

Service Narrative for Full Professor Gabriel Matney, Associate Professor of Mathematics Education

Philosophy of Service

Service is at the core of what educators are and what they do. In its most fundamental form teaching is the giving of one's waking hours of life to strengthen others so that they might be successful in their own endeavors. As a professor the role of service greatly expands to not only the people you teach but also to share and work to disseminate ideas beyond the purview of that interaction. The willingness of those who decide to offer themselves as living sacrifices for the betterment of others, society, and the world, through service is truly a special thing.

I strive to be an example of this service in each aspect of my role here at BGSU and also my life outside of the professional arena. We can only serve if we have opportunities to serve. To create those opportunities here at BGSU I serve on multiple committees and I advise multiple student groups. To create opportunities to serve students I make myself available to my students through multiple forms of technology from Face Book and Twitter to Skype and Email. If a student needs my help they will be able to get ahold of me, no matter where I am in the world. Similarly, I make myself available to my colleagues offering to read their manuscripts for feedback, help them with their grant ideas, and support their teaching. A great irony of serving is that in many ways the server will grow more than the one who was served. It's like the old teaching adage that says, "You never really learn something until you teach it." The one doing the teaching is often the one learning the most. For this reason it is intrinsically important to serve in many domains.

Designing spaces of authentic learning in mathematics is at the core of what I do at BGSU in mathematics education. This permeates throughout my scholarship, teaching, and service. Five artifacts does not allow the full breadth of my service to be demonstrated but it is enough to focus on a variety of ways I serve across different communities to promote spaces of authentic learning in mathematics. I have chosen this focus for my artifacts as a way to share how *authenticity* connects across my scholarship, teaching, and service. It is my hope that reviewers will be able to see by my CV that my service is not just limited to the domain of mathematics education but also to things such as international partnerships and civic engagement. In what follows I provide a brief overview of my service and then describe the artifact evidence.

Overview of Service

For consistency with the other sections of this promotion portfolio I will only discuss my service since coming to BGSU in 2011, and nothing from my career as an assistant/associate professor of mathematics at the University of Arkansas Fort Smith (UAFS). Since 2011 I have served on 8 school committees, 5 college committees, 7 university committees (1 co-chair, 1 board member position), 7 statewide projects, 6 nationwide committees (1 chair position), and 3 international projects. I have been the advisor for 3 student organizations, advised 145 undergraduate students in two different programs, was the lead advisor on 4 master's research projects, 2 honor's projects, and 8 ACTION research projects. I also served on 1 dissertation committee and 4 master's thesis committees. I currently hold leadership positions in state and national organizations where I serve as the Vice-President of Colleges and Universities for the Ohio Council of Teachers of Mathematics (2015-2018) and Vice-President for Publications for the Research Council on Mathematics Learning (2016-2021). Additionally, I have served as editor of RCML's double blind peer-reviewed research proceedings (2012-2014) and as a member of the editorial board for the research journal, *Investigations in Mathematics Learning*.

I have reviewed numerous manuscripts for 7 national/international journals, and conducted 86 workshops or talks for mathematics teachers or educators. The evidence I provide below will further elucidate the way in which I build upon research in designing spaces of authentic learning in mathematics and take care to put those ideas into practice through my service.

Artifact #1 VP for Publications of the Research Council on Mathematics Learning:

I was appointed to serve as Vice President for Publications of the Research Council on Mathematics Learning (RCML) in 2016. RCML is a national organization that has been leading and nurturing research in mathematics education across five decades and focuses on promoting research-based advancements in PK-20 mathematics learning and PK-16 teacher preparation and professional development. I spent the year prior to my appointment learning about the various publications of RCML, the financial and bureaucratic responsibilities of the role, helped conduct the process of finding a new journal editor, and was shown the operations of its primary publication, the research journal titled *Investigations in Mathematics Learning* (IML). I now oversee all of the publications of RCML, serve on the editorial board of IML, and chair the publications committee. At the beginning of my appointment the president and executive board of RCML asked me to look into publishers for IML. Meeting with publishing companies to find the right fit took days of my time. I met with publishers at conferences and out of state meetings. I flew to Philadelphia and spent two days learning about publication operations. I provided data to the publishers and filled out forms for them so that they could arrange quotes. I arranged meetings for the publishers to discuss ideas and ask questions to the board. In a matter of a few months we had secured a new publisher for IML and began the transition from self-publishing to Taylor and Francis. I was also able to orchestrate special issues for the journal that would cover important topics of research. The first special issue was a major success and now we are on our second call for manuscripts. Serving as VP for Publications has allowed me to *design spaces for others to prepare and publish rigorous research that is authentic to them*. The creation of the special issue has allowed spaces for important research to be packaged together in a way to make an impact on the field. I consider helping RCML move the publication of its research journal to Taylor and Francis and the creation of the special issue to be one of my greatest acts of service to the organization.

