Spring 2024 Meeting

of MAA-NJ

held in conjunction with

MATYCNJ

MAA

MATHEMATICAL ASSOCIATION OF AMERICA

MATYCNJ

and

Garden State Undergraduate Mathematics Conference

GARDEN STATE UNDERGRADUATE MATHEMATICS CONFERENCE

GSUMC

Rowan University

Saturday, March 23, 2024

Schedule All of the events below take place in the Business Hall

MAP

8:30 – 9:15	**Registration and Coffee.** Lobby
9:00 – 1:30	**Book Exhibits.** Lobby
9:15 – 9:30	**Welcome.** *Alison Krufka, Associate Dean of CSM, Rowan University*. Room 104
9:30 – 10:20	**Mathematics and Community Engagement.** *Lisa Marano*. Room 104
10:20 – 11:00	• **MAA-NJ Business Meeting.** Room 104 • **MATYCNJ Business Meeting.** Room 101 • **Refreshments.** Lobby
11:00 – 11:50	**Building Student Thinking through Active Engagement in Mathematics.** *April Ström*. Room 104
12:00 – 1:30	**Lunch.** Lobby **Lunch Discussion Tables.**
1:00 – 2:00	**Student Poster Session.** Business Hall Lobby

2:00 – 3:15	• **Workshop: Elementary Math Models: A hybrid alternative to College Algebra/ Liberal Arts Math/Quantitative Literacy courses.** Room 104
	• **General Contributed Papers:**
	  ○ **Session 1.** Room 101
	  ○ **Session 2.** Room 103
	• **Student Talks.** Rooms 204 and 208
	• **NJ-NExT.** Room 131

3:15 – 3:45	**Intermission and Refreshments.** Lobby (Silent auction bidding ends at 3:30)
3:45 – 4:35	**Sparking Social Impact By Using Math To Align Incentives.** *Po-Shen Loh*. Room 104
4:35 – 5:00	**Prizes and Awards.** GSUMC awards, door prizes and silent auction winners (must be present to win). Room 104
5:30	**Dinner Honoring Speakers.** Carolina Blue, 692 Lambs Rd, Pitman, NJ

Code of Conduct

Additional program content

- Future Meetings
- Call for Contributed Papers, Topics for Special Sessions, and Lunch Table Discussion Topics for the Fall 2024 MAA-NJ Meeting
- MAA-NJ Award for Distinguished College or University Teaching
- 25- and 50-year Members of the MAA
- Social Media Information
- MAA-NJ Committees
- GSUMC Committees
- MATYCNJ Section Officers
- MAA-NJ Section Officers
- Acknowledgements

Mathematics and Community Engagement:
A story about finding mathematical problems in the community and bringing mathematics into the community

Lisa Marano
West Chester University of Pennsylvania

First-year seminars, learning communities, service-learning courses, undergraduate research projects, and capstone experiences are among a list of high-impact educational practices compiled by George Kuh (2008), which measurably influence students' success in areas such as student engagement and retention. It is recommended that all college students participate in at least two of these HIPs to deepen their approaches to learning, as well as to increase the transference of knowledge (Gonyea, Kinzie, Kuh, & Laird, 2008). In Mathematics, if a student participates in service-learning, it is typically in the form of tutoring, in conjunction with a school or with an after-school program, or modeling work or statistical analysis for non-profits. Today, I will discuss a number of service-learning projects developed for mathematics courses, which do not involve these traditional opportunities. I will also describe my current research project which has potential impact on my community and yours.

Lisa Marano is a Professor of Mathematics and Associate Dean of the College of the Sciences and Mathematics at West Chester University of Pennsylvania. In the Mathematics Department, she was the Founding Director of the Actuarial Science and Mathematical Finance Programs. She was also inaugural co-Director of the university's First-Year Experience program. Lisa is also on the Board of Directors for the MAA, serving as the Chair of the Council on Sections. Her mathematical research interests include areas which intersect probability theory, statistics, and mathematical finance. Additionally, she is investigating the efficacy of her university's new FYE program and the impact it has had on the faculty team-teaching in the program.

return to schedule

Building Student Thinking through Active Engagement in Mathematics

April Ström
Chandler-Gilbert Community College in Arizona

Engaging students in actively learning mathematics can be a challenging endeavor! Research in STEM education supports the advancement of instructional strategies that deepen students' thinking through active learning, yet the uptake of such strategies has been minimal in post-secondary mathematics. This presentation will focus on experiencing active learning and sharing student response data after experiencing active learning in their mathematics course.

April Ström has taught mathematics at the community college level for over 25 years and is currently faculty at Chandler-Gilbert Community College in Arizona. She has served as the MAA Vice President, the AMATYC Southwest Vice President, and as a member of the U.S. National Commission on Mathematics Instruction. April has served as PI and Co-PI on various NSF-funded projects focused on both research in mathematics education and professional development of K-14 instructors. She co-lead the writing of the Classroom Practices chapter of the MAA Instructional Practices Guide and served on the steering committee for the AMATYC IMPACT guide. She received her Ph.D. in Curriculum & Instruction (emphasis in Mathematics Education) from Arizona State University, and holds an M.A. and B.A. degree in Mathematics from Texas Tech University.

return to schedule

Sparking Social Impact By Using Math To Align Incentives

Po-Shen Loh
Carnegie Mellon University

The scale of national and international societal problems can be daunting. One person, or even a small team, are minuscule relative to the number of people who require assistance. There is an area close to mathematics, however, which devises solutions in which problems solve themselves even through self-serving human behavior: Game Theory. The speaker is a pure math professor and researcher who transitioned to using Game Theory to develop new solutions for large-scale real-world problems. He will talk about his experience going from the ivory tower of academia into the practical mess of the real world, where he ultimately innovated fundamentally new approaches to pandemic control (https://novid.org) and advanced math education (https://live.poshenloh.com).

Po-Shen Loh is a social entrepreneur and inventor, working across the spectrum of mathematics, education, and healthcare, all around the world. He is a math professor at Carnegie Mellon University, and served a decade-long term as the national coach of the USA International Mathematical Olympiad team from 2013–2023. He has pioneered innovations ranging from a scalable way to learn challenging math live online at comparable engagement to live-streaming entertainment, to a new way to control pandemics by leveraging self-interest.

As an academic, Po-Shen has earned distinctions ranging from an International Mathematical Olympiad silver medal to the United States Presidential Early Career Award for Scientists and Engineers. His scientific research considers a variety of questions that lie at the intersection of combinatorics (the study of discrete systems), probability theory, and computer science. As an educator, he was the coach of Carnegie Mellon University's math team when it achieved its first-ever #1 rank among all North American universities, and the coach of the USA Math Olympiad team when it achieved its first-ever back-to-back #1-rank victories in 2015 and 2016, and then again in 2018 and 2019. His research and educational outreach takes him to cities across the world, reaching over 10,000 people each year through public lectures and events, and he has featured in or co-created videos totaling over 20 million YouTube views.

Po-Shen received his undergraduate degree in mathematics from Caltech in 2004, graduating with the highest GPA in his class. He received a master's degree in mathematics from the University of Cambridge in 2005, where he was supported by a Winston Churchill Foundation Scholarship. He continued his studies at Princeton, supported by a Hertz Foundation Fellowship and a National Science Foundation Graduate Research Fellowship, where he completed his Ph.D. in mathematics at the end of 2009, and has been on the faculty at Carnegie Mellon University ever since.

return to schedule

Workshop:
Elementary Math Models: A hybrid alternative to College Algebra/Liberal Arts Math/Quantitative Literacy courses

Dan Kalman[1], Sacha Forgoston[2]
[1]American University, [2]Rutgers University

Materials available here.

This workshop will present an innovative curriculum that is a hybrid of the standard courses mentioned in the title. The mathematical focus is on discrete models defined by difference equations, and the continuous models that they reveal. The goal is to give students a realistic sense of how math actually gets applied. At the same time, the development and exploration of these models is an effective vehicle for having students review many of the ideas from standard college algebra courses.

The presentation will follow this outline:

1. Motivation for the course: dissatisfaction with standard curricular options.
2. Principles underlying the curricular design.
3. Progression of mathematical ideas from arithmetic to logistic growth, climaxing with a new discrete version of logistic growth.
4. Pedagogy; Instructional approaches.
5. Technology. Available suite of excel-based exploratory tools.
6. Experiences of teachers using this curriculum.

Dan Kalman, Professor Emeritus of Mathematics at American University in Washington DC, retired in 2018 after over 40 years in academic and industrial settings. His interests include curriculum development and expository mathematics. He has been an invited speaker at numerous MAA national and section meetings (including the MAANJ spring meeting in 1998), and a frequent contributor to all of the MAA journals. His MAA book "Uncommon Mathematical Excursions" received a Beckenbach Book Award in 2012.

Sacha Forgoston, currently a Lecturer of Mathematics at Rutgers University, has been teaching post-secondary mathematics for almost 20 years. Prior to her current position, she taught at American University in Washington DC, where she developed Concept Tests for courses in the Mathematics and Statistics Department. Sacha taught at The University of Arizona and pursued various community engagement opportunities including work with the Tucson Youth Development Program and work as a consultant at Bell High School and Middle School. She has also taught at the community college level. Sacha enjoys engaging students at every level, particularly non-STEM majors, in mathematical pursuits.

return to schedule

Contributed Paper Sessions

Organizer: Kathy Turrisi, Centenary University

Session 1: Room 101

2:00–2:20: Mathematical Pedagogy.

Kara Teehan, Monmouth University

Abstract: Productive struggle in mathematics has been shown to be an effective instructional tool to improve student perseverance, allow opportunities for collaboration and discourse around mathematical reasoning, and to have students push past procedural fluency to access prior knowledge and build deep conceptual understanding of a math concept. When is it most effective to integrate productive struggle tasks in a classroom? Do students benefit from engaging in challenging content prior to formal instruction, or do students benefit more from introduction to a topic with opportunities to engage in discussion and practice first, before engaging in the productive struggle task equipped with formal tools and strategies to approach the problems? This talk will focus on a 3-semester study across various math courses and levels to explore the benefits or challenges of using productive struggle tasks at different planned points when teaching specific content. Courses studied were Calculus I, Statistics with Applications, Pre-Algebra, Pre-calculus for Business, and Foundations of Elementary Math.

2:25–2:45: An Analysis of Graphing Linear Equations in Developmental Mathematics Course.

Erell Germia, Kean University

Abstract: Developmental mathematics courses have significantly adopted computer-assisted learning platforms that offer opportunities for students to access mathematics content, instructors' presentations, practice activities, assessments, and instant grading and feedback. Research shows that web-based platforms emphasize procedural fluency over the development of students' conceptual understanding. In this paper, we present our analysis of assessment tasks in graphing linear equations in a developmental mathematics course that uses MyLabMath. We aimed to examine how graphing linear equations tasks help students develop conceptual understanding and quantitative reasoning. Our findings show that a large percentage of tasks stress drill and computational skills that contribute to rote learning that targets a lower level of depth of knowledge while compromising the practice of mathematical reasoning. Despite the availability of dynamic tools within the adaptive learning platform, the curriculum design does not fully utilize interactive tools for students to explore and construct relationships between quantities involved in graphing linear equations.

2:50–3:10: Comparison of Online Homework Systems for OER Math Textbooks.

Revathi Narasimhan, Kean University

Abstract: In this presentation, we examine various online homework systems that complement freely accessible math textbooks. There are many options available, and their costs range from free to a modest fee. Beyond cost, we will also compare their functionality, quality of content and coverage, and levels of support, so that instructors can make an informed decision about which system best suits their instructional needs.

return to schedule

Contributed Paper Sessions

Organizer: Kathy Turrisi, Centenary University

Session 2: Room 103

2:00–2:20: OER for Mathematics for Liberal Arts Majors course.

Spyro Roubos, Brookdale Community College

Abstract: Over the fall, I took a sabbatical to create our textbook for our "Mathematics for Liberal Arts Majors" course. The units covered in the book are: set theory, mathematical logic, probability, numeration. Additionally, our course now uses MyOpenMath, a free online homework platform. We will discuss the process of writing the book from scratch, along with modifying homework problems in MyOpenMath to fit your class's notation.

2:25–2:45: The Transformative Roles of Connectivity and Identity in Queering the Precalculus Classroom.

John O'Meara, Montclair State University

Abstract: While modern mathematics textbooks introduce concepts and investigations as motivated by 'real-world examples', these are often low-substance generic scenarios rooted in ableist and culturally exclusionary practices (Vos, 2018; Rubel et al., 2022). Although these examples are certainly an attempt to personalize curriculum, an enhanced and enriched approach involves supporting accessible points of entry for students to port their specific interests and respective contexts (Moll et al., 1992) into the mathematical content developed in the learning environment. Through the lenses of network theory (O'Meara & Vaidya, 2021), queer pedagogy (Vavrus, 2009), and an expansive view of inclusive education (Booth & Ainscow, 2002), we aim to illuminate the roles that a connectivity-based approach to teaching and an identity-centered approach to learning can play in the precalculus classroom. By speaking to classroom practices that foster an inclusive learning space and actively question and disrupt the status quo, we can succeed in not only building communities of practice, but also building practices of community.

2:50–3:10: Chatting with AI: Trying to find the root of the problem.

Grace Cook, Bloomfield College of Montclair State University

Abstract: At the bottom of any ChatGPT session is a small disclaimer: "ChatGPT can make mistakes. Consider checking important information." So what typically happens if you find a mistake in a mathematical calculation? You would let ChatGPT know there is an error, and it (usually) corrects itself. But what happens when it keeps making the same mistake? And if you prompt it for corrections, it makes new mistakes? Can it explain its reasoning? Is it a reliable source for mathematical solutions? In this talk, I share my conversations with ChatGPT while we try to find the roots of $2x^2 + 7x - 3=0$ using a variety of methods.

return to schedule

Lunch Discussion Tables

Organizer: Kathy Turrisi, Centenary University

1. **MAA Committee for VITAL Concerns,** led by Grace Cook, Bloomfield College of Montclair State University
2. **Addressing the Nationwide Teacher Shortage,** led by Kathy Turrisi, Centenary University
3. **Getting Involved with the MAA at the National Level,** led by Lisa Marano, West Chester University of Pennsylvania
4. **Active Learning,** led by April Ström, Chandler-Gilbert Community College in Arizona
5. **Satisfaction and Perplexity,** led by Dan Kalman[1] and Sacha Forgoston[2], [1]American University and [2]Rutgers University
6. **Using High School Data for College Math Placement?** led by Arminda Wey, Brookdale Community College

We look forward to a set of lively and interesting discussions!

Dinner Honoring the Invited Speakers

Following the meeting, we will honor the invited speakers at dinner at LaScala Fire, 112 Rowan Boulevard, Glassboro, NJ. Everyone is cordially invited.

Book Sales at the Meeting

The AMS now handles MAA book sales. There will be display books at the meeting, and there will be discounted prices, but you will not be able to buy books from AMS at the meeting. You can order them by calling (800) 321-4267 or via the website. A coupon code to get 25% off will be provided at the meeting which is valid through April 25, 2024.

return to schedule

Acknowledgments

We thank the Mathematics Department of Rowan University (especially Ik Jae Lee and Benjamin Daniels) for their kind hospitality in hosting the meeting. Special thanks goes to the dean's office of the College of CSM of Rowan University for their support for the meeting, and members of the Math Team of Rowan University for their help on the day of the meeting.

The 2024 GSUMC is supported by Rowan University and the NJ section of the MAA.

We thank Princeton University Press for their generous donations for silent auction and door prizes. press.princeton.edu

Future Meetings

MAA-NJ. The Fall 2024 MAA-NJ Section meeting will be at Monmouth University.

The Spring 2025 MAA-NJ Section meeting will be held at Rowan College at Burlington County joint with MATYCNJ.

GSUMC. The 2025 Garden State Undergraduate Mathematics Conference will be held in conjunction with the Spring Meeting of the NJ Section at Rowan College at Burlington County.

MathFest. The 2024 MathFest will be in Indianapolis, IN, August 7-10, 2024.

MATYC. Please visit our MATYCNJ website for information about our Fall 2024 MATYCNJ conference.

Call for Contributed Papers, Topics for Special Sessions, and Lunch Table Discussion Topics for the Fall 2024 MAA-NJ Meeting

We are seeking abstracts for review for the General Contributed Paper Sessions.
MAA Contributed Papers may focus on any aspect of mathematics. Examples include expository mathematics, connections within mathematics or between mathematics and other disciplines, the undergraduate mathematics curriculum, diversity, equity, inclusion in mathematics, social justice in the classroom, teaching, data analysis, or mathematical pedagogy. The CPS committee seeks and encourages proposals that will contribute toward a well-balanced and scholarly program that represents the MAA's mission. Please send the title and abstract to Kathy Turrisi, Executive Board Member and Chair of the CPS Committee, at: Kathy.Turrisi@centenaryuniversity.edu.

MAA members interested in proposing a Topic for a Special Session or are interested in leading a Lunch Table Discussion should submit their proposals to Kathy Turrisi at Kathy.Turrisi@centenaryuniversity.edu.

return to schedule

New Jersey Section Award
For Distinguished College or University Teaching of Mathematics

Dr. Matthew Mizuhara

The New Jersey Section of the Mathematical Association of America (MAA) is pleased to present its 2024 section award for Distinguished College or University Teaching of Mathematics to Dr. Matthew Mizuhara of The College of New Jersey.

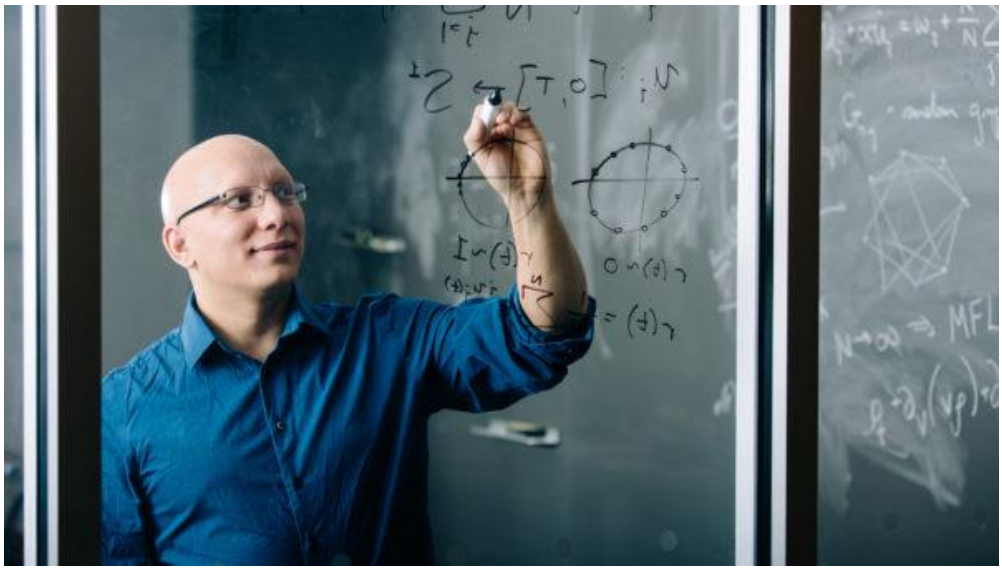

Photo credit: TCNJ Magazine

Dr. Matthew Mizuhara is recognized by his colleagues and students at The College of New Jersey (TCNJ) as a thoughtful and highly effective educator. They all speak of his love of mathematics, challenging, engaging, and inclusive classroom environment, unending support of student learning, and commitment to undergraduate research. He was recognized as embodying the teacher-scholar model in 2018 by receiving the Distinguished Teaching Award from TCNJ's Mathematics and Statistics department. Outside the classroom, he regularly mentors undergraduate research projects that have resulted in presentations, peer-reviewed publications, and student acceptance into mathematics PhD programs. More broadly, he helped the department support more students through designs of the calculus curriculum and the research opportunity selection process. Both feature his belief in creating inclusive, equitable, and accessible learning opportunities for all. He serves the greater mathematics community by mentoring students outside of TCNJ, serving as the MAA-NJ Section NExT co-director, and sharing his classroom resources and experiences through presentations and workshops.

