



Science Modeling Talks

Episode 78 - “Meet the New AMTA Associate Executive Officer”

Guest: Ine Williams

Mark Royce (02:07):

Well, hello Ine. It's so good to meet you finally.

Ine Williams (02:11):

Hi, Mark.

Mark Royce (02:12):

I'm looking forward to our conversation.

Ine Williams (02:15):

Likewise. It's really exciting to be here. Thank you so much for the invitation.

Mark Royce (02:19):

Oh, man, my pleasure. It is a exciting episode for me to talk with you because of the new role that you've taken on with AMTA, and, we're really looking forward to what you bring. I'm already hearing really great things from people about the steps you've already taken to help improve what AMTA is doing and some of the challenges I know you're facing. So we'll talk about some of that today in this conversation. But let's start out with talking about, I was really impressed with the fact that you've had such an international experience. You grew up in California and, and went to schools here and everything, but when you took off, you really went all over the place. Talk to me a little bit about your international experience and how it's informed your thinking.

Ine Williams (03:17):

I feel really fortunate that it started early in the sense that I was able to be global without even having to leave my hometown to start. So I grew up in Berkeley, California, and a good portion of that was actually living on family, student housing for UC Berkeley's campus. And people in the community were from all over the world. So my friends were from everywhere, and sometimes when I first met them, they didn't speak English, so I had to kind of learn some different ways to communicate. So starting with that, that really informed my exposure and interest in other cultures. And then later on in life, I had a chance to actually leave the US to go and have my own global experiences, starting out with moving to Mexico as a teenager. My mother is very eccentric <laugh> and she doesn't like to do things the easy way.

Ine Williams (04:07):

So she said, Hey, we're gonna go, you're gonna learn Spanish. And I thought that meant we were gonna maybe take a class or go to a certain neighborhood. And she's like, no, we're moving to Mexico. And we ended up living there for about three years when I was a teenager, which if you imagine a teenager, telling a teenager, you're gonna move them to Mexico. Oh my gosh. Anyway, so that was my first real international experience, and that's how I learned

Spanish. And then I came back and finished up high school, went to college, and in college, I didn't know this when I joined, but I learned that there was this program called Study Abroad. I hadn't actually learned about it from my science department or anything. I learned about it from my non-science friends. And I'm like, wait, what? Where are you going?

Ine Williams (04:49):

How are you doing this? And I ran to this office and was very late in the process, but I was able to go and study in Canada at the University of British Columbia. So those were my early global experiences and it formed everything that came later. So I went and studied abroad in grad school in Honduras using the Spanish I'd learned earlier in life to help me be eligible for that program. I went and was able to move abroad and work in Shanghai, China for a few years. And that was amazing. And then I've traveled so many other places for work.

Mark Royce (05:25):

In Shanghai. What were you doing in Shanghai?

Ine Williams (05:27):

I was actually just supposed to be there for six months, temporarily. My sister, actually, she was a science teacher there. She was teaching honors biology and astronomy, and she needed a substitute 'cause she was going on maternity leave. So she's like, Hey, I heard you're leaving the job you're at now. Don't go anywhere else. Come to China. I'm like, what? Okay. And so I went there thinking I was just gonna be there for a couple of months, maybe, you know, and ended up staying as a long-term sub in her department. And I started up an academic coaching business while I was there as well, really focused on helping students that were navigating biology primarily in the high school. So AP biology, honors biology, and then also, K through six in all subjects. So it was an accidental discovery of just kind of coming to this place of doing academic coaching. But yeah, then I learned Chinese also while I was there, because that was one of my goals. So I have been global in almost every, I'd say, level of my life, just in very different ways.

Mark Royce (06:33):

At some point you were working in the corporate world, is that correct?

Ine Williams (06:36):

Yes. Oh my gosh, yes. Nothing prepares you for that. I actually really enjoyed it. I got lucky. I worked for a company called Chiron Corporation. They were bought up by Novartis and then later Bayer Corporation, but it was a company where I was focused on environmental monitoring, primarily working as a QA analyst. And the team that I worked with was entirely global. They were all from all over the place. They were all living in the US and working in the US at the time. Right. But they were originally from all different parts of the world. And that was the first time I'd ever worked in a team where everyone was from somewhere else previously. And so, learned so many things, got to eat so many great dishes too. But yeah, so that, I worked there for about six years and that was my first professional job outside of, you know, my, studies.

Mark Royce (07:30):

And then, so from the corporate world, you moved into nonprofit work, is that correct?

Ine Williams (07:38):

I actually had another jump before that. So when I was working in, in corporate, in the science community there, I kept meeting a lot of people who weren't really well versed in communicating across cultures or working across cultures or just navigating different perspectives. And I thought, wow, they could have benefited a lot from having a global experience before they came into this world. And they were spending hundreds and thousands of dollars to

train people on cross-cultural communication. So I just kept thinking, well, what if I could help STEM people before they get to these jobs, be ready for this? And so I ended up switching careers. I went from this corporate science, lab-based experience to higher education with a focus on international education. And my entire goal was to go into that field to help be an advocate for STEM students who were going to end up, like I was, one day in these corporate spaces or other educational spaces and maybe not be ready. So I wanted them to be ready and really take advantage of what universities can offer in terms of global opportunities that actually help you graduate. A lot of people think those kinds of things hold you back. They do not. So I really wanted to dispel some of the myths that existed around international education and make sure everyone knew it was an opportunity they could have, even if they weren't sure if they wanted to do it, that they at least knew they could.

Mark Royce (09:09):

So was this your first exposure to the educational world with educators in the process of education?

Ine Williams (09:17):

It was in a more formal sense. I had been fortunate enough in my undergraduate experience, I was part of a program called ACE. It was an academic excellence program, it was like a honors program that was connected back to just helping students be successful in the STEM fields. And they had a interesting opportunity for undergraduates to actually be TAs. This is only if you were doing really, really well in your classes. And I was getting really top marks in organic chemistry. And so someone recruited me essentially and said, Hey, you should be part of this program. And I recruited a friend of mine who was also doing really well in organic chemistry, and we co-led, we TA'ed these, sessions. And so that was my first time being formal about being part of education. So I was literally teaching two sessions a week to undergraduates.

Ine Williams (10:13):

I was hosting, kind of office hours and also these homework session hours and really getting a sense of what it was like to be in education in that space. But it never translated to me that, you know, that's what I wanna do or anything like that now. I was good at organic chemistry. I really loved helping people navigate finding their own words for things that they were trying to figure out. I really enjoyed drawing things out and thinking about things in different ways than traditionally people teach you. I think a lot of that stems from my alternative education that I was exposed to growing up. So I just didn't feel like, at the time, education, the way we were approaching it was necessarily the best way for everyone. So I wanted to impart some of my different ideas through my own opportunities to be an educator.

Mark Royce (11:06):

Now then at some point you moved into the nonprofit world?

Ine Williams (11:10):

Yes. And that happened during, like many people's changes lately, the pandemic, <laugh>

Mark Royce (11:16):

<laugh>.

Ine Williams (11:16):

So my family was impacted pretty heavily by the pandemic in a lot of ways. And they were, I was living in California, they were living in Arizona, and I had a great job and I was doing well, and I was also kind of isolated because everyone else in my family was in Arizona. So when this went down, the pandemic, I made a decision to leave California, leave the job I was really enjoying at the time, and go into Arizona to really kind of help everyone get back on good footing again. And I was also recovering from pneumonia at the time, so that was good for me too, to have that

time. So I left an associate director role at San Diego State University where I was leading the team in the global education office. And I moved to Arizona and focused on supporting my nephews in their education, which was going to be all virtual.

Ine Williams (12:11):

And as soon as I left, a colleague of mine reached out and asked if I would join the global board of an organization called the Climate Action Network for International Educators. So it was all about international education, but it was about how international educators could take action to address the climate change and the crisis that we had upon us. What was our role in being part of the solutions for that? And in working with our partners, since so many of us in the global education field have partners, how could we work together to be part of the solution and mitigate the carbon emissions that were coming out into the atmosphere. So yeah.

Mark Royce (12:51):

Was that organization associated with any educational institution?

Ine Williams (12:56):

Not an institution, no. It was all about getting practitioners in international education together to really feel emboldened and empowered and to feel the urgency of the climate crisis. So it was two women, one from Australia by way of Scotland, but she lived in a, and the other from New Zealand by way of Finland, who started this back in 2019. And they founded the organization and got people together to really kind of take off in one, educating people about the climate crisis from the lens of global education, and then showing people the way to start to take action and not just be worried about it and thinking about it, but also to act upon it. How do we, how do we do that within our job to, to take climate action? How do we encourage the students we're working with to take climate action?

