



Newsletter

Volume XLVI

Number 3

Fall

2016

Contents

From the Editor 2

Dunbar High School: Genesis
of Black Mathematicians 3

Honoring Raymond Johnson's
Significant Contributions to
the Mathematical Community 4

Dr. Shabazz's Special Session
at 2015 MAA MathFest 6

NAM at the 2015
MAA MathFest 7

NAM Calendar 8

NAM @ JMM 2016 8

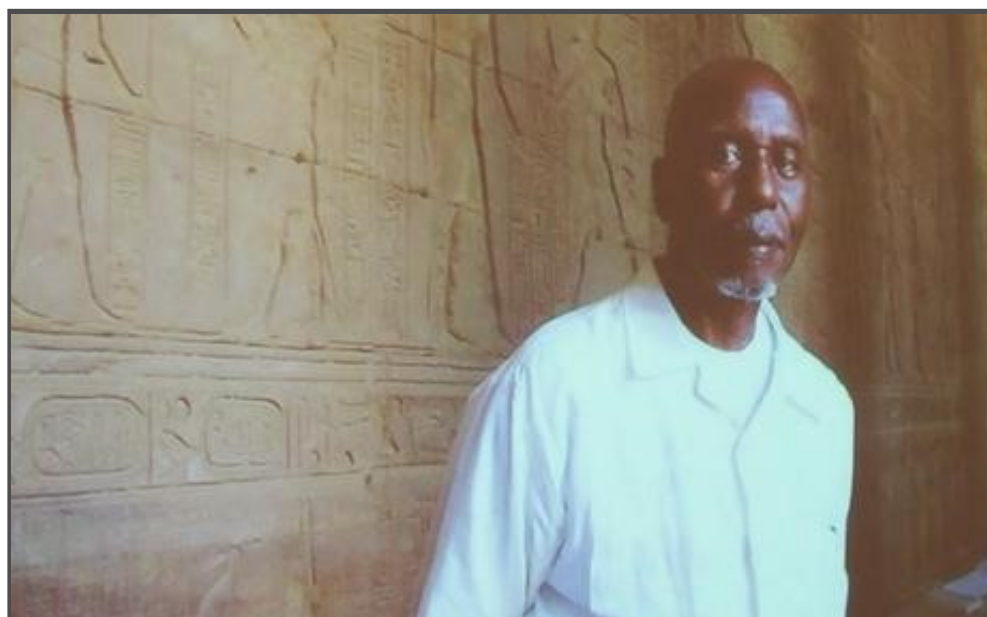
Kung Puts IBL on Blast 8

Job Openings 9

NAM Board of Directors 14

NAM Membership Form 15

Mathematical Legacies



Dr. Abdulalim Shabazz

On August 8, 2015, Dr. Shabazz was honored at the MAA MathFest 2015 held in Washington, D.C. in a special session entitled “Notes of a Native Son: The Legacy of Dr. Abdulalim A. Shabazz (1927—2014)”. He is credited for mentoring over half of all African-Americans with a doctorate in mathematics.

NAM Membership can be paid for online at: www.nam-math.org.
Like us on Facebook! www.facebook.com/namnewsletter

The National Association of Mathematicians (NAM)

publishes the NAM Newsletter four times per year.

Editor

Dr. Talitha M. Washington
Howard University
nam_newsletter@yahoo.com
www.talithawashington.com

Editorial Board

Dr. Mohammad K. Azarian
University of Evansville
azarian@evansville.edu
<http://faculty.evansville.edu/ma3>

Dr. Michael Young
Iowa State University
myoung@iowastate.edu
<http://orion.math.iastate.edu/myoung>

NAM Newsletter Website: <http://nam-newsletter.org>
The website has a list of employment as well as summer opportunities on the *Advertisements* page. It also features past editions of the *Newsletter* on the *Archives* page.

NAM Newsletter Facebook Page:
<http://www.facebook.com/namnewsletter>

*Check out the
webpage!*
nam-newsletter.org

Letters to the editor and articles should be sent to Dr. Talitha M. Washington via email to nam_newsletter@yahoo.com

Subscription and membership questions should be directed to Dr. Roselyn E. Williams, Secretary-Treasurer, National Association of Mathematicians, P.O. Box 5766, Tallahassee, Florida 32314-5766; (850) 412-5236; email: Roselyn.Williams@fam.u.edu

NAM Website: www.nam-math.org

NAM's National Office: Leon Woodson, Executive Secretary, Department of Mathematics, Morgan State University, 1700 E Cold Spring LN, Baltimore, MD 21251

NAM's History and Goals: The National Association of Mathematicians, Inc., known as NAM, was founded in 1969. NAM, a nonprofit professional organization, has always had as its main objectives, the promotion of excellence in the mathematical sciences and the promotion and mathematical development of under-represented minority mathematicians and mathematics students. It also aims to address the issue of the serious shortage of minorities in the workforce of mathematical scientists.

From the Editor

Dr. Margaret Taylor-Burroughs, co-founder of the infamous DuSable Museum of African American History in Chicago, Illinois, repeatedly asks us “What Will Your Legacy Be?” Often we go through life wondering about the next publication, student papers to grade, surviving the meeting overload, and all the other wonderful joys of a mathematical life. Fortunately, there are mathematicians who looked beyond their immediate tasks and professional goals to mentor and develop the next generation of scholars to carry on their work. They knew that their life carries a finite timeline, with a finite reach. But they also knew that by taking the time and energy to instill their maths, ambitions, and goals in the young, their impact on the mathematical community could have no end.

Pondering humble beginnings of many mathematicians, Erica Walker shares how a single high school creates a myriad of students who go on to become great mathematicians (page 3). Recently, Raymond Johnson received two awards for his ability to find, keep, and grow many who are now mathematicians (page 4). At the MAA MathFest held in Dr. Abdulalim Shabazz's native city of Washington, DC, his students and colleagues radiated the mathematical torch that he passed on to them (page 6). The celebrations of the Centennial MAA MathFest provided a plethora of opportunities for mentoring, connecting, and networking (page 7). We must remember to stay connected and provide essential support through the myriad of events at the upcoming Joint Mathematics Meetings (page

8). Moving forward, we continue pursuing paths of equity for all even if it means to question current infrastructures as David Kung did at the R.L. Moore Inquiry-Based Learning (IBL) Conference (page 8). Given the data of new PhDs from underrepresented groups, we have much work to do in creating access and opportunities (page 12). Fortunately there is some funding through MAA's Tensor-SUMMA grant to bring up future mathematicians (page 13).

Given the severe underrepresentation of minorities in math coupled with our nation's demographic seismic shift, we must take serious care in mentoring those who continue the work, our work. Dr. Taylor-Burrough's continuously challenges us with her nagging question:

“What will your legacy be? Hopefully, it will not be just a gray and decaying tombstone.

Think now! Act now! To insure that your legacy will be a positive contribution to humanity and you will be remembered, yes you will be remembered, on and on and in eternity as God wills it.”

Enjoy!



Talitha Washington



Don't forget to pay your NAM dues by using the form on page 15 or online at: www.nam-math.org

Dunbar High School: Genesis of Black Mathematicians

Erica N. Walker

Recently, I learned that in addition to Dr. Euphemia Lofton Haynes (PhD 1943, Catholic University; 1890-1980) and Dr. Evelyn Boyd Granville (PhD 1949, Yale University; 1924 -), Dr. Abdulalim Shabazz (PhD 1955, Cornell University; 1927-2014) attended and graduated from the Dunbar High School in Washington, DC. Having always been intrigued by the fact that two of the first three Black women to earn their PhDs in mathematics went to the same high school, Dr. Shabazz' attendance makes me wonder if there are other Black mathematicians who attended this illustrious institution.

A public secondary school in the nation's capital serving Black students, Dunbar High School's sterling reputation existed from the time of its founding and in its various incarnations, as first the Preparatory High School for Colored Youth in 1870, later as the M Street School beginning in 1892, and finally as the Paul Lawrence Dunbar High School in 1916. (Dr. Lofton Haynes graduated from the M Street School in 1907 and later was a mathematics department chair at Dunbar). From its beginning, this school was recognized for its excellence in educational opportunity and achievement. In segregated Washington, DC in 1899, for example, "in examinations given all high school students, the colored high school [M Street, which eventually became Dunbar] scored higher than either the Eastern or the Western high schools [which were white]" (Green, 1967, p. 137). As Alison Stewart writes in her book *First Class*, in the 1920s Dunbar's "all classical pedagogy focused on English, mathematics, the sciences, ancient history, Negro history, military drill, physical education, music, drawing, domestic science, Latin, Spanish, French and German" (p. 90). In fact, Dunbar and other segregated Black academic high schools of the era were populated with administrators and teachers who often had earned advanced degrees in excess of administrators and teachers at white institutions (Siddle Walker, 1996).

Many teachers at Dunbar, as Evelyn Boyd Granville attests and other chroniclers have described (Cromwell, 2006; Stewart, 2013; Sowell, 1974), were highly educated and influenced their students to pursue postsecondary education. In a transcribed interview in the Lofton-Haynes family papers held by the Catholic University of America, Lofton Haynes fondly remembered Miss Harriette Shadd, a teacher at M Street/Dunbar and a Smith College graduate—"I just idolized her, that's all". It was due to Shadd's influence that Lofton Haynes wished to attend, and eventually enrolled in, Smith College. Said Dr. Granville, when I interviewed her in 2009 for a research project about Black mathematicians' formative, educational and professional experiences (Walker, 2014):

Dunbar gave us inspiration, quality education, and, you know, they made us feel good about ourselves...It

was a tradition at Dunbar to encourage us to go to the Ivy League schools. And Miss Mary Cromwell [one of Granville's mathematics teachers] was the sister of Dr. Otelia Cromwell, a graduate of Smith in 1900, somewhere around there. Otelia Cromwell went to Smith, and then later went to Yale and got her PhD in English. And Miss Mary Cromwell and Dr. Otelia's niece [Adelaide] also went to Smith. They encouraged me to apply to Smith, but I also applied to Mount Holyoke. And I was admitted to both Smith and Mount Holyoke, but I chose Smith, I'm sure at the urging of the Cromwells.



Erica Walker

Dr. Shabazz also held Dunbar in high regard, writing in 2012:

In September 1942, ..., I enrolled in the fabled Dunbar High School, the only Black academic high school in Washington, known for being the premier producer of Black professionals and academic doctorates. During my junior and senior years at Dunbar, I occasionally served as a substitute teacher in science and mathematics when teachers were absent (Shabazz, 2012, p. 267).

Dunbar as 'premier producer' of Black luminaries is not an exaggeration: in addition to these three (and possibly more) Black mathematicians, graduates of M Street/Dunbar include Charles Hamilton Houston, Elizabeth Catlett, Charles Drew, and Mary Church Terrell, Edward Brooke, among many others. In addition, public figures, educators and intellectuals such as Kelly Miller, Carter G. Woodson, Richard Greener, and Anna Julia Cooper at one time served on the faculty and administrative staff at Dunbar.

As Theresa Perry (2003) and others have noted, during an era of state-sanctioned segregation before *Brown v. Board of Education*, black institutions, particularly in the South—churches, schools, and colleges—existed as a counterpoint to racist beliefs about black



<http://profiles.dcps.dc.gov/dunbar>



inferiority. This is made very clear by remembrances of Dunbar principals and teachers who pushed their students, established rigorous and challenging curriculum in all subjects, and encouraged them to go to college and then graduate school in decades where it was extremely difficult and unusual for Black Americans to obtain a high school education. Such “valued segregated schools”, as Vanessa Siddle Walker describes, were strongly supported by parents and community members, and provide additional evidence to an already substantial knowledge base about the commitment of Black Americans to education in environments that sought to thwart this aim.

In upcoming research, I hope to shine a spotlight on mathematics teaching and learning within these schools, which operated within a very particular social, cultural, and historical context when Blacks found it nearly impossible to get state or local legislatures to fund public Black high schools in the segregated South. (Many were closed altogether at the advent of integration; and some others still in existence, like Dunbar, have struggled to maintain their sterling reputations for academic excellence.) Preserving the history of such schools and documenting their curricula and mathematics practices is well worth doing, as they are often missing from discussions of American education and mathematics. Undoubtedly there are valuable lessons to be learned and enacted today to enhance the mathematics achievement of Black young people. We should remember and proclaim the rich legacy and excellence of these institutions.

Selected References

Cromwell, A. M. (2006). Unveiled voices, unvarnished memories: The Cromwell family in slavery and segregation, 1692-1972. Columbia, MO: University Of Missouri Press.

Granville, E.B. (1989). My life as a mathematician. SAGE: A Scholarly Journal on Black Women, 6 (2), 44-46.

Green, C.M. (1967). The secret city: A history of race relations in the nation’s capital. Princeton, NJ: Princeton University Press.

Perry, T. (2003). Up from the parched earth: Toward a theory of African-American achievement. In T. Perry, C. Steele, & A.G. Hilliard. Young, gifted, and black: Promoting high achievement among African-American students. Boston: Beacon Press.

Shabazz, A. (2012). Grace amazing: Developing the underrepresented in mathematics. In V. Farmer & E. Shepherd-Wynn (Eds). Voices of historical and contemporary Black America pioneers, Volume 1: Science and Medicine (pp. 265-274). Praeger/ABC-CLIO: Santa Barbara, CA.

Siddle Walker, E.V. (1996). Their highest potential: An African American school community in the segregated South. Chapel Hill: University of North Carolina Press.

Sowell, T. (1974). Black excellence: The case of Dunbar High School. Public Interest, 35, 3-21.

Stewart, A. (2013). First class: The legacy of Dunbar, America’s first black public high school. Chicago: Lawrence Hill Books.

Walker, E.N. (2014). Beyond Banneker: Black mathematicians and the paths to excellence.



<http://www.dunbardc.org>



Erica Walker giving the AWM-MAA Etta Z. Falconer Lecture at MAA MathFest 2015

Erica Walker is a Professor of Mathematics Education at Teachers College, Columbia University. She can be reached at: ewalker@tc.edu.

Honoring Raymond Johnson’s Contributions to the Mathematics Community

Monica Jackson and Kimberly Sellers



Left to right: Kim Sellers, Raymond Johnson, and Monica Jackson

Dr. Raymond Johnson received two significant honors in 2015 – the Rice Laureates Award and the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring. To

commemorate these events, Drs. Kimberly Sellers (Georgetown University) and Monica Jackson (American University) hosted a reception in his honor at the MAA Carriage House in Washington, DC on August 22, 2015. More broadly, the reception served as an opportunity to recognize Dr. Johnson for his exceptional mentoring efforts over the past 40 years. Several mentees



Raymond Johnson with his award



from Dr. Johnson’s tenure at the University of Maryland were in attendance, as well as his family and friends, and colleagues from local institutions including the National Science Foundation, Morgan State University, Howard University, and the University of Maryland College Park. The reception included a video montage of Dr. Johnson’s academic career, as well as video presentations from both awards ceremonies and heartfelt remarks from attendees and well-wishers from around the country.

Dr. Johnson was a recipient of The Distinguished Alumni Award during the 2015 Rice Laureates Dinner on May 16, 2015. This award recognizes Rice University alumni who have advanced the university’s interests and standards of excellence through their distinctive careers. Meanwhile, along with other 2012 recipients of the Presidential Award for Excellence in Science, Mathematics, and Engineering Mentoring (PAESMAEM), Dr. Johnson was invited to visit the White House and meet President Obama in the Oval Office on June 17, 2015 to recognize his significant mentoring accomplishments in the mathematical sciences. The PAESMAEM honors those who have contributed significantly towards student success in STEM fields through outstanding mentorship.

Dr. Johnson is credited for mentoring 53 students of African descent in their graduate studies at the University of Maryland College Park—25 of those having obtained their PhDs in Mathematics or Statistics. Among those 25 PhD recipients, nine are African-American women, and 15 of them hold academic appointments at institutions of higher learning including American University, Florida A&M University, Georgetown University, Marquette University, North Carolina Central University, and Spelman College. As noted in Dr. Johnson’s nomination for the PAESMAEM, “Dr. Johnson’s vision of mentorship is simple yet significant – to aid in minority student interaction with each other, and with the general departmental population of faculty and students. He debunked many of the myths that students had about academia, and helped mentees to strengthen their self-confidence and belief in their own future success. By teaching these mentees how to become mentors in their various departments, Dr. Johnson’s mentees are ‘paying it forward’, helping another generation of minorities to excel in STEM fields. In short, Dr. Johnson’s mentoring efforts are set in place to continuously propel successful cycles that will aid in diversifying the STEM fields for years (if not generations) to come.”

.....
 Monica Jackson is an Associate Professor of Mathematics and Statistics at American University. She can be reached at: monica@american.edu. Kimberly Sellers is an Associate Professor of Mathematics and Statistics at Georgetown University. She can be reached at: kfs7@georgetown.edu.



University of Maryland Former Students (from left to right)
Row 2: William Howell (PhD ‘06), Stacey Nicholls (PhD ‘08), Rodney Kirby (PhD ‘90), Raymond Johnson, Asantewa McIntosh Dawson, Ahmad Ridley (PhD ‘04)
Row 1: Monica Jackson (PhD ‘03), Merwyn Taylor (PhD ‘98), Jill McGowan (PhD ‘91), Kimberly Sellers (BS ‘94; MA ‘98)



Raymond Johnson giving remarks

“These educators are helping to cultivate America’s future scientists, engineers and mathematicians. They open new worlds to their students, and give them the encouragement they need to learn, discover and innovate. That’s transforming those students’ futures, and our nation’s future, too.”

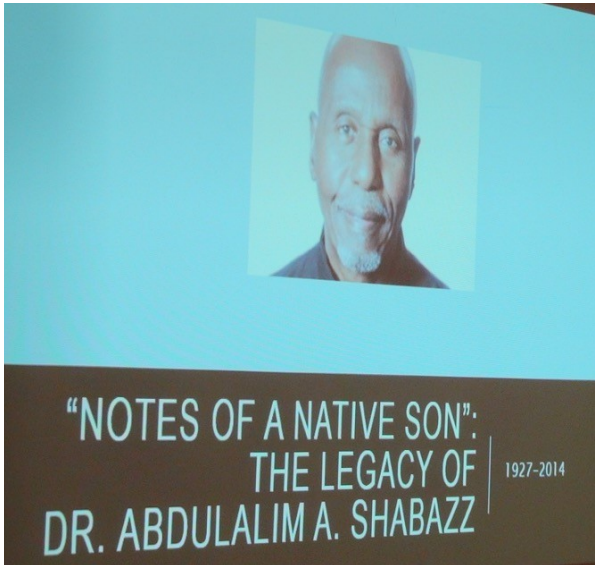
— President Obama



Raymond Johnson, second from the left, with other award recipients and President Barack Obama



Dr. Shabazz's Special Session at 2015 MAA MathFest



"Notes of a Native Son": The Legacy of Dr. Abdulalim A. Shabazz (1927-2014) included presenters (left to right) Drs. Monica Jackson (American University), Erica Walker (Teachers College, Columbia University), Ronald Mickens (Clark Atlanta University), Brett Sims (Borough of Manhattan Community College), Gelonia Dent (Medgar Evers College), Gwendolyn Irby (Lockheed Martin), Talitha Washington (Howard University), and (pictured below right) Shree Taylor (Delta Decisions of DC).



Mentorship radiates between math educators (upper left) Drs. Erica Walker and Genevieve Knight (Coppin State University). Dr. Ronald Mickens inspires future mathematician Cassie Washington who was retweeted by MAA for her rap about π :
 "3 point 1 4 1 5 9. This is how I spit my rhymes."



NAM at the 2015 MAA MathFest

NAM David Harold Blackwell Lecture was given by Dr. Terrence Blackman (Medgar Evers College) on “Mathematics, Mathematicians, Mathematics Education and Equity: Challenges and Opportunities”.



MAA Henry L. Alder Award for Distinguished Teaching by a Beginning College or University Mathematics Faculty Member was awarded to Dr. Talithia Williams (below left, Harvey Mudd College) who celebrated with her former Professor Colm Mucahy (Spelman College).



Johnny Houston (left) encourages the purchase of book on NAM's History.

Francis Su's Selfies (below) captures radiant mathematical faces



NAM Calendar

The **2015 Field of Dreams Conference** will be held **November 6-8, 2015** in Birmingham, Alabama. See: <http://www.mathalliance.org>

Joint Mathematics Meetings 2016 will be held in Seattle, Washington on January 6-9 (Wednesday-Saturday). For NAM activities, please see below or see: <http://jointmathematicsmeetings.org>

The 18th annual **Nebraska Conference for Undergraduate Women in Mathematics** will be held on January 29-31, 2016 at the University of Nebraska—Lincoln. Invited guests include Alejandra Alvarado (Eastern Illinois

Conferences & Workshops

University). See: <https://www.math.unl.edu/~ncuwm/18thAnnual>

Advancing Computational Biology @ Howard University Symposium will be held April 8, 2016 at the Kellogg Conference Hotel, Gallaudet University. See: <http://compbiosymposium.com>

The Association for Computing and Machinery's **Richard Tapia Celebration of Diversity in Computing** conference will be held September 14-17, 2016 in Austin, Texas. Plenary speakers include Joseph Teran (University of California at Los Angeles). See: <http://tapiaconference.org>



NAM @ JMM 2016

Friday, January 8, 2016, 1:00 p.m.-3:50 p.m.

NAM Granville-Brown-Haynes Session of Presentations by Recent Doctoral Recipients in the Mathematical Sciences, Room 211, Washington State Convention Center

- 1:00 p.m. *Dynamic immunity: Mathematical models for B cell signaling pathways and chronic lymphocytic leukemia*. Reginald L. McGee, Mathematical Biosciences Institute
- 1:35 p.m. *On the Representations of $SL_*(2,A)$* . Syvillia A Averett, Central State University
- 2:10 p.m. *Mod 4 Representations Arising From Elliptic Curves*. Kevin M Mugo*, Purdue University
- 2:45 p.m. *Modeling Head-up Tilt via an Optimal Control Approach and a Non-pulsatile Cardiovascular Model*. Nakeya D Williams, United States Military Academy at West Point
- 3:20 p.m. *Gearing Up; Algorithms For Discreteness*. Caleb J. Ashley, Morehouse College

Friday January 8, 2016, 6:00 p.m.-8:40 p.m.

NAM Banquet, Grand Ballroom C, 2nd Floor, Sheraton Seattle Hotel. Tickets are US\$63.

NAM Cox-Talbot Address, Grand Ballroom C, 2nd Floor, Sheraton Seattle Hotel

Why Mathematicians and Statisticians are Needed to

Kung Puts IBL on Blast

On Saturday, June 27, 2015, David Kung (St. Mary's College of Maryland) spoke at the 18th Annual Legacy of R.L. Moore Inquiry-Based Learning (IBL) Conference in Austin, Texas on "Empowering Who: The Challenge of Diversifying the Mathematical Community".

According to Kung, "women and under-represented minorities are more likely to fall out of the STEM pipeline at every stage from middle school on. Why do we as a community of mathematics teachers in higher education need to address this issue? What can we do in our classrooms, departments, and institutions to ensure that everyone has an opportunity to succeed? Research suggests that interactive teaching methods, including IBL, might help us successfully address issues of diversity. Why do

Create Lasting Social Impact. Tanya A Moore, Building Diversity in Science/ Presidio Graduate School

Saturday January 9, 2016, 9:00 a.m.-9:50 a.m.

NAM Panel Discussion, Room 211, Washington State Convention Center

Work hard, play hard: balancing career, hobbies, and family.

Moderator: Duane Cooper, Morehouse College

Panelists:

- Ron Buckmire, Occidental College
- Emille Davie Lawrence, University of San Francisco
- Robin Wilson, California State Polytechnic University
- Mariel Vazquez, University of California at Davis

Saturday January 9, 2016, 10:00 a.m.-10:50 a.m.

NAM Business Meeting, Room 211, Washington State Convention Center

Saturday January 9, 2016, 1:00 p.m.-1:50 p.m.

NAM Claytor-Woodard Lecture, Room 211, Washington State Convention Center

Analysis on non-smooth domains. Tatiana Toro*, University of Washington



David Kung

they work? What else must we do to make the mathematics world more equitable?"

Kung stirred controversy at the end of his presentation when he recommended that the name "Robert Lee Moore" be removed from the conference title. Moore's record as a teacher of mathematics has been tarnished by his attitude towards black students. Most of his career was spent in a racially segregated part of the United States. When black started being admitted to the University of Texas, however, he took steps to ensure that none were in his classes. He once famously walked out of a lecture once he realized the speaker was black.

You can see the entire presentation here: https://www.youtube.com/watch?v=V03scHu_OJE



Job Openings



Additional job openings may be found on the *NAM Newsletter* webpage at:

<http://nam-newsletter.org>

Advertisements should be submitted electronically to the editor at nam_newsletter@yahoo.com. Any format is accepted. Details on deadlines and the cost to advertise may be found on the website.

American University

Tenure-Track Position

The Department of Mathematics and Statistics at American University (Washington, DC) invites applications for a **full-time, tenure-track position** at the rank of Assistant Professor beginning August 1, 2016.

Candidates should be effective teachers and must be strongly committed to excellence in scholarly research. An ideal candidate will have a facility with computation, and can identify specific prospects for on-campus collaboration, possibly interdepartmental. From a mathematician, we also seek a research program with roots in deep mathematics. From a statistician, we seek a familiarity with Bayesian modeling. We are open to researchers who ignore traditional disciplinary boundaries.

Applicants must have a PhD in a relevant discipline, and post-doctoral experience is preferred. Responsibilities include: establishing an internationally recognized research program, preferably in cooperation with other AU faculty; teaching and curriculum development, including engagement of students in research; and service to the department and to the wider university.

American University's areas of long-time strength or recent investment in related computational areas include computational and behavioral neuroscience, environmental science, public health, persuasive gaming, visualization, biostatistics, Big Data and analytics, and informatics.

Salary and benefits are competitive. Review of applications will begin immediately and will continue until the position is filled, subject to on-going budgetary approval. Applications received by **December 1** will receive full consideration. Please submit applications via mathjobs.org.

Applicants should submit a cover letter explaining how they fit the criteria above, curriculum vitae, teaching statement, and research statement, and they should arrange for the submission of at least three letters of recommendation, at least one of which should address teaching ability. Please contact Linda Greene, Administrative Coordinator, at 202-885-3137 or lgreene@american.edu if you have any questions.

American University is an equal opportunity, affirmative action institution that operates in compliance with applicable laws and regulations. The university does not discriminate on the basis of race, color, national origin, religion, sex (including pregnancy), age, sexual orientation, disability, marital status, personal appearance, gender identity and expression, family responsibilities, political affiliation, source of income, veteran status, an individual's genetic information or any other bases under federal or local laws (collectively "Protected Bases") in its programs and activities. American University is a tobacco and smoke free campus.

Amherst College

Two Tenure-Track Positions

Amherst College has **two tenure-track Assistant Professor Mathematics positions**, one with a preference for applied mathematics. We seek applicants who can teach and encourage students of diverse backgrounds, including first-generation students, international students, and students with varying mathematical preparation. Amherst College is an equal opportunity employer and encourages women, persons of color, and persons with disabilities to apply. The college is committed to enriching its educational experience and culture through the diversity of its facul-

ty, administration, and staff. Responsibilities include teaching two courses per semester and supervising undergraduate theses. Requirements: Ph.D. in mathematics or a related field, strong commitment to research, passion for teaching. Submit cover letter, curriculum vitae, list of publications, research statement, teaching statement, and at least three letters of recommendation, at least one specifically addressing teaching, to MathJobs.Org. Applications accepted until the positions are filled; those received by **December 1, 2015**, will be guaranteed consideration.

Carleton College

Tenure-Track Position in Statistics

The Carleton College Department of Mathematics and Statistics anticipates hiring for a **tenure-track position in Statistics** at the Assistant Professor level, to begin September 1, 2016. A PhD in Statistics or Biostatistics in hand or imminent completion is required. Appointment at a higher level may be considered in exceptional cases.

Please apply through jobs.carleton.edu. Review of application materials will begin December 1, 2015. For the full advertisement of this position, consult the Carleton Mathematics and Statistics website at <http://math.carleton.edu>.

Carleton College does not discriminate on the basis of race, color, creed, ethnicity, religion, sex, national origin, marital status, veteran status, actual or perceived sexual orientation, gender identity and expression, status with regard to public assistance, disability, or age in providing employment or access to its educational facilities and activities. We are committed to developing our faculty to better reflect the diversity of our student body and American society. Women and members of minority groups are strongly encouraged to apply.



Brandeis University

Tenure-Track Position

The Department of Mathematics invites applications for a **tenure-track position** at the rank of assistant professor beginning fall 2016. Candidates must have a Ph.D., demonstrate potential for excellence in research, and display a commitment to undergraduate and graduate teaching. Preference will be given to candidates in the areas of algebra and analysis, including probability and statistics.

Brandeis recognizes that diversity in its student body, staff and faculty is important to its primary mission of providing a quality education. The search committee is therefore particularly interested in candidates who, through their research, teaching and/or service experiences, will

increase Brandeis' reputation for academic excellence and better prepare its students for a pluralistic society.

Applications should include an AMS coversheet, a curriculum vitae, and four letters of recommendation, one of which addresses teaching effectiveness. Applications should be submitted through MathJobs.org. First consideration will be given to applications received by **November 15, 2015**.

Brandeis University is an equal opportunity employer, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minority candidates.

Brandeis University

Postdoctoral Position

Department of Mathematics invites applications for a **3-year postdoctoral position** beginning fall 2016. Candidates must have a Ph.D., demonstrate potential for excellence in research, and display a commitment to undergraduate and graduate teaching. Candidates in all areas of mathematics will be considered.

Brandeis recognizes that diversity in its student body, staff and faculty is important to its primary mission of providing a quality education. The search committee is therefore particularly interested in candidates who, through their research, teaching and/or service experiences, will increase Brandeis' reputation for academic excellence and

better prepare its students for a pluralistic society.

Applications should include an AMS coversheet, a curriculum vitae, and four letters of recommendation, one of which addresses teaching effectiveness. Applications should be submitted through MathJobs.org. First consideration will be given to applications received by **December 1, 2015**.

Brandeis University is an equal opportunity employer, committed to building a culturally diverse intellectual community, and strongly encourages applications from women and minority candidates.

Centre College

Tenure-Track Position

The Centre College Mathematics Program invites applications for a **tenure-track position** in mathematics at the Assistant Professor level to start in August 2016. Candidates for the position should have a Ph.D. in Mathematics or Statistics or a related field. The successful candidate will be expected to teach a range of mathematics courses (including statistics, calculus, and an upper-level course in his or her area of specialization), as well as participate in the College's first-year studies courses. Additionally, the successful candidate must demonstrate a serious commitment to excellent teaching in a nationally ranked, residential liberal arts college environment. Ongoing scholarly activity, including such work as collaborative research with undergraduates, is expected and supported by the college. For more information on the Mathematics Program at Centre please visit our website (<http://web.centre.edu/mat/>).

Centre College is a highly selective liberal arts college of about 1,400 students, listed by U.S. News in the top fifty liberal arts colleges in the nation. Classes are small and academic standards are high. The College is located in Danville, Kentucky, a small town of 18,000 recognized for its high quality of life. It is within easy driving distance of

Lexington, Louisville, and Cincinnati. Centre College is committed to an environment that welcomes and supports diversity. Centre strives to create an environment where differences are celebrated rather than discouraged, where the individuals have the opportunity to exchange ideas and share in the richness of mutual experiences. Please view the Statement of Community at: <http://www.centre.edu/about/centre-facts/statement-of-community> For information concerning the college, visit our web site at www.centre.edu.

To apply, please go to <http://apply.interfolio.com/30799> and submit a letter of application, a curriculum vitae, copies of your undergraduate and graduate transcripts (photocopies are acceptable), three letters of recommendation, a statement of your teaching philosophy and a short description of your research interests which specifically addresses involvement of undergraduates. Review of applicants will **begin November 1**. A short list of candidates will be contacted by early December to arrange initial phone interviews. Final campus interviews will be conducted in February. Centre College is an Equal Opportunity Employer.



Goucher College

Tenure-Track Position

Located twenty minutes north of Baltimore, MD, Goucher College is reimagining liberal arts education through its commitment to social justice, study abroad, academic excellence, and global citizenship. We encourage innovation both inside and outside the classroom, and provide opportunities for faculty to develop courses and experiences with an international focus. One-quarter of our students come from a multicultural background. We are committed to increasing the diversity of our community and encourage applicants who will support that mission.

Goucher College's Department of Mathematics and Computer Science invites applications for a **tenure-track position as an Assistant Professor of Mathematics and Computer Science**, to start August 2016. The department seeks a colleague who is capable of teaching a broad spectrum of mathematics courses, enjoys working in a diverse and international community of learners, and most importantly, is prepared to launch research projects with undergraduate mathematics majors. A preference will be given to those candidates who can teach and supervise undergraduate research projects in the area of applied mathematics.

The teaching load for the department is two four-credit courses per semester, plus a mentoring component. Ongoing scholarly research, as well as service to the department

and college, are also expected.

The position requires the completion of a Ph.D. before the time of appointment. Goucher College, while maintaining its traditional commitments to the liberal arts, inclusivity and sustainability, is in the process of implementing a new academic strategic plan based on engaged learning and mentoring students. We seek candidates who understand and share these values.

Review of applications will begin **October 5, 2015** and will continue until the position is filled. Interested applicants must apply online at <http://goucher.interviewexchange.com>.

Please submit the following application materials online:

- CV
- Cover letter
- Statement of scholarly interests
- Statement of teaching interests, areas of expertise, and teaching philosophy

Three letters of recommendation and official graduate transcripts should be forwarded separately to: Provost's Office, Goucher College, 1021 Dulany Valley Road, Baltimore, MD 21204-2794.

Goucher College is an Equal Opportunity Employer.

Lafayette College

Tenure-Track Position

The Department of Mathematics at Lafayette College invites applications for a **tenure-track position** at the rank of assistant professor to begin fall 2016. Candidates must provide evidence of both excellence in teaching and a strong, active research program. They should have the potential to make significant contributions to Lafayette's broad mathematics curriculum, which includes courses in statistics and applications of mathematics. Candidates for this position must have a Ph.D. in the mathematical sciences or be in the final stages of obtaining one.

Lafayette College is a highly selective, exclusively undergraduate, liberal arts college. Located in the Lehigh Valley of Pennsylvania, a historically and culturally rich metropolitan area, Lafayette is near New York City, Philadelphia, Princeton, and other important academic centers in the Mid-Atlantic.

The normal teaching load for tenure-track faculty members is four courses for the first year, and five per year thereafter. Successful candidates will demonstrate willingness and ability to contribute to the life of a vigorous mathematics program. Lafayette's mathematics department has an outstanding record of leadership in undergraduate re-

search, and candidates should have interest in mentoring student projects. In the application, candidates should address how their teaching, scholarship, and/or service will support Lafayette's commitment to diversity and inclusion as that is articulated in the College's diversity statement (<https://about.lafayette.edu/diversity-statement/>).

Applicants should submit a cover letter, curriculum vitae, brief statements describing their teaching philosophy and research program, and three references. These materials can be submitted online at mathjobs.org. Review of applications will begin immediately and will continue until the position is filled. All applications completed by **December 1** will receive full consideration.

Lafayette College is committed to creating a diverse community, one that is inclusive and responsive, and is supportive of each and all of its faculty, students, and staff. All members of the College community share a responsibility for creating, maintaining, and developing a learning environment in which difference is valued, equity is sought, and inclusiveness is practiced. Lafayette College is an equal opportunity employer and encourages applications from women and minorities.



Mathematical Science Research Institute (MSRI)

Multiple Positions

MSRI invites applications for **40 Research Professors**, **200 Research Members**, and **30 semester-long Post-Doctoral Fellows** in the following programs: Geometric Group Theory (August 15 - December 16, 2016), Analytic Number Theory (January 17 - May 26, 2017), and Harmonic Analysis (January 17 - May 26, 2017). Research Professorships are intended for senior researchers who will be making key contributions to a program, including the mentoring of postdoctoral fellows, and who will be in residence for three or more months. Research Memberships are intended for researchers who will be making contributions to a program and who will be in residence for one or more months. Post-Doctoral Fellowships are intended for recent PhDs. Interested individuals should carefully describe the purpose of their proposed visit, and indicate why a residen-

cy at MSRI will advance their research program. To receive full consideration, application must be complete, including all letters of support, by the following deadlines: Research Professorships, **October 1, 2015**; Research Memberships, **December 1, 2015**; Post-doctoral Fellowships, **December 1, 2015**. Application information can be found at <https://www.msri.org/web/msri/scientific/member-application>.

It is the policy of MSRI actively to seek to achieve diversity in its programs and workshops. Thus, a strong effort is made to remove barriers that hinder equal opportunity, particularly for those groups that have been historically underrepresented in the mathematical sciences.

Programs funded by the National Science Foundation.

University of Nebraska-Lincoln

Multiple Positions

The Department of Mathematics at the University of Nebraska-Lincoln invites applications for the following faculty positions:

- 1) **Milton Mohr Professor of Mathematics**, at the Associate Professor or Full Professor level. Review of applications will begin December 15, 2015 and continue until a suitable candidate (or candidates) is found.

- 2) **Two Tenure-Track Assistant Professor** positions in Mathematics. Review of applications will begin November 13, 2015 and continue until suitable candidates are found.

Each of these positions begins August 2016. For more information about these positions and information on how to apply for them, please go to: <http://www.math.unl.edu/departments/jobs/>. The University of Nebraska is committed to a pluralistic campus community through affirmative action, equal opportunity, work-life balance and dual careers.

University of North Carolina-Chapel Hill

Multiple Positions

The UNC-CH Mathematics Department invites applications for **one or more assistant professor - tenure track positions** in the areas of Analysis (including Geometric Analysis) and Algebra/Geometry/Topology effective July 1, 2016. A Ph.D. or equivalent degree is required. Some postdoctoral experience, outstanding research promise, and dedication to excellent teaching are expected. Duties of this position will include teaching at the undergraduate and graduate levels and continued strong research.

Applicants must apply online at <http://unc.peopleadmin.com/postