The MichMATYC Sum-Times

The Michigan Mathematical Association of Two-Year Colleges   May 2020

In This Issue	Edited by Indah Kooswinarsinindyah (kooswinarsininyahd@macomb.edu)

Save the Date

46th Annual AMATYC Conference
2020 Vision for the Future
Spokane, WA
November 12-15, 2020

Save the Date

MichMATYC Conference
Mathematics Support and Success: A Vision for the Future
Lansing Community College
Lansing, MI
April 9-10, 2021

Message from the President

Michael Pemberton
Lansing Community College

Phew! As we move towards the end of another academic year, it is always important as an educator to reflect on our teaching and evaluate what worked, what didn't, and improve our courses over the summer. What better way to reflect than to witness our students' successes come to fruition during our colleges' commencements? However, I'm sure that your college has also made the decision to either cancel or postpone commencement for the health and safety of everyone concerned.

This semester has been difficult and challenging for everyone due to the outbreak of the novel coronavirus – for ourselves, our families, and our students. We all have worked tirelessly over the past eight weeks to continue teaching our courses even during these unprecedented times. Some of us taught courses remotely and others transitioned their courses to be in a traditional online format (see articles on pages 3-4). We have learned terms such as synchronous, asynchronous, social distancing, asymptomatic, flattening the curve, and several others. We have used Zoom, Skype, Cisco's WebEx, and Google Hangouts for teaching, office hours, college meetings, and advising students. We have produced videos, online quizzes and exams, created discussion boards, shared resources, mentored colleagues…and of course taught courses and graded – all to provide our students with the best education during the current pandemic.

Now that your semester has finished, or will conclude in the next couple weeks, I want to thank you for all the exceptional work that you have done to navigate your students and yourselves through the second-half of the semester. I know that this is a stressful time with the transition to teaching in a virtual environment, but layered behind that is global change and uncertainty. We have continued to meet our professional obligations as we have adapted to new lives. Take pride in all the challenges we have met and overcome. Whether or not you are teaching this summer, I believe that we are ready for a well-deserved break.

Before we depart for the summer, I do want to share with you some important news, updates, and decisions that have occurred in the past few months. It is with considerable concern for everyone's health and safety that Lansing Community College's (LCC) Conference Planning Team and the MichMATYC Executive Board has decided to postpone our conference to April 9-10, 2021. Following the announcement that LCC will be offering courses off-campus either as online real-time or traditional online, the college will not be in a position to host the conference. The MichMATYC Executive Board is discussing options to provide professional development and networking, such as webinars and sharing sessions, this upcoming fall with more details to be announced later. As we face these are unusual times, we are currently planning for the conference to return to its traditional window in October 2021 at Southwestern Michigan College.

The Karen Sharp Student Scholarship Award has a quickly approaching deadline of May 31. The scholarship provides a monetary award to assist a student with expenses as they transfer to complete a bachelor's degree.

AMATYC Update from Midwest Vice President

Jon Oaks
AMATYC Midwest Regional Vice President
Macomb Community College

I know it's been a crazy semester for everyone, and I'm sure that we all have ways that we can say that we've been "Doing MI Part" – for ourselves, for our families, students, and each other. So, here are some ways to do your part for AMATYC right now:

- Visit AMATYC's new online community at my.amatyc.org and consider applying to be the Online Community Coordinator.
- Recommend new faculty members for AMATYC Project ACCCESS, a mentoring and professional development initiative for two-year college mathematics faculty. Applications for Project ACCCESS Cohort 17 are being accepted until May 15, 2020.
- Join one of AMATYC's Committees or ANets, such as the Innovative Teaching and Learning Committee that will be working to revise AMATYC's Position Statement on "Proctored Testing for Courses Taught at a Distance."
- Please consider attending an upcoming AMATYC webinar. You can see the current webinar schedule and watch recordings of past webinars on the AMATYC website.

- Submit an article for one of AMATYC's publications. Pieces of all types are needed – from "Lucky Larry" items for the *MathAMATYC Educator* to reports about cool programs at your college for the *AMATYC News*.
- Consider presenting a webinar or being a traveling workshop facilitator. AMATYC's Professional Development Team is looking for great presenters with great ideas!
- Think of items that to share at the Affiliate Sharing Session at the AMATYC Annual Conference. What is the one thing that you love about MichMATYC that you think everyone should know? These are the types of things we want to know!
- Post items on the AMATYC Midwest Facebook. Group that you think would be of relevance to others in MichMATYC and the entire region. This form of informal networking is important, but it also cannot be done without your help!

I know you are busy, and I am surprised that you even have time to read this right now. So, I appreciate it! Your support of AMATYC and MichMATYC will always mean more to me than you will ever know. I hope all is well, and please let me know if there is ever anything I can do to assist you.

AMATYC Delegate Assembly Report

Shanna Simpson-Singleton
Henry Ford College

The AMATYC Delegate Assembly was held on November 16, 2019. Several motions were presented and approved, including the position statements *Distance Education in College Mathematics in the First Two Years* and *Mathematics for Liberal Arts*.
In addition, there was a motion to amend the AMATYC By-Laws that was approved and took effect on January 1, 2020. The amendment to the by-laws affects the number of affiliate and state delegates. MichMATYC will now be represented at the AMATYC Delegate Assembly by three state delegates and one affiliate delegate.

The affiliate delegate serves a one-year term and the state delegates serve two-year terms.
The AMATYC Executive Board also made the determination that the AMATYC Affiliate Scholarship will not be offered at this time. Unfortunately, due to this decision, the AMATYC Affiliate Scholarship will not be available for the 46th AMATYC Annual Conference in Spokane, Washington, which will be held from November 12-15, 2020.
Other details from the AMATYC Delegate Assembly can be found in the approved 2019 Delegate Assembly meeting minutes posted on the AMATYC website.

Message from the President

(continued from page 1)

Please encourage your students to apply for the Karen Sharp Student Scholarship Award. For more information, please read the announcement on page 5) or visit Awards & Scholarships on the MichMATYC website.

   I want to thank everyone for voting in this year's MichMATYC Officer Election. As I'm typing this article, we are currently within the two-week voting window and I look forward soon to sharing with you the results for the President-Elect and Secretary/Treasurer as I learn them from the Nomination Committee.

   It is never too soon to start planning for the 46th AMATYC Annual Conference in Spokane, Washington on November 12-15. I continue to be impressed at the level of involvement of our MichMATYC members at the national conference and I hope to see another wonderful contingent of Michiganders with the *Vision for the Future*.

   In closing, I want to wish you a restful, relaxing, and wonderful summer! I encourage you to reach out to anyone on the MichMATYC Executive Board if you have suggestions or ideas to implement within the organization. In addition, you can also please pass them to me in person or by email at info@michmatyc.org.

Teaching During COVID-19

Julie Gunkelman
Oakland Community College, Orchard Ridge

   COVID-19 has brought about MANY changes in our daily lives and for educators this is not only true personally, but professionally as well. In a very short period, we all became remote teachers. This shift has forced every one of us to learn many new things. Early in the crisis, I attended a webinar with Maria Andersen. She defined remote teaching as a synchronous endeavor and online teaching as asynchronous. Hearing that definition reassured me that I was headed in the right direction for my teaching style and my classes.

   I purchased a USB document camera within hours of hearing the news that OCC was closing temporarily to prevent the spread of the virus. Honestly, I had the document camera saved on an Amazon list, but previously could not justify the purchase. I knew that I wanted to meet my students in real time during our scheduled class meetings. My classes are flipped, meaning all of the introductory material is posted online as a video or obtained from a scaffolded workbook style text. In class I provide problems or activities for students to practice skills, deepen understanding, make connections, and collaborate with other students.

   Students have appreciated the consistency of our class meetings. Attendance for my Zoom sessions has been the same or better than when we were meeting face to face. I have been utilizing the chat window and The Answer Pad, an online student response system, to figure out what students know and don't know. It isn't as easy as listening to their conversations and reading their body language, but we are communicating effectively. I am using the breakout rooms in Zoom to have students collaborate.