Ine Williams (13:55):

So that was amazing. It was the first time I also was able to really focus on climate justice. So one of my colleagues and I, we co-founded the Climate Justice Working Group, and that was to enable us to really not forget that if we're dealing with climate, the climate crisis and climate action and not thinking about the disproportionate impact, then we're doing a disservice to ourselves. So we need to make sure that we keep that lens of justice open and all of the things that we were thinking about and doing, and understand it looks very different across the world and just in our own backyards.

Mark Royce (14:31):

So is that the area you've been working in before you took the role at AMTA?

Ine Williams (14:38):

It was a lot of different nonprofits. So I did a three year stint on the global board and as a co-chair of the climate, CANIE or Climate Action Network for international educators. And then one of the people who was part of that organization, she started her own nonprofit with a very hyperlocal focus on San Diego. And also, I would say, the idea is climate justice and climate action, in the community context, which I had shifted into as well. So I became an advisor for her organization, and I was still connected back with CANIE. I still am connected with CANIE. And then I got trained, there was a training available called the Carbon Literacy, it's called Carbon Literacy. There's an organization in the UK called the Carbon Literacy Project, and they've made this really interesting process to help people train one another, like help empower people to be the trainers for their communities.

Ine Williams (15:41):

So I did the training, I got carbon literacy certified, and then I took the next step to become a carbon literacy facilitator through the company that my colleague had started called In Good Company, based in San Diego, and now

I'm a certified carbon literacy facilitator. So I've been working with them to facilitate, virtually, in my case, carbon literacy trainings for people in the, mostly in the San Diego community, but people from all over join. And that's been an amazing opportunity to just see people go from, I don't know what to do, to, Hey, I have specific actions that I'm gonna take in my community to do my part to address the climate crisis and to do my part to, you know, be a consumer that tells people what I care about or don't care about too. So I've shifted from CANIE to, I would say spending more time focused on In Good Company.

Ine Williams (16:37):

And then in 2025, I also joined the global board of an organization called the Rise Institute, and that's focused on sustainable travel. So, I was really, since I come from international education and I was sending so many students abroad and to travel essentially, to take them out, travel is one of the things that impacts climate a lot. So thinking about sustainable travel, not just in terms of carbon emissions, but also how do we engage with people? How do we consider our impact on communities when we go somewhere? And how do we even understand the history of things like colonization, and different, you know, dollar, and your passport, the power of a passport, all these different aspects from taking photos to, water use. I could not, I was just so amazed with so many things I didn't really think about or know about. So now I've been part of that organization to one, learn more, but also to impart more education to others on how to be better travelers, how to be more sustainable travelers, how to be more responsible travelers.

Mark Royce (17:48):

Yeah. That's awesome. So tell me about the process that led you to apply for AMTA for the role you're in now.

Ine Williams (18:02):

I've been doing a lot of work with the nonprofits, but it had been project-based work, right? So I would have a project here, a project there, and I loved doing that because it was able to help a lot of different people and still do some academic coaching, but I wasn't, I didn't have a full-time job, right? So I was like, Hmm, you know, I might need to actually go back to focusing on getting a full-time job, <laugh>. And it just happened, just so happened I was actually applying for jobs, multiple jobs, and this job at AMTA opened up and kind of hit my desk. So I saw it on LinkedIn, Then I heard about it from my sister also who was part of the modeling community. And I was like, oh. And she's like, this might be right up your alley. I'm like, oh, lemme take a look. And so I applied for the director of membership role. But during the, well, after the interview process, they basically approached me, the board or the committee that was doing it and said, we'd actually like to know if you'd be interested in an associate executive officer role, which I don't think they've really had that role previously.

Mark Royce (19:14):

No, that's the, you, you're the first.

Ine Williams (19:16):

Yeah. So, but given, I suppose, you know, my background and leadership experience and nonprofit experience, and that would be a good match to connect with the xo, the executive officer that they were thinking about hiring, so we could kind of pool together our strengths and really do what we could to really be advocates and supporters of, you know, moving things forward for AMTA. So I'm very excited. It's like I'm coming back to my roots of science and so many things that I... I mean, so many things that really are needed to support teachers. I'm so glad to be able to be part of that.