Artifact #2 Serving the International Community:

The artifact here is evidence of my commitment to serving others in international education contexts. I have served on the College of Education's International Coordinating Committee since its inception, the universities Civic Engagement and Service Learning Rubric committee, and the Embracing Global Engagement advisory committee but these only scratch the surface of my service in international contexts. For example, in the fall of 2011 I invited Dr. Yupadee Panarach, a professor from Kamphaeng Phet Rajabhat University (KPRU) in Thailand, to come to BGSU for one month. During this time I helped Dr. Panarach design and research for a new program at KPRU; Teaching Mathematics in English. Afterwards, I then flew to Thailand for one month. During my time there I taught several sections of mathematics methods in the Teaching Mathematics in English program that I helped Dr. Panarach and KPRU design. I also taught English and American culture to English program students. I also conducted a workshop to over 60 Thailand in-service teachers entitled, "Teaching Children Mathematics through Games and Puzzles." The teachers who attended were from various schools in Kamphaeng Phet province and converged to KPRU for the Education Exhibition. The artifact itself is a certificate I signed for the teachers to earn their professional development credit.

Before leaving on my research trip to Thailand I established communication with teachers from Bowling Green and two schools in Toledo. I was their pen pal during my time there and shared many interesting stories and things I learned of culture and life in Thailand. The artifacts are my correspondences with a group of students from Crim Elementary in Bowling Green, Ohio. As an educator I seek to find many different avenues to share my love of learning and knowledge with as many people as possible. For this reason I have designed courses for BGSU students to study abroad (see **Teaching Artifact #3**). These courses engaged in the language, culture, and travel of these countries. I believe it is our professional imperative to not allow our knowledge to be cooped up and only shared with our students or those who read our journals but rather to incorporate our ideas and ways of being into contexts outside the classroom walls and off the pages of journals. The pen-pal project with Crim Elementary is one example of how I work toward getting ideas beyond the boundaries of the university.

Another way I have served the international community is by giving Keynote speeches at home and abroad. Included in this artifact is the PowerPoint of my keynote speech for the Asia Pacific Economic Cooperative meetings held in Tokyo Japan. I was asked to speak based on my expertise in training teachers in the Common Core State Standards for Mathematics. I have also been asked to give the keynote for BGSU's Embracing Global Engagement conference in the fall of 2017. When asked to be a visiting professor at Khon Kaen University in Thailand by one of the world's renowned mathematics educators, Maitree Inprasitha, I was happy to prepare and give mathematics education seminars for their PhD students. Serving others in these capacities is and has been a thing of great joy.

It is indeed true that I have content area expertise in mathematics but it would be dangerous to allow that fact to relegate my own learning to only the domains people typically associate with mathematics. For me, the true strength of my mathematics knowledge is that it has opened me up to seeing new patterns in experiences, ideas, and other disciplines and has therefore broadened my horizon of interest. This artifact is evidence of my commitment to being a lifelong learner and an educator who shares his knowledge with those in the local community, but especially our local children, our sons and daughters, friends and citizens.

Artifact #3 Mentoring for the Greatness of Others (the case of BGSU students):

Mentoring students at BGSU means more than teaching a class. Mentorship requires investing time and energy in students to help them achieve their dreams. This is important to me and I spend a great deal of time mentoring undergraduates and graduate students. The items presented in this artifact attest to my service "as mentor" to BGSU students beyond the normal course work that is expected. One way to evaluate mentorship is by the success of the mentee's. Toward this result I present evidence of my student's success that directly related to my mentorship. Another way to establish the quality of one's mentorship would be know what the mentee's think about their mentor. For this, I present two awards given to me by my students.

Success of Mentee's - My experience in international research (see **Research Artifacts #1 and #5**) and international teaching (see **Teaching Artifact #3**) has allowed me to mentor students in international honors projects and international presentations. Three of my students, Morgan Tucker, Maria Nielsen, and Allison Marino were honored by receiving the BGSU Glass Awards given to the best presentations at the Embracing Global Engagement Conference. I taught these students in the study abroad course to Thailand. I mentored Morgan throughout her international honors project and Maria and Allison for their presentation about their learning abroad.