Next semester, I will have a small set of problems that students will work on together in the breakout rooms and submit for a grade several times throughout the semester.

   Assessments are certainly challenging in this environment. I have been giving students paper pencil tests much like I would do in class. Students submit a PDF copy of their handwritten work to an assignment folder in our learning management system by a designated time. However, I have changed some of the questions I am asking on exams. For example, on my last College Algebra exam instead of asking students to solve a system of linear inequalities by graphing, I gave them a graph and asked them if it accurately represented a given system of inequalities. The answers I got were great! Students went through and explained the aspects of getting the solution as I gave them an incorrect graph.

   An essential communication tool I have been using with students is Remind. This is a messaging service that uses push notifications from an app or regular SMS text messages. I enabled two-way communication so that students can message me as well. One of the best things is that you can set messages to be delivered at a specific time. I have been using this feature to deliver messages during an exam to remind students how much time is left for the testing period.

   Nothing we do is going to be perfect and we won't solve all the potential problems with some magic app or tool. However, we do have an incredible opportunity to demonstrate learning in real time and be good role models for our students. In the end students may not remember the math a decade from now, but they will remember how you handled the situation. Best wishes for a successful summer semester.

The MacGyver Method to Teach During a Pandemic

*Everett McIlwain*
Lansing Community College

After classes transitioned to online in early March, I have been using Cisco's WebEx to host lectures for my *Art of Geometry* course during the normally scheduled class time. As a work-around due to the limitations of using the WebEx whiteboard, I found an app called DroidCam to use a smartphone as a webcam, provided that both your smartphone and WebEx computer are connected to the same WiFi. I "MacGyvered" a harness out of a desk lamp and an old cell phone tripod, and mounted my webcam-phone above my desk. This way, I could write text and draw figures by hand without using the WebEx whiteboard. As a result, my WebEx lectures have been going much smoother since I started using it.
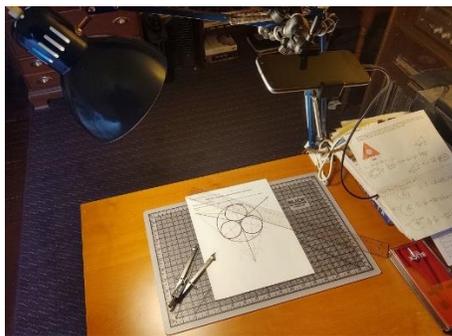
Desk-mounted webcam phone set-up for teaching geometry during COVID-19 pandemic.

Once I got everything installed and set-up, I still needed to tell WebEx to use the DroidCam instead of the normal laptop camera. After entering a WebEx meeting, a test screen appeared that allowed me to see the camera feed and test the microphone before pressing "Start Event".

Your camera feed will switch from the normal laptop webcam to the new cellphone webcam.
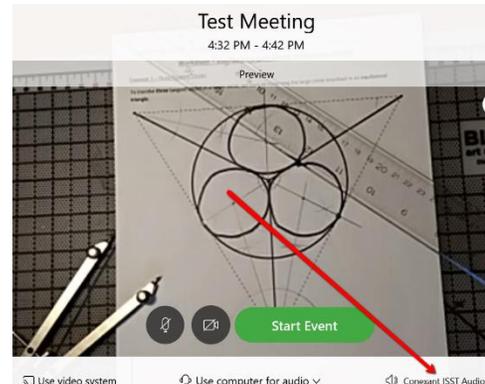
Switching webcams from laptop to DroidCam app on smartphone using WebEx virtual meeting

Some of the limitations to consider is that you cannot switch back to your normal laptop webcam during the WebEx meeting. Once you set it to read off of the cellphone camera, it seems you are stuck with it for the duration of the meeting. In addition, I have found that the webcam does freeze every once-in-a-while. It's happened a couple of times, once during each of the two-hour class sessions in which I used it. The webcam feed is easy to recover though by pressing "Stop" on the DroidCam client window and then reconnecting to the phone.