Mark Royce (19:55):

Yeah. You've been in the role for how long now?

Ine Williams (19:59):

My goodness, only what, three months? Almost. Not even three months. Three months. Since November 17th, 2025. Yeah, I'm not gonna ever forget that. November 17th, 2025. So, okay. It feels like I've been here for a while, but no, <laugh> I've only been here Yeah. Less than three months.

Mark Royce (20:17):

Well, you're coming up in a week or so. You'll be three months.

Ine Williams (20:21):

Yep. Soon. Soon.

Mark Royce (20:22):

So you're working closely with Caroline.

Ine Williams (20:25):

Yes.

Mark Royce (20:26):

I wanna know, how are you guys working together? Do you, how do you feel about working with Caroline?

Ine Williams (20:31):

Oh, it has been great. I think one of the things that's really fun for me is I am a Californian, but my family, like my roots, my mom's side in particular, is from the East coast. So I have a lot of, I would say east coast sensibilities, which I remember talking to colleagues in California, they would always feel a little bit kind of surprised or off put even sometimes by some of the ways that east coasters maybe approach things. And I'm totally comfortable with it. So when I found out Caroline was originally from the East coast, I'm like, oh, great, we're gonna get along great <laugh>. So I really love that it's easy for us to communicate with one another. That we don't take things personally. Like we can say stuff to each other and if we're like, not sure we can check in with each other.

Ine Williams (21:16):

So I think that works really well. We can be very open with one another. And then we have different backgrounds, right? My background, I'm not a teacher. I didn't go into my profession to become a teacher. I've just always done something with teaching or education. So I've always called myself an educator because I'm always in the education sector and doing things aligned with education. And Caroline's a teacher, but she has background also in corporate and some other areas. So I just thought, this is gonna be a great match because she'll have that really, that important knowledge about teaching, teaching in the classroom. What do teachers need to think about? Especially from the concept of physics and computer science, which are her areas. I have taught before, honors biology and astronomy. And I've also taught as kind of a favor to a friend that had an intermediate school and she asked me to create a curriculum for biology for her students. So I've done some teaching in those ways, plus the TA'ing I mentioned earlier. But I've never been a full-time, career credentialed. Yeah. Credentialed and career teacher. Exactly. I've been fortunate enough to be part of a community of teachers through my long-term subbing, which was a very unique experience. But, yeah. So I feel like I've had that teaching experience, but not been a teacher the way that most teachers I know have been.

Mark Royce (22:47):

Yeah. You originally applied for the role of Member Services Director, right?

Ine Williams (22:54):

That's correct.

Mark Royce (22:55):

And now, are you still taking on those responsibilities?

Ine Williams (22:59):

Yes, I am.

Mark Royce (22:59):

I mean, those haven't gone away. They're

Ine Williams (23:01):

No, my gosh, no. <laugh>. Yeah.

Mark Royce (23:03):

So that's a big part of what you're helping Yes. To develop and improve.

Ine Williams (23:08):

Yes. I think those are really good words to use: develop, and improve, because I see that there's a lot of change coming about right now in AMTA, some of it that people have seen already, some of it that we have not even shared yet. And, a lot of it's all about trying to make this organization be a really good space for teachers, for educators, for anyone who's looking not only for exposure and experiences in advancing their ability to apply modeling instruction in their classrooms or in their spaces that they're using it, but also for community, for resources, which is part of the process too. And to make that experience more seamless and just something that people really enjoy. And I think those are some of the things that we're trying to work out. How can we maybe modernize some things.

Ine Williams (24:12):

And then also get some input from the members, longstanding members, new members, people who are in the middle, and try to figure out what are people's needs as of 2026. And I mean, this is a very challenging, I would say, thing for us at this point, in a sense, because we just started. We're, we're going through like learning about the organization and the people and the constituents and everything like that, and getting exposed to so many different things. At the same time, there are certain changes that we have to apply, based on certain things that are changing that we have no control over. And then things that we'd like to change that we need time to kind of figure out a plan for and implement. And then nothing has stopped throughout this entire process. Nothing stopped. We're still like, just stuff we have to do and we have to learn on the job, essentially on the job training <laugh>. Get thrown into the mix. Yeah. So I appreciate everyone's patience with us. I appreciate not only the patience, but so many people have also reached out via email or when I'm been at events and just put out a good word, like, Hey, you guys are doing a great job. Or, you know, thanks so much for being part of this. I really appreciate that.

