance your mathematical prowess. The NMS requires a separate registration, and the cost is a reasonable \$150. To secure your spot at this groundbreaking event, head over to [Math Summit Registration](#) and register now!

Get ready to dive into the world of active learning, connect with like-minded individuals, and be part of a transformative experience at the Sixth National Mathematics Summit. See you there!

Equity and Inclusion

By Nancy Sattler

Many OhioMATYC members are acquainted with the 2018 publication of AMATYC's *IMPACT* document. The primary objective of this document is articulated as an endeavor "to improve mathematics education in the first two years of college by presenting clear guidance on how to impact the mathematical prowess of students" (AMATYC, 2018, p. ii). It is noteworthy, however, that the document, in its original iteration, did not explicitly address matters pertaining to equity. In response to this observed gap, a dedicated writing team has collaborated on a preliminary chapter entitled "Fostering Equity and Inclusion," subsequently submitting it to the AMATYC board last fall. The passage below represents the introductory segment of the draft chapter on equity.

Top of Form

"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 socioeconomic status, race, gender, or previous mathematical experiences.

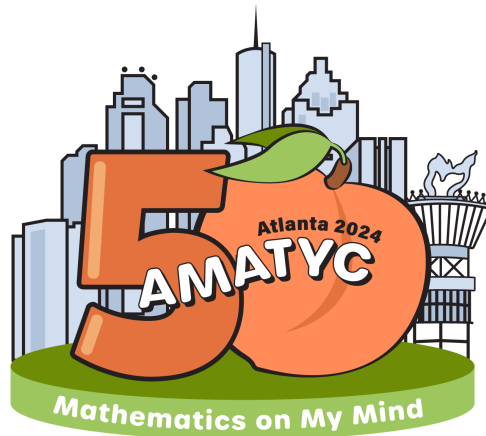
This chapter will explore strategies for dismantling these barriers and creating an inclusive mathematical environment where every voice is heard, and every perspective is valued. Together, we will uncover the power of mathematics as a tool for empowerment, social justice, and individual growth, setting the stage for a more equitable future for all within our college mathematics classrooms.

References

- Rizki, L. M., & Priatna, N. (2019). Mathematical literacy as the 21st century skill. *Journal of Physics: Conference Series* 1157:042088. <https://doi.org/10.1088/1742-6596/1157/4/042088>
- 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>

At their January 2024 meeting, the AMATYC board sanctioned the conceptual framework of the equity chapter. The next phase in the process involves soliciting feedback and insights from stakeholders. Those wishing to contribute their perspectives and input to this endeavor are encouraged to contact Nancy Sattler at nsattler@terra.edu.

**AMATYC
LOOKING AHEAD**



50th AMATYC Annual Conference

Mathematics On My Mind

November 14 - 17, 2024

Atlanta, Georgia

[Submit your presentation proposal today!](#)

The proposal deadline is February 15, 2024.

Link to Conference Page: [CLICK HERE](#)

OhioMATYC History

Written by Vic Perera, President & Nancy Sattler, Historian

The Ohio Mathematics Association of Two-Year Colleges (OhioMATYC) was founded in Columbus on April 28, 1973, to respond to the concerns of mathematics educators. The primary purpose of OhioMATYC was to provide structure on a statewide level for two-year college mathematics teachers to share information, learn, and work together to improve the mathematics education of students. In addition, OhioMATYC existed to promote the professional development of its members and serve as a liaison to other organizations (within the state and without) concerned with mathematics education.

The first slate of OhioMATYC officers elected at that meeting consisted of President, Mike McSwigan, University College, University of Cincinnati; President-Elect, Rosa Kellner, Ohio College of Applied Science, Cincinnati; Secretary, Don Burdsall, Marion Technical College; Treasurer, Gene Blanford, Raymond Walters College, University of Cincinnati; and Newsletter Editor, Richard Collins, Hocking Technical College.

A listing of all the presidents of OhioMATYC and the years they served are shown below. In 1994, the constitution was changed to allow the president to serve a two-year rather than one-year term. Jesse Parete, retiree of Edison State Community College, and Mary Ann Hovis, Rhodes State College are the only members to serve two unique terms as president.

1973-74	McSwigan, Michael	University of Cincinnati – University College
1974-75	Kellner, Rose	University of Cincinnati – Ohio College of Applied Science
1975-76	Baldwin, Gary	Ohio University-Lancaster
1976-77	Rider, Robert A	Ohio University-Zanesville
1977-78	Johnson, Wendell A.	University of Akron
1978-79	Yang, Cynthia	Miami University - Middletown
1979-81	Colegrove, Forrest	Ashland Community College
1981-82	Marketos, George	University of Cincinnati
1982-83	Scatterday, Blin	University of Akron
1983-84	Baer, Robert	Miami University - Hamilton
1984-85	Householder, Thomas	Muskingum Area Tech. College
1985-86	Monroe, John	University of Akron – Community & Technical College
1986-87	Barbu, Linda S	College of Wooster

OhioMATYC History

Continued...