The recommendation letters from students and colleagues showcase how Dr. Mizuhara expects challenging mathematical rigor in the classroom while also balancing the support and resources needed for students to reach those high bars. It is that balance walked so unwaveringly that make his teaching so effective. A student reported,

> *"I anticipated this course would be difficult, but Dr. Mizuhara showed encouragement, positivity, and a sense of understanding. I immediately knew that*

he was there not only to teach the subject matter, but even more importantly to support, aid, and guide students while revealing the true beauty of mathematics."

His practices of active learning are often discussed as examples of his effective approach to teaching. One colleague recalled a specific observation of his classroom,

"Dr. Mizuhara masterfully led a class full of active learning opportunities. He had prepared a set of very thoughtful voting questions – the type of questions that really make a student think and push them to achieve conceptual understanding of the course content… Dr. Mizuhara handled both correct and incorrect explanations with kindness and emphasized the value of "wrong" answers in moving towards conceptual understanding. I can see why students line up to take his classes and speak so highly of their experience with him."

Achieving this level of engagement requires a lot of preparation. The students equate this additional time to their learning as part of his commitment to educating the whole person, not just teaching mathematics as described by one student:

"Dr. Mizuhara brings humanity and curiosity into the classroom, making math interesting, enjoyable, and most of all, accessible. He is amazingly clear, concise, and organized in the classroom, and his countless hours of preparation before each class are apparent in every lesson. All of this reveals how much he cares."

Many students attested to his commitment to their learning about his willingness to meet outside of office hours or add additional office hours to meet the time limitations and needs of many students. Some even commented that his door is essentially "always open and he was always happy to help answer any questions." These office hours were not just used to discuss mathematics, but to help students understand educational perspectives. He shared his experiences in and out of the classroom to help students grow.

"Loving the math was certainly a large part of what made his lectures super engaging, but another thing that really shone through was his love for teaching and working with students. I've had many thought-provoking conversations with him about things like pedagogy, teaching during the pandemic, coming back to in-person instruction after the pandemic, and how prepping the same course for different groups of students can look completely different."

Dr. Mizuhara brings his inclusive approach to mathematics to the entire TCNJ mathematics curriculum, not just his own classroom. Calculus is often the foundational mathematics taken by many STEM majors and may act as a barrier to entrance to their chosen field. In order to support student success, Dr. Mizuhara along with Dr. Jana Gevertz redesigned the curriculum to help with this issue. Dr. Gevertz described the project as

"Recognizing that our students come into our classroom with a range of mathematical backgrounds, and that shaky foundational skills in algebra and precalculus pose a serious barrier to success in calculus, we also created a set of "just in time" resources. For each topic in the calculus curriculum, we considered what mathematical knowledge we expect a student to have mastered to learn the

new calculus topic. We then collected a set of short videos that allow the students to revisit/review the topic and asked all calculus faculty to share this resource with their students. We hope this normalizes the idea of reviewing prerequisite content, therefore making our calculus courses more accessible to all."

Dr. Mizuhara has mentored over a dozen undergraduate students at TCNJ "on topics ranging from partial differential equation models of cell motility to systems of collected oscillators represented by ordinary differential equations to models of math anxiety." Two of these projects resulted in peer-reviewed publications. He has also mentored many students that continued into graduate school.

"I would not be pursuing a PhD if it were not for the impact that Dr. Mizuhara had on me. He has truly shaped me into the mathematician and person I am today. He is simply extraordinary at what he does and is meant to be teaching. He is the exact example of someone I hope to be as a teacher and mentor, and for that reason I cannot imagine a better candidate for this teaching award."

Part of his approach includes teaching students research skills that would help them pursue these opportunities.

"Learning how to read higher level publications in mathematics was no easy hurdle to cross as I began my first independent study. As many mathematicians may know, reading and actually understanding publications with a high level of rigor can be challenging to a novice. I can remember many sessions sitting with Dr. Mizuhara as we read through publications together, while along the way I train my brain to recognize the important details to add to my notes. This type of engagement with my education is exactly why I appreciate Dr. Mizuhara as my mentor."