Mark Royce (25:25):

We're really looking forward to see how things are moving forward in the future. So you mentioned there's a lot of change happening. Talk to us a little bit of what, what you can <laugh> Yes, of course. Share. Okay. Share with what you can, and then hint at us what you can't share. <laugh>.

Ine Williams (25:43):

Okay. You're so funny. It's like, uh,

Mark Royce (25:45):

Okay.

Ine Williams (25:46):

So the, the main changes, some of the changes I say are kind of connected back to what I've seen on the back end of how people have been supporting AMTA for all these years. There's been a lot of need and want for things like a new website. A website that has things organized in a way that makes sense to the members that are looking for things,

Mark Royce (26:11):

Also and more contemporary.

Ine Williams (26:12):

Yes. More contemporary, more modern, more streamlined, more just even efficient, like getting to what you need quickly, things like that. So that's changing. We're also, the back end of the website, or the way that we've done things is a CRM and our CRM is changing because of a couple reasons. One, interest in changing it, but also the providers who offered that service are shutting down because of their own reasons. So we are being forced in a way, through a specific timeline, to make sure that we are able to transition to something new. We had hoped that we would have this kind of all-in-one package, but found that it didn't really meet our needs. So we're working to, kind of design something that makes sure that it fits the needs of AMTA and not just now, but also has room for growth in some directions that we're thinking about for the future.

Mark Royce (27:13):

Good. That's awesome. Anything else?

Ine Williams (27:16):

I'm very excited personally, in terms of the learning about everything, of learning about who's involved with modeling. So some of the things that I've been trying to do is connect with people who are part of parts of different types of organizations that are, maybe they're not like AMTA, but let's say for example, the Michigan Science Teachers Association, or the same kinds of organizations, but within different states, like the one in Wisconsin, the Wisconsin Society of Science Teachers, we're trying to connect with different statewide organizations that support science teachers already and try to figure out if there's ways for us to partner together. And it might be things like really low hanging fruit, maybe we could collaborate on a webinar together. And that way everyone benefits. People get to have some kind of input that's free for teachers that would focus on modeling, but also introduce people to a resource they might not know.

Ine Williams (28:20):

Like if they're from Wisconsin, they might not know about the WSST, or if they're from Michigan, same thing. And so we're trying to think about what does that look like across the entire USA, and also think about, I'm really into global things, right? So I'm always thinking, are there ways for us to also partner globally, just starting out possibly with just our neighbors to the north and south, like Canada and Mexico, right? So yeah. So there are some discussions happening around everything from how to take the modeling instruction to the elementary level, because that's the one level that's not represented. I don't know the timeline for any of this, but those are things in conversation. And then there's also conversations around possibly creating some different language resources. So could we do some modeling instruction in Spanish, for example, given that, for example, Caroline is fluent in Spanish and Portuguese. I know some Spanish, although I'm not, I would never call myself bilingual, but I've learned Spanish from living abroad. So yeah, there's, I think there's enough interest in these kinds of things for us to think about it, but Caroline and I are considering, take a step back, learn the process, and then be strategic about how we move

forward and what we prioritize. And part of that strategy is going to be really listening to the folks who are the body of AMTA, the members, right? Yeah. And figuring out what their needs are.

Mark Royce (29:50):

So that's important. I know that's, that's awesome that you guys are thinking globally. I know there's a smattering of modelers throughout the world in different countries, in Europe, and South America. And different, you know, I'm not sure about Asia, maybe.

Ine Williams (30:05):

Yeah. There's some in Asia too. Yeah.

Mark Royce (30:06):

Uhhuh. <affirmative>. Yeah. So that's very exciting to hear about expanding the global touch. You know, of the AMTA. So I'm excited that you're involved with that. I know you have thoughts about equity in education. And disparities in education. So, do you wanna talk about that a little bit?