During the first Thailand course in 2013 the BGSU students studied mathematics camps given in Thailand by KPRU. Our BGSU students wanted to begin doing mathematics camps in

Ohio. At the time, I was already researching mathematics camps (see **Research Artifact #1**) so I agreed to help them start up Math Camp and mentor them through the process. I have been helping them with math camps around Northwest Ohio since 2013. This takes many days of commitment for both me and the students. Several articles have been written about BGSU's Math Camps. <http://www.bgsu.edu/news/2016/03/culture-and-learning-course-explores-math-education.html>

As seen in the article about Kelly Largent, <http://www.bgsu.edu/news/2017/04/lived-and-breathed-math-camp.html> the BGSU students who are involved love serving the children and local communities through BGSU's Math Camp. Each year I'm amazed at the students' professionalism and joy for teaching the next generation about enjoying mathematics. It's not an easy task but they do it so well. Kelly Largent was one of my mentee's. I taught her about international mathematics education, introduced her and advised her about Math Camp, and was her faculty mentor for her honors research project. There is no doubt that Kelly was a star during her time here at BGSU. She rose to leadership in Math Camp and CMLA, and she won the Charles J. Ping Service Award for her service to the community through Math Camp. Additionally, she won the BGSU Top Ten award and was allowed to select one faculty mentor to bring to the award dinner. I was honored to be with her as she received the award. The success of my mentees and their work through math camp continues. Math Camp leaders have received two other awards as well for their contributions to our local communities; the Group Excellence in Service Learning and Civic Engagement Award (2015) and the Kurt E. Hofmeister Outstanding Undergraduate Student Group Award (2016). *In whatever ways my students seek greatness, it is my personal goal to provide them the mentorship they need to achieve it.*

Honored by Mentee's - My mentee's have been gracious to nominate me for two awards of which I was honored to receive. The NRHH Deb Novak Advisor Achievement Award, BGSU Chapter (2014-2015) and the NRHH Enlightening Educator Award, BGSU Chapter (2015-2016). These are shown at the end of the Service Artifact #3 PDF.

Artifact #4 Serving Ohio through being Vice-President of OCTM:

Since 2015 I was elected to serve Ohio as a board member of the Ohio Council of Teachers of Mathematics (OCTM). In this capacity I have been able to work on several issues that are pressing mathematics teachers, schools, districts, and our state. As evidence of my work for OCTM I have provided the original OCTM board documents with the list of board members showing that I am VP and the job descriptions document describing what VP's roles and responsibilities are during their three year term. In addition to the list of responsibilities in the document and in line with my work in mentoring (see **Artifact #3** above) I have taken on the leadership role of the OCTM Emerging Leaders Conference. This conference is a special set of sessions and experiences to nurture both preservice teachers and in-service teachers who are interested in how to become an effective local and state leader in mathematics education.

Artifact #5 Ohio Performance Assessment Pilot Project (OPAPP) Committee:

The artifact is presented as evidence of my service and commitment to education in the state of Ohio. I applied for a state level committee and was accepted as a 4th and 5th grade mathematics higher education expert. I worked with the Ohio Department of Education (ODE) to engage with teachers and districts around the state to fulfill the purpose of the project. "Initially, OPAPP was designed as a pilot project to define the role of authentic and performance-based assessments in Ohio as well as to define the nature and implementation of the tasks to be used as statewide test instruments. In the future, the direction of the pilot will be more aligned with the development of products that will be part of the next generation assessment

system for the state” (Ohio Department of Education, 2011). Throughout the duration of this project I supported ODE during the professional development for teachers, mentoring teachers and district personnel through the professional development process, offering professional advice on the topics and products formed from the project, and visiting school districts to aid and observe the implementation of authentic performance assessments with students in the school. This service aligns with my research and interests in authenticity as it strives to implement assessment designs that allow students to better demonstrate knowledge they have and how deep and connected that knowledge might be.

Connections between Service, Teaching, and Scholarship

These artifacts represent my endeavors of service yet simultaneously constitute continued teaching and research. Whether working with the ODE to find more appropriate authentic performance assessments (**Artifact #5**), establishing cultural connections and understanding with the international scholars (**Artifact #2**), mentoring students to greatness (**Artifact #3**), or serving with state leaders in mathematics (**Artifact #4**) these undertakings of service do not lack research imperative and as described in the research narrative hold the future of more research endeavors. Similarly, serving the research community by being Vice President for Publications for the Research Council on Mathematics Learning (**Artifact #1**) is a time consuming and laborious task, yet it gives me a larger perspective on the research that is being done and what questions still need to be explored. Teaching cannot be separated from the service of engaging middle school students in the connections between mathematics and science (Women in STEM), helping teachers learn the methods of aiding preschoolers develop number sense (Workshop; ODE, 2011), challenging teachers to make the connection between assessment and problem solving (COMP Grant Professional Development), or mentoring and advising students on finding their own authentic inquiries (**Artifact #3**). Leading is one of the most important forms of serving and as Vice President of the Ohio Council of Teachers of Mathematics I have been able to create authentic spaces for the future leaders of mathematics education in Ohio to grow and serve. Teaching, research, and service form a triad that should not be thought of as discrete or isolated. If we were to allow one of them to wane from the other two, or value one too much, then our power to enact authentic transformation might be dampened by our own lack of vision. For me, the quintessential essence that binds the triad of teaching, research, and service is therefore not so much a thing to obtain, but rather an interactive space from which authentic *Da-sein* makes meaning manifest.

References

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