He creates that inclusive environment within his undergraduate research experiences as well. In his syllabus he includes:

"I will create a supportive and equitable workspace free from bias or harassment. Particularly, I want to learn about the diverse experiences and lives of mentees outside of our research. An equally valid use of our meeting times can be spent discussing your celebrations, concerns, culture, identities, career/life goals, etc. Especially if something in the world or at TCNJ is affecting your sense of belonging or ability for success, I am open and glad to discuss how to create a positive, supportive space for you."

Again, his focus on educating the whole person is part of his successful mentorships.

In addition to being a research advisor, Dr. Mizuhara expanded access to research opportunities throughout his department by creating a more inclusive process. Typically research pairings were created through an informal process of individual instructors finding or offering research opportunities to a few hand-selected students. This process was limited to a few privileged students. After Dr. Mizuhara redesigned the system, "The Department now holds a session of research lightning talks that students can attend to learn about research opportunities in the Department, and they can fill out a form to express interest in participating in a project." Another faculty added that "This has resulted in

student research opportunities being available to a wider group of students and an increase in the equity of distribution of department resources."

Dr. Mizuhara has shared his experience and expertise with the mathematical community in a variety of venues. He organized a session on undergraduate research at the summer SIAM conference on Applied Mathematics Education. He has mentored three students at Drexel University to complete research projects. He has also served as the co-director of NJ NExT program since 2023. Together with Professor Wong (County College of Morris), they organize faculty workshops and professional development for new mathematics/statistics faculty across colleges in NJ. Workshops are held in conjunction with the NJ Section Meetings of the Mathematical Association of America.

Overall, the committee finds that Dr. Mizuhara is a Distinguished Teacher of College Mathematics, because "Dr. Mizuhara's teaching practices, compassion, and passion for math and teaching helps *all* students learn better, achieve more, and love math and learning."

****

Dr. Thomas Hagedorn, Professor of Mathematics at The College of New Jersey, nominated Dr. Matthew Mizuhara for this Distinguished Teaching Award.

Response from Dr. Mizuhara

It is a great honor to have been selected for the MAA NJ Section Distinguished Teaching Award. My deepest thanks to the colleagues and students who nominated me and to the selection committee for this wonderful recognition.

I am extremely fortunate to work at The College of New Jersey (TCNJ) where student-centered pedagogy and the teacher-scholar model are truly valued and practiced. My colleagues in the Department of Mathematics & Statistics continue to serve as wonderful role models for excellence in teaching and mentorship. Since my arrival I have been exposed to a culture where faculty are encouraged to be reflective and innovative in their teaching practices every day. Moreover, I am lucky that my colleagues freely share their advice, teaching resources, anecdotes, and challenges regularly. My own growth and successes are testaments to the wealth of knowledge and experience I can access by simply knocking on my neighbors' doors. Special thanks go to my faculty mentor Dr. Jana Gevertz. She has always inspired and supported me to become a better educator, both by example and through many fruitful conversations.

My thanks also go to the students I have had the pleasure of working with over the years, whether as classroom learners or as research collaborators. It is a privilege and joy to work with students and be part of their academic and personal journeys.

Finally, it would be impossible for me to be where I am now without support and encouragement from my family. My parents instilled a passion for learning from an early age, and created a space where my love of math could flourish. My biggest thanks goes to my wife Flo, who to this day continues to astound me: she has not only supported my career path in countless instances (including providing teaching advice!), but also excels in her own faculty role. I am glad to share this award with all those who have helped and inspired me along the way!

return to schedule

25-year Members of the MAA

The section congratulates Cynthia Curtis and David Nacin for their 25 years of MAA membership.

50-year Members of the MAA

The section congratulates Daniel Rosenblum and Judith Seery for their 50 years of MAA membership.

Social Media Information

Check us out!

Email:	maanj.socialmedia@gmail.com
Facebook:	www.facebook.com/maanewjersey
Instagram:	instagram.com/maanewjersey
Twitter:	twitter.com/maanewjersey

MAA-NJ Committees

Awards Committee: Amanda Beecher (ex-officio), Ramapo College; Tuan Le, Camden County College; Aihua Li, Montclair State University; David Nacin, William Paterson University; Elizabeth Uptegrove, Felician University; Jonathan Weisbrod (chair), Rowan College at Burlington County.

Nominating Committee: Amanda Beecher, Ramapo College; Karen Clark (chair), The College of New Jersey; Jonathan Weisbrod (ex-offcio), Rowan College at Burlington County; Chung Wong, County College of Morris.

Teaching Award Committee: Amanda Beecher (chair), Ramapo College; Grace Cook, Bloomfield College of Montclair State University; Aihua Li, Montclair State University; Susan Marshall, Monmouth University; Paul von Dohlen, William Paterson University; Jonathan Weisbrod (ex-officio), Rowan College at Burlington County.

Contributed Paper Committee: Grace Cook, Bloomfield College of Montclair State University; Samantha Doluweera, Brookdale Community College; Stephen Hiamang, Brookdale Community College; Kathy Turrisi (chair), Centenary University.

GSUMC Committees

Organizing Committee: Lee Collins (co-director), Atlantic Cape Community College; Joseph Coyle (co-director), Monmouth University; Katarzyna Kowal (competition co-director); Ramapo College of NJ.

New Jersey Undergraduate Mathematics Competition Organizing Committee: Katarzyna Kowal (co-director), Ramapo College of NJ; Marek Slaby (co-director), Fairleigh Dickinson University at Florham Campus; Ken McMurdy, Ramapo College of NJ; David Molnar, Rutgers University at New Brunswick; Tom Leong, University of Scranton.

New Jersey Undergraduate Mathematics Competition Proctors and Graders: Andrew Clifford, The College of New Jersey; Hong Do, Stevens Institute of Technology; Robert Dougherty-Bliss, Rutgers University at NB; Carrie Frizzell, Rutgers University at NB; Abdul Hassen, Rowan University; Tom Leong, University of Scranton; Ken McMurdy, Ramapo College of NJ; Priti Mihalik, Rowan College at Burlington County; David Molnar, Rutgers University at NB; Ken Monks, University of Scranton; Ben Nassau, Rowan University; Emanuel Palsu-Andriescu, Monmouth University; Patrick Sime, Caldwell University; Corey Stone, Rutgers University at NB; Natasha Ter-Saakov, Rutgers University at NB; Chia-Lin Wu, Stockton University.

return to schedule

MATYCNJ Section Officers

President	Samantha Doluweera, Brookdale Community College
Past President	Karina Ochs, Brookdale Community College
Vice-President North	Daniela Kitanska, Passaic County Community College
Vice-President South	Stephen Hiamang, Brookdale Community College
Treasurer	Chris Cooper, Rowan College at Burlington County
Recording Secretary	Arianne Pathak, Brookdale Community College
Newsletter and Historian	Michael Nolan, Brookdale Community College
Webmaster	Ashley Tasy, Brookdale Community College

Join AMATYC!

MAA-NJ Section Officers

Congress Representative	Karen Clark, The College of New Jersey
Chair	Jonathan Weisbrod, Rowan College at Burlington County
Past-Chair	Amanda Beecher, Ramapo College
Secretary	Elizabeth Uptegrove, Felician University
Treasurer	Dirck Uptegrove
Vice-Chair for Fall Meetings	Sheila Tabanli, Rutgers University
Vice-Chair for Spring Meetings	Dawn Nelson, Saint Peter's University
Vice-Chair for Speakers	Deepak Bal, Montclair State University
Vice-Chair for Student Activities	Lee Collins, Atlantic Cape Community College
Vice-Chair for Two-Year Colleges	Tuan Le, Camden County College
GSUMC Directors	Lee Collins, Atlantic Cape Community College; Joseph Coyle, Monmouth University
Book Sale Coordinators	Dirck Uptegrove; Elizabeth Uptegrove, Felician University
Door Prize Coordinator	Rasha Abadir, Rutgers University
Contributed Paper and Lunch Table Organizer	Kathy Turrisi, Centenary University
Liaison Coordinator	Ik Jae Lee, Rowan University
Program Editor	Dawn Nelson, Saint Peter's University
Project NJ-NExT Directors	Matthew Mizuhara, The College of New Jersey; Chung Wong, County College of Morris
Social Media Director	Grace Cook, Bloomfield College of Montclair State University
Web Administrator	Dirck Uptegrove

Join the MAA!

return to schedule

MAA
MATHEMATICAL ASSOCIATION OF AMERICA