Ine Williams (30:31):

Yeah. I mean, I'll talk about it from the lens of just starting out with AMTA as what the organization is doing and standing for. Right. So one of the things that modeling, one of the reasons I was even attracted to this job in the first place, is because this idea of modeling instruction, this pedagogy, is really set up to give every student a voice. Right in the classroom. That is a very powerful thing. So many students, either now, or like myself in the past, have felt like their voice didn't matter in the classroom, or they weren't meant to be heard. You know, which is a thing that, what is that saying children are meant to be seen and not heard? So, think about that. Like, if you have this pedagogy that can be applied to, really anything, and that it makes people, gives people a space to be heard and not just heard based on someone else's idea of what is right or wrong, or how it should be described or said, you can use your own language.

Ine Williams (31:43):

You can use your own ideas. You can draw out or express yourself however you need to, and then have this conversation with a lot of other people about those thoughts. So I really love that, that could happen early on. My first time ever really getting to do anything kind of like that at all, really, aside from my own study groups where I designed it that way, was maybe a seminar class. Right. And that was not until graduate school. So the idea that people could experience this early on was really important to me. And also I would say, part of education's disparities is not just what's happening in the class, but who's teaching. Who's teaching, and who's being represented as a teacher. So often I think a lot about how in my own life, what kind of teachers did I have, did any of them reflect me?

Ine Williams (32:45):

Who was advocating for me? When, why, or not why not? And so I used to have a quote in my office when I worked in international education that basically was saying something along the lines of, if you can see yourself reflected in the things you wanna do, then you're gonna be likely to pursue it. And I always think about that a lot in teaching; how much a great teacher, no matter who they are and what their background is, can impact someone, but how much it also can be so impactful to have someone who looks like you, or is also maybe highlighting you in their class, highlighting what you look like in their class through sharing things. Just to give you an example, I, my nephew, young little black boy, right?

Ine Williams (33:37):

And there was a free science class that was offered in Arizona, one summer during the pandemic timeline. And it was great. It was all these really diverse students coming in to teach people about science. And I was sitting in with

him, and I'm like, Hmm. None of the content in here, despite the fact that all of the different students who were teaching to these younger children were all from these different backgrounds, the content didn't reflect any of them in any diverse way. So I told them at the end of the first class, I really appreciate what you're doing. I really love that you're offering this free science class. But you look at the students who are in your class and look at your own body of educators, and none of the things that you're representing are actually reflecting anyone else in any way.

Ine Williams (34:26):

You have a highly male dominated, you have no people of color represented in your, "these are the people who made a difference in science." And I know there's people, so I feel like we have to be much more conscious in how we approach sharing out different information, and not just in science, in everything, right? Because we are reflecting our students, we're reflecting our society. And it's the way it is, I would say traditionally, it makes it seem like only certain kinds of people made a difference in the world. Males, typically white males. And I'm like, no, that's not the truth. We need to showcase women. We need to showcase people, Black people. We need to showcase Asian people, Native American people, all kinds of backgrounds, because all these people made different contributions in different ways.

Ine Williams (35:19):

Yeah. And that's gonna help not just the students, but also the teachers, think differently. So, yeah, I don't know. There's so many different pockets of equity that you could speak to. And even just schools and what schools have access to, what teachers have access to, that's so difficult. You could be a student in one school and have so many resources at your disposal. The teachers have so many things, and then another school, you're just barely scraping by. And both of those students are expected to navigate school and get to college, and be ready. Like, okay, that's obviously not fair, but how do we change that, those disparities? So there's a lot to think about and a lot of work to do. Even within modeling, right? Some people get supported and some people don't. So how do we find ways to partner on equity, partner on reducing the disparities that exist and help make sure that teachers feel supported through that process?

Mark Royce (36:19):

Yeah. Wow. That's awesome. That's really great. Just as a kind of final note, what are you most looking forward to in your role with AMTA?

Ine Williams (36:32):

Oh my gosh. That's a hard question. <laugh>.

Mark Royce (36:34):

I, I Know. I know.

Ine Williams (36:35):

Okay. Well, oh, there's so many things. Well, I haven't even hit the three month mark. But I would say this is my first hope, just on the most basic level is to, one, get to know everyone. I think community is everything, in every aspect of what I think about, every job I've ever had. I always say we have to build a community. We have to build a culture together to feel like we're working together towards something. And I really want to see that, like, be that I get to know folks, that we as a whole, as an organization, get to know folks, get to feel the community, and build the community. And then I also would say that I would like to kind of look at the education sector and STEM education specifically, and look for where can we be innovative.