One other thing to consider is your phone's battery in that it will be used up very quickly while it is operating in this mode. It is best to have it plugged in while you are using it as a webcam. Since I am using an old cell phone that is no longer connected to a phone service, I do not know what would happen if you were trying this and you received a call on your phone.

MichMATYC Teaching Excellence Award

Jon Oaks
Macomb Community College

Nominations are now being accepted for this year's Teaching Excellence Award to recognize the high quality of instruction occurring at Michigan's two-year colleges. The selection criteria include instructional effectiveness and support of students, professional involvement and professional development activities, interaction with colleagues, and service to department and college. The deadline for this year's award is **May 15, 2020**.

For more information on the Teaching Excellence Award, please visit MichMATYC Awards.

Selection Committee members are Jon Oaks, Chair (Macomb CC), Sam Bazzi (Henry Ford College), Laura Wicklund (Oakland CC, Auburn Hills), and Deb Zopf (Henry Ford College).

If you are interested in serving on the MichMATYC Teaching Excellence Award Committee next year, please let contact Jon Oaks (jonnyoaks@gmail.com).

Karen Sharp Student Scholarship Award

Lisa Winch
Kalamazoo Valley Community College

We need your assistance to get the word out about the Karen Sharp Student Scholarship Award and here's how you can help! Please inform your amazing students of the eligibility and application requirements, and also assist in their scholarship application with a letter of recommendation.
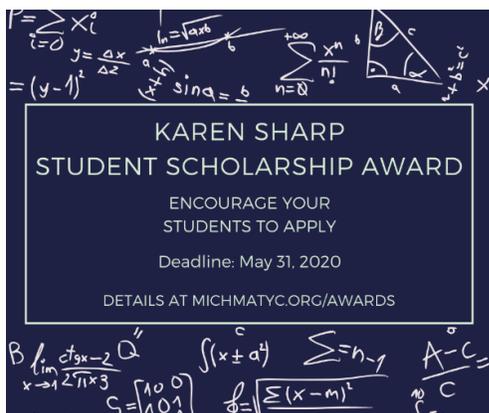
Announcement graphic courtesy of Jon Oaks

Award Background
Established in 2000 by the MichMATYC Executive Board, the Student Scholarship Award recognizes an outstanding mathematics student each academic year. Beginning 2012, the scholarship was named in honor of Karen Sharp, who had a fundamental role in the founding of MichMATYC.

The scholarship award is in the amount of $500.

Eligibility Requirements
To be eligible a student must have:
- Completed a minimum of 12 credit hours, with 6 hours from any of the member colleges of the Michigan Community College Association;
- Completed at least three of the following courses at a MCCA member college: Statistics, Trigonometry, Pre-Calculus, Calculus I, Calculus II, or above Calculus II;
- Maintained at least a 3.5 cumulative GPA in all math courses at a MCCA member college;
- Enrolled in and attended an MCCA member college after January 1, 2020.

Application Requirements
- Completed Karen Sharp Student Scholarship Award application.
- Typed personal statement describing why the student feels they should receive a scholarship from a mathematics organization and how receiving the scholarship will help them to achieve their goals. In addition, the personal statement should indicate how the student hopes to use mathematics in the future;
- Two signed letters of recommendation, at least one from a mathematics instructor from a MCCA member college and on a college letterhead;
- Official college academic transcript(s).

All application materials must be received by **May 31, 2020** with unofficial transcripts emailed to Lisa Winch (lwinch@kvcc.edu) with the subject line of the email as "MichMATYC Student Scholarship Award".

For more information on the Karen Sharp Student Scholarship Award, please visit Awards & Scholarships on the MichMATYC website.

Selection Committee members are Lisa Winch, Chair (Kalamazoo Valley CC), Brianne Lodholtz (Montcalm CC), and Maria Johnson (Lansing CC).

The student award recipient will be notified in June 2020.

