

Editorial

TME's 30th Anniversary

The Mathematics Educator (TME) turned 30 in 2020 and the editorial staff decided to reach out to a variety of previous TME editors for their thoughts. More specifically, we asked several editors to reflect on the legacy of TME. Some reflections are personal, others impersonal. Some share similar themes, others are unique. Regardless of their nature, we hope that the eclectic nature of these short reflections provide a rich and varying account of the significance of TME.

I served as co-editor of *TME* from 2017-2020 and have enjoyed watching *TME* grow as new authors submit their work, new reviewers accept calls for service to the professional community, and new associate editors work jointly with authors to create polished scholarly work. In 2020 our website <https://tme.coe.uga.edu> got an overdue makeover, and *TME*'s Facebook page (<https://www.facebook.com/ugatme>) neared 250 followers. *TME* has endured and excelled for 30 years because of the countless teachers, researchers, and graduate students who nurture it. Editors get a glimpse behind the curtain to see the amount of labor, love, and sacrifice that sustains a journal like *TME*. To all who participated in any capacity, I wholeheartedly thank you.

The most rewarding aspect of editing for *TME* has been the opportunity to connect with so many individuals from such diverse backgrounds. Our journal receives manuscripts from scholars throughout the world at all levels of their professional careers. Our community does rewarding and difficult work to construct a vision of mathematics education that enriches and lifts those who participate. This requires recognizing, studying, and overcoming the barriers that impede our progress. The work to do lies in front of us. Let us not shirk from it. May *TME* serve our community and the public for years to come.

— ***Brandon Singleton***

On the occasion of this special anniversary, I can comment on a personal legacy of *TME*; I served as editor for a short period,

between 1997 and 1998 (I can't remember the dates exactly); I encouraged a few of my peers to turn their work into articles that could be evaluated for publications; I also asked established scholars to submit articles, and several of them graciously agreed. I enjoyed the intellectual engagement with authors' work and the thinking required to make it clearer and more understandable; I also enjoyed the layout work—the actual process of figuring out how to produce each issue; and I enjoyed working with the comments the reviewers made and thinking about potential readers.

This experience was very useful during the time I served as associate editor for *JRME* (*Journal for Research in Mathematics Education*) when Ed Silver was editor (2000-2004) and has also served me well now, as associate editor for *Educational Studies in Mathematics*. The most important aspect of *TME* was that it was run by students. Yes, we were supervised by a faculty member (I worked with Denise Mewborn [Spangler]—if my memory is correct)—but we made the decisions. It was a great space to empower us, as graduate students and to apprentice into a key component of service in our professional careers. Happy Birthday, *TME*; hoping for many, many more years of scholarship and service.

— *Vilma Mesa*

One of my favorite memories was working closely with Denise Spangler and Lynn Hancock to edit and lay out manuscripts on Mac LC computers in Aderhold and at Athens Insurers. I knew that when a section was too short, Denise could always elaborate. When an article was too long, Lynn knew exactly how to make it more concise. After Dr. Jeremy Kilpatrick, those two taught me the most about writing and editing. My *TME* experience was professionally and personally rewarding in ways I never anticipated when I volunteered for the staff of then-editor Nicholas Oppong. *TME* provided opportunities to learn about the publishing process, about writing, about editing, and about the use of desktop-publishing technologies that I continue to use almost daily. I'm thankful for those who came before me and had the vision to establish *TME* and for those who came afterwards

and who have continued its legacy. Happy birthday to *The Mathematics Educator*!

— **Lynn Stallings**

Based on my own experience, one important legacy of *TME* is a lasting impact on the editorial team that produces it. I had the privilege of being part of the *TME* editorial team from 1998 to 2001, serving as editor from 1999 to 2001. The position of editor for *TME* is the first "professional service" entry on my CV. It was while working on *TME* that I gained a love for engaging with others' writing in order to help them revise and refine the communication of their ideas. This experience both prepared and motivated me to engage in editorial activities throughout my career thus far.

— **Keith Leatham**

The opportunity to discuss manuscripts and reviewers' comments with the other editors was an invaluable part of my *TME* experience. I have learned a lot from the collaboration that took place in writing the decision letters. In our editorial meetings, we carefully thought through why we were making specific decisions for two main reasons: (a) to reflect on any potential biases and (b) to make our job easy in writing the decision letter for a second round if any. Regardless of the final decision, the goal and interest in writing the decision letters was to give the authors productive feedback. It always feels rewarding when I think that what we wrote in the decision letter would help the authors to create new scholarship in our field.

TME's goal and mission is twofold; one is already written on the website. The other one is to help its editors become critical, intellectual and organized scholars. I wish *TME* many decades of creating quality contributions to our field both by producing scholarly work and by raising scholars who are good at writing, publishing, and organizing. I have completed 4 years as a co-editor of *The Mathematics Educator* yet I am still at the beginning of my career as a mathematics education researcher. I am hoping that the amount of editorial work that I have done will

be very small compared to the amount I will generate for others to do over my career through my own submissions.

— *Halil Tasova*

I've been co-editor of *TME* for a total of four months and I've already learned a great deal. First, as editor, I have a front-row seat to the exciting ideas being researched in math education. It is truly a privilege to receive so many manuscripts and read about such diverse research. Second, *TME* has allowed me (along with many other doctoral students at UGA) to see how a research journal functions. The publishing process is no longer a frightful mystery; I've seen how the sausage gets made. The final, and possibly most important, lesson I've learned from my short time at *TME* is the value of quality feedback. As editor, I have the opportunity to serve researchers by affirming and critiquing their work. In conjunction with the authors, I help shape the field of mathematics education and, consequently, the lives of many teachers and students. To *TME*: may it continue to flourish in the years ahead!

— *James Drimalla*

Acknowledgements

The *TME* staff would like to acknowledge all the amazing previous editors of *TME* for bequeathing us this legacy, and all future editors of *TME* for carrying the torch. We'd also like to thank and acknowledge Dr. Denise Spangler for her role as advisor.