Ine Williams (37:35):

I think innovation, I don't think you always have to do new things and change everything, et cetera. But I think it's re-

ally important to evolve with the times in terms of what are people's needs, especially when you're thinking about, okay, we have teachers, we have teachers in AMTA who have been teaching for 30 plus years, like wonderful Lee, right? Who was in your last podcast episode, and I've met him in the coffee hour. I loved it. And then we have teachers who are brand spanking new and their realities of what they may be dealing with based on their student body, their school that they go to, all these things may constantly be changing. So I'd like to spend some time understanding where we can be innovative and what that might look like. So five years down the line, I'm already starting to think where could we be?

Ine Williams (38:26):

I like to be forward thinking, but also stay in the present. I like to have something to look forward to and think about, and that can shift, but have that to look towards and still be very present. So, community key to me, getting to know folks, building funds is gonna be huge. Because like many nonprofits, you know, you don't survive if you don't have funding. And so, I'm always appreciative of anyone who's donating to AMTA because that's part of what helps this be able to continue. But I also want to be really innovative in terms of finding funding, right? Partnering with folks to put together and do grants together where we can, apply for grants on our own to find funding. I would love to get to a point where we would be able to offer everything, if possible, like free.

Ine Williams (39:22):

That would be, I would love that.

Mark Royce (39:25):

Yeah. Wouldn't that be awesome?

Ine Williams (39:25):

But now that's not the reality right now. We cannot survive as an organization without funds. So, if we wanna continue to be able to offer modeling, we have to figure out the finances. And if we wanna continue to try to make it more affordable for everyone, we need to figure out some additional creative ways through partnerships, through grants. And we're so small, this is also a challenge, right? There's only two staff members, really. People don't really realize, I don't know if people really realize there's like two staff members, senior fellows, and a board, and most everybody else is volunteering, right? So, yeah. So we have a lot on our shoulders, and I think Caroline, Caroline and I are both very committed. So I think that's, we both are on the same road in that we both really care about this. And I think that's part of why we're gonna work really well together. There's gonna be some learning curves for us, but we're gonna keep trying and we're gonna learn from each of these things and move forward and do our best.

Mark Royce (40:42):

Well, gosh, Ine <laugh>, we are so excited that you're a part of this and that you're helping to really lead this organization into the future. And I can state from my perspective, and being married to the board president and her perspective, and knowing other members of the organization, it's just an exciting time to have you and Caroline on board. And we're very excited about that. So, I know, I think you and I could sit here and talk for much longer <laugh>. For quite a while, and maybe we will revisit in the future and, see how things are going.

Ine Williams (41:33):

Yeah, I would love that.

Mark Royce (41:34):

And so would I, so I'm just. For now, we're gonna call it, and I'm gonna say thank you so much for taking the time to do this with me, and I'm excited to see how things evolve.

Ine Williams (41:48):

I really appreciate the time to come and talk to you and just get to know you better, but also to have an opportunity to express some of my experiences to folks who might be listening. And I would just encourage, if there is anyone listening who would like to get involved in any way, there are opportunities to volunteer with AMTA. You're welcome to reach out to me directly through engage@modelinginstruction.org, and, also to just be involved in some of the free events and things we have, such as the Connect ED conferences happening every winter and every summer, things like that. Yeah. So, any case, thank you so much for having me here. Really appreciate it.

Mark Royce (42:26):

I'm glad you mentioned modelinginstruction.org. You can, if you're listening and for maybe the first time, you can go there and learn a lot about the organization and, on our website for the podcast sciencemodelingtalks.com, you can also find this interview with and some extra resources that we'll throw up on her page. So, like maybe her email or something. I'm not sure what you're going to share with us, but, that kind of stuff. So thank you again, and we will look forward to seeing you next time.

Ine Williams (43:03):

See you then. And until then, you can follow me on social media too. <laugh>

Mark Royce (43:08):

awesome. AMTA. Yes.

Ine Williams (43:09):

Follow AMTA on social media. I'll be there.

Mark Royce (43:11):

<laugh>. Yeah. Awesome. <laugh>. Thanks Ine.

Ine Williams (43:15):

No problem.