If you are interested in serving on the Karen Sharp Student Scholarship Committee next year, please contact Lisa Winch (lwinch@kvcc.edu) or a member of the MichMATYC Executive Board at (info@michmatyc.org).

Corequisite Support for Precalculus

Leslie Mohnke
Lansing Community College

In January, Lansing Community College implemented its first precalculus corequisite course (Math 098). This course was created to support students that in the past had a Math Level that would have placed them in Intermediate Algebra. In addition, these students had Precalculus 1 on their pathway and would have been forced to spend an extra semester of time and additional credits before they would be able to take a college-level math course. This course was designed to provide embedded academic support with a just-in-time review of prerequisite skills for students whose skill set was not at level to succeed in a stand-alone first-semester precalculus course.

A cohort model was used for Math 098 and was paired with a section of Precalculus 1. The course is two credits and met the hour immediately before students met for their precalculus course. It was taught by a different instructor, but both instructors collaborated on content. An embedded tutor was also assigned to the section and provided both in-class and out-of-class support for students. Course topics include a study of relations and functions, inequalities, algebraic expressions and equations, with a special emphasis on linear and quadratic expressions and equations, and additional topics, as needed, to support the content of Precalculus 1.

Non-cognitive skills were also incorporated throughout the course with a strong emphasis placed on relationships between instructor and student and peer-to-peer interactions to provide connections for the student that would lead to successfully passing their precalculus course. Students did receive a grade based on in-class work, activities, and take-home practice. In addition, quizzes and a portfolio that was submitted at the middle and end of the semester in place of exams. The math course did not adopt a textbook series or online homework system, materials rather were created and provided by faculty.

The biggest challenge was marketing the course and assuring that students knew this corequisite option was available. The mathematics department advertised the course campus-wide and secured support from advisors and academic success coaches to get the information out. One section ran this semester with the plan to offer three sections during Fall 2020 in hopes to be able to glean data and feedback from students and instructors. Please feel free to contact Leslie Mohnke (mohnkel@lcc.edu) for more information.

Redesigning the Pathway to Calculus

Mathew Kerns
Lansing Community College

Lansing Community College is beginning the process of redesigning our STEM pathways to Calculus and this includes all mathematics courses from Calculus 3 back to Developmental Algebra. This backmapping effort is being undertaken to better meet the needs of our ever changing student population, as well as maintaining the integrity of our transfer agreements with our partner four-year institutions. This process will also give us an opportunity to align content standards within courses and help ensure the optimum course learning objectives are being established for each course in the pathway.

We are partnering with the Charles A. Dana Center to help in this collaborative effort, and we are taking deliberative steps to have our course outcomes align with our four-year partner institutions, as well as national standards that are in place. This will help to ensure that our students find a seamless transfer to any institution within Michigan, and, ideally, the country.

Our team is also focused on having our partner disciplines involved in this course of action to be sure the STEM Pathway redesign meets the needs of other programs who rely on corequisite and prerequisite math courses.

The most extensive part of the redesign will focus on the transition from Developmental Algebra to, and through, the College Algebra and Precalculus track. The goal is to make better use of the College Algebra course as a gateway into the STEM pathway without it being a terminal course for all other disciplines within the college. This can allow non-STEM majors the opportunity to pursue different math courses that are better aligned to their major and goals instead of being guided into College Algebra as a means to an end. The goal is to have this process completed and unveiled to the college population in two phases, with phase one being the Calculus sequence being rolled out for Fall 2021 and Developmental Algebra through Precalculus the following semester.

"Special" Identity from Trigonometry

Bernard Cunningham
Mott Community College

   If you have taught Trigonometry or Precalculus, then you have definitely proven the identity given below:

$$\sec^2 \theta + \csc^2 \theta = \sec^2 \theta \times \csc^2 \theta$$

Yes, every year since about 1978, my classes have proved this identity and I thought nothing of it. In fact, as a high school junior in 1967, I proved this identity. I checked the book that my mom purchased for me when students still had to buy their books since I still have it. Sometime in the 1990's, I was typing this identity into some document and smack, it hit me, BOOM! I probably uttered a phrase that cannot be completely written in this document like, "Are you _____ me!" Let's take a pause in reading the rest of this document and look at the identity with critical eyes. That wasn't long enough, look one more time.

So, let $A = \sec^2\theta$, and let $B = \csc^2 \theta$.

Therefore,

$$\sec^2 \theta + \csc^2 \theta = \sec^2 \theta \times \csc^2 \theta$$
$$A + B = A * B$$

Aha! Now that is "special". Let's try this identity with our "special" triangles. Let's use an isosceles right triangle.

Let's try this identity with our "special" triangles. Let's use an isosceles right triangle.

$$\sec^2 45° + \csc^2 45° = \sec^2 45° \times \csc^2 45°$$
$$2 + 2 = 2 \times 2$$

 Of course, everyone knew the trivial answers. Besides the obvious other trivial answer using zero for both *A* and *B,* which cannot be shown using trigonometry. Can you think of two different rational numbers that satisfy this phenomenon. No concern, I couldn't either until I used the other special triangle.

$$\sec^2 30° + \csc^2 30° = \sec^2 30° \times \csc^2 30°$$
$$\frac{4}{3} + 4 = \frac{4}{3} \times 4 \quad \rightarrow \quad \frac{16}{3} = \frac{16}{3}$$

As far as I know, the three examples above are 2 & 2, 0 & 0, and 4/3 & 4 are the only such rational solutions.

   However, there are an infinite number of irrational solutions. Yes, that is hard to believe. Grab any calculator with Boolean logic, pick an angle (non-quadrantal) in degrees or radians, compute each term separately, and then do it for the complete identity. When it is done for the complete identity, the calculator will return a 1 because it is a true statement. Be careful with the parentheses in the expression, they do become a pain in the asymptote (if you get my inference).

Apply Now for MiTEAM Cohort 3

Michael Pemberton
Lansing Community College

   The mentoring and professional development initiative for new full-time or adjunct math faculty at two-year colleges in the state continues with MiTEAM Cohort 3 this year and is now accepting applications.
   The program's goal is to provide experiences that will help new faculty at two-year colleges become more effective teachers and active members of MichMATYC, as well as the broader mathematical community. MiTEAM also provides knowledge of the culture and mission of the two-year college and its students, familiarity with the scholarship of teaching, and a commitment for continued growth in mathematics.
   Participants will attend two consecutive MichMATYC Conferences where they will complete a program developed for new faculty, including conference activities.

   In the intervening year, participants will be required to develop, implement, and evaluate a project at their home institution. In addition to learning and networking opportunities, participants will receive a one-year membership in MichMATYC for each participation year and a certificate of completion.
   If you, or a colleague, or new-hire, will be in the first four years of teaching full- or part-time at a community college during the 2020-21 academic year, please consider applying for Cohort 3 that will meet for the first time at the 2020 MichMATYC Conference. Applications and additional information may be found on the MichMATYC website. The deadline for applications is **February 1, 2021**.
   If you have any questions or would like more information concerning the MiTEAM should contact Michael Pemberton, MiTEAM Program Coordinator, at pembertm@lcc.edu or call (517) 483-1536.

Campus News

Henry Ford College
Jeanine DiDonato

The Math Department at Henry Ford College has been fortunate to have great support to help make the transition to 100% online learning for our Winter 2020 courses. Henry Ford College decided to extend Spring Break one week to allow instructors time to plan and train for the transition. Our CTEI team (Center for Teaching Excellence and Innovation) stepped up with various online training options, Zoom meetings, and peer support.

Instructors were given flexibility to choose synchronous and asynchronous options. Support teams were formed by course to help share resources and best practices. The first week the focus was on making sure students understood what was expected of them and to reach out to those who needed tech support or counseling. Facing the uncertainty of when we will be able to resume face-to-face classes, Henry Ford College has decided to offer one "Sprummer" semester beginning June 9th, offering 7-week or 10-week online or remote (synchronous) courses.

Lansing Community College
Maria Johnson

Catherine Griffin is retiring after 26 years teaching at Lansing Community College. A farewell note from Cathy: I started my 33 year journey as a math educator at Bronson Jr/Sr High School in Bronson, Michigan, where I had the pleasure of teaching math at all levels from 7th Grade Math to Advanced Math, as well as a very unique course called *Survival Math*.

I spent the past 26 years at LCC working primarily with developmental math students in the Math Lab and afterward spent most of my time in Algebra courses. In 2009, I was honored to be chosen to be showcased in StarLink Professional Development, a North Texas Community College Consortium after a nomination by LCC's Center for Teaching Excellence. I was featured along with seven other United States educators in the video "Award Winning Tools, Tips, and Techniques for Classroom Instruction". My contribution was titled "Making Small Groups Work". I was also a presenter at LCC of several seminars during Professional Development Days and again through sessions offered through our Center for Teaching Excellence.

I will miss crossing paths with fellow "math nerds". A special shout out to Mary, Lisa, and Tim from Kalamazoo Valley Community College, as well as several of my colleagues at LCC. It has been a pleasure to work with many of you. God Bless you all!

Do you have exciting news and updates to share with your colleagues in MichMATYC? Please contact your Campus Representative (see page 8) to include information for the next edition of The Sum-Times in September 2020!

Did You Know?

Michael Pemberton
Lansing Community College

Did you know that MichMATYC now has a lifetime membership option? During the MichMATYC Business Meeting business during the 2019 Conference at Henry Ford College, the membership approved the formation of this new membership category. A lifetime membership has all current and future benefits of active membership.

The MichMATYC lifetime membership began immediately and is now an option on our membership form. If you are interested in becoming a lifetime member, please complete the membership form and submit your one-time payment of $100 to Sam Bazzi, Secretary/Treasurer. Note that the lifetime membership rate will increase to $150 beginning October 1, 2020.

MichMATYC still has the annual individual membership option that can be included in the conference registration fee or paid separately depending on the individual's preference. The one-year individual membership is valid from October 1 of each year to September 30 of the following year. However, anyone interested may become a MichMATYC member anytime during the year.

If you have any questions and would like additional information regarding the types of membership offered, please visit our membership page on the website or send an email to info@michmatyc.org.

MichMATYC appreciates your time, effort, and support of our organization!

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Thank You, Indah!

Michael Pemberton
Lansing Community College

  After five years of requesting, collecting, organizing, proofreading, and editing countless articles for The MichMATYC Sum-Times, Indah Kooswinarsinindyah has decided to step down as the Newsletter Editor. We have been very fortunate as an organization and I appreciate all the hard and tireless work she has contributed to the newsletter. I have truly enjoyed working with Indah on the newsletter over the previous two years to see the electronic newsletter published three times each year.

  A successor to Indah to serve as the next Newsletter Editor is now underway and will remain open until filled. If you are interested in serving the organization in this position, please inform a member of the MichMATYC Executive Board or email at info@michmatyc.org.

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Upcoming Events

MichMATYC Conference
April 2021:   Lansing CC, April 9-10
October 2021:   Southwestern Michigan College
October 2022:   Jackson College
October 2023:   Grand Rapids CC

NOSSMi Annual Conference
2020:   Virtual Conference, October 8-9

MiCTM Conference and Institute
2020:   Grand Valley State University, July 28-30

MAA-Michigan Section Annual Meeting
2021:   Grand Valley State University
2022:   Alma College

AMATYC Annual Conference
2020:   Spokane, WA, November 12-15
2021:   Phoenix, AZ, October 28-31
2022:   Toronto, ON, November 17-20
2023:   Omaha, NE, November 9-12

NOSS Annual Conference
2021:   Las Vegas, NV, February 24-27

NCTM Annual Meeting & Exposition
2020:   St. Louis, MO, October 21-24

MAA MathFest
2020:   Philadelphia, PA, July 29-August 1
2021:   Sacramento, CA, August 4-7

MAA-AMS Joint Mathematics Meeting
2021:   Washington, DC, January 6-9