1987-88	Parete, Jesse D.	Edison Community College
1988-89	Fahl, Delite	Terra Technical College
1989-90	Miller Jr., Emil	The Ohio State University – Agricultural & Technical Institute
1990-91	Hovis, Mary Ann	Rhodes State College
1991-92	Woods, Deborah	The University of Cincinnati – Raymond Walters College
1992-93	Laughbaum, Edward D.	The Ohio State University
1993-95	Sattler, Nancy J.	Terra Community College
1995-97	Tulloss, William	Cincinnati State Technical and Community College
1997-99	Parete, Jesse	Edison State Community College
1999-2001	Luebben, Melissa	Columbus State Community College
2001-03	Hovis, Mary Ann	Rhodes State College
2003-05	Yunker, Michelle	Terra Community College
2005-07	Cook, Janet K.	Edison Community College
2007-09	Null, Rodney	Rhodes State College
2009-11	Duda, T. J.	Columbus State Community College
2011-13	Franz, Sandy	University of Cincinnati
2013-15	Ponder, Anthony M.	Sinclair Community College
2015-17	Altose, Aaron J.	Cuyahoga Community College - East
2017-19	Nedel, John S.	Columbus State Community College
2019-22	Haiduc, Florian	Stark State College
2022-24	Perera, Vicumpriya	Kent State University - Trumbull

In 1994, a decision was made to give some type of yearly award to an OhioMATYC member who had made outstanding contributions in mathematics locally, in the state, and perhaps nationally. The executive committee drew up the guides to create the “Distinguished Service Award” to be given every other year beginning in 1995. A listing of the winners of this award is shown below.

Mark Earley, Columbus State, 2023
 Lee Wayand, Columbus State, 2019
 Michelle Yunker, Owens Community College, 2017
 Ed Gallo, Sinclair Community College, 2015
 Rodney Null, Rhodes State, 2013
 Dr. Jeff Zeager, Lorain County, 2011
 Jan Hoeweler, Cincinnati State, 2009
 Melissa Luebben, Columbus State, 2007
 Nancy J. Sattler, Terra Community College, 2005
 William "Bill" Thomas, University of Toledo, 2003
 Mary Ann Hovis, Rhodes State, 2001
 Larry Lance, Columbus State, 1999
 Ed Laughbaum, Columbus State, 1997
 Jesse Parete, Edison State, 1995

OhioMATYC History

Continued...

Also, in 1994, the executive board voted to honor one of its outstanding members; the board decided to promote mathematics education in the state of Ohio by offering yearly scholarships to deserving students enrolled in institutions of higher learning where OhioMATYC members were teachers. The board voted to offer two scholarships, one for three hundred dollars and the other for two hundred dollars, with the number of scholarships and amount. each scholarship adjusted as necessary each year. In 2010, the board voted to offer the Rudy Sattler scholarship of \$100 each year.

The OhioMATYC Teaching Excellence Award is given at the spring meeting in even-numbered years to outstanding two-year college mathematics instructors. At the spring 2008 meeting, OhioMATYC gave its first-ever Teaching Excellence Award to Bob Chaney from Sinclair Community College. The recipient of this award is OhioMATYC's nominee for the subsequent AMATYC Teaching Excellence Award, provided they meet AMATYC's eligibility requirements. Although this award is available every two years, only four OhioMATYC members have received this award:

- Cheryl Grant, Rhodes State Community College, 2022
- Elizabeth Betzel, Columbus State Community College, 2016
- Ed Gallo, Sinclair Community College, 2012
- Robert Chaney, Sinclair Community College, 2008

OhioMATYC is a product of its dedicated members. Over the years, many institutions have hosted its meetings. In the last two decades, some meetings have been held at state parks. The meeting place has been in every corner of the state, but it should be mentioned here that Columbus State has hosted more OhioMATYC meetings than any other institution in the state. This is due in part to its central location, but it is also due to the dedication of the mathematics faculty at Columbus State.

Throughout the years, OhioMATYC partnered with others to host meetings. In 1991, OhioMATYC began the Winter Institute, which was held yearly at Columbus State Community College. This technology-based conference emphasized enhancing the teaching and learning of mathematics using hand-held technology. Texas Instruments supported the Winter Institute by providing grant money to OhioMATYC. Bert Waits and Frank DeMana from Ohio State were presenters at these conferences for many years. In 2001, OhioMATYC members sponsored an international Teachers Teaching with Technology Conference. John Glenn was the keynote speaker. In 2006, the AMATYC Conference was held in Cincinnati. Jan Hoeweler from Cincinnati Technical College was the local arrangement chair and OhioMATYC members were actively involved in the conference. Bill Steenken and Larry Gilligan raised funds to have a special Friday night event at the National Underground Railroad Freedom Center where the *Beyond Crossroads* document was unveiled. In 2012, OhioMATYC held a joint meeting with MichMATYC at Maumee State Park. Several times OhioMATYC partnered with the Ohio Section of the MAA to host spring meetings.

OhioMATYC History

Continued...

In 1997, the position of Historian was created by President Jesse Parete to keep a record of OhioMATYC. In the early 2000s, OhioMATYC joined many other organizations by creating a website for the organization. The first webmaster was Nancy Sattler. In 2016 outgoing webmaster T.J. Duda and incoming webmaster Mike McCraith created a new OhioMATYC logo.

Out with the old



In with the new



In 2017, members voted on a constitutional change so that the office of president-elect and past president would be one year rather than two. The pandemic in 2020 caused OhioMATYC to cancel the regular scheduled meeting. In 2021, OhioMATYC held its first virtual meeting jointly with the Ohio Section of the MAA. In November 2021, OhioMATYC hosted a virtual symposium focused on the College Credit Plus (CCP) Mathematics Program. In 2021, the board created several newly appointed positions: Records Committee Chair, responsible for keeping track of two-year math members; Fundraising Committee Chair, responsible for finding revenue resources to support scholarships; Conference Committee Chair, responsible for leading a committee in planning the annual conference and Communication Committee Chair responsible for advertising in social media.

Over the fifty years of existence, OhioMATYC has grown and become a strong state-wide organization due to its members' dedication to teaching mathematics at the two-year college level and the leadership of the organization. As changes occur in education, mathematics teachers in Ohio stay on the cutting-edge using research-based strategies and techniques. Members share a strong sense of commitment to the best practices of teaching and present their research and pedagogical findings at the yearly spring meetings of the association and participate in scholarly conversations through their engagements.

OhioMATYC is financially strong and boasts an active membership and dedicated leadership base to continue its success into the next fifty years!



Just for fun

Written by ChatGPT

Prompt: *List 10 reasons why community college mathematics faculty should engage in professional development.* Response from ChatGPT:

- 1. Pedagogical Growth:** Professional development provides community college mathematics faculty with opportunities to enhance their pedagogical skills, incorporating innovative teaching methods and staying abreast of the latest educational research.
- 2. Student Success:** Engaging in professional development allows faculty to explore effective strategies to boost student success, including targeted interventions, active learning techniques, and methods to address diverse learning needs.
- 3. Technology Integration:** Keeping pace with advancements in technology is crucial. Professional development offers faculty the chance to learn and implement cutting-edge educational technologies, enhancing the learning experience for students.
- 4. Networking Opportunities:** Participating in professional development events facilitates networking with peers, creating a supportive community of educators. Collaboration can lead to the exchange of ideas, resources, and best practices.
- 5. Curriculum Development:** Staying involved in professional development enables faculty to contribute to curriculum enhancements. They can incorporate industry trends, real-world applications, and interdisciplinary connections into their courses.
- 6. Adaptation to Change:** The educational landscape is dynamic, and professional development equips faculty with the skills to adapt to changes in curriculum, assessment methods, and institutional policies effectively.
- 7. Research Contributions:** Engaging in professional development encourages faculty to stay active in research. This research-informed approach benefits both the faculty and students, bringing fresh perspectives and insights into the classroom.
- 8. Cultivating Inclusivity:** Professional development workshops often focus on diversity, equity, and inclusion. Faculty can gain valuable insights and tools to create inclusive learning environments, addressing the needs of a diverse student body.
- 9. Career Advancement:** Continuous professional development enhances faculty members' resumes, opening doors to career advancement opportunities within the institution or in the broader academic community.
- 10. Personal Fulfillment:** Learning is a lifelong journey. Professional development provides faculty with a sense of personal fulfillment, contributing to job satisfaction and enthusiasm for teaching, which ultimately benefits the students they serve.

2024 OhioMATYC Annual Conference

Date and Time: Friday, April 12, 2024 from 9 am to 5 pm

Location: Stark State Community College
6200 Frank Ave NW
North Canton, Ohio

Hotel Block: [HOTEL FOR CONFERENCE.pdf](#)
[LINK TO HOTEL: SPRINGHILL SUITES](#)

Campus Information: [CLICK HERE](#)

*** Registration Begins at 9 am. Sessions start at 10 am and will end around 5 pm.

Registration: \$45 for members registering before March 29, 2024
\$55 for non-members and all registration after March 29, 2024

Lunch is included with registration.

Register and update your OhioMATYC membership at: www.OhioMATYC.org

2024 OhioMATYC Conference
Speaker Proposal Form
Due Friday, March 22, 2024

Name: _____ Mailing Address _____

School/ Institution _____ Phone _____

Email (required) _____ Co-Presenter(s) _____

Title of Proposed Session _____

Description (50 words or fewer)

Proposed Session Length (Circle one): 20 minutes 50 minutes 90 minutes

Equipment Needs _____

Is this a textbook/software commercial presentation? If so, please explain:

You can fill out this form online at www.ohiomatyc.org or scan and e-mail a written copy to **President Elect Michelle Duda** (mduda5@csc.edu).

DEADLINE FOR SPEAKER PROPOSALS IS March 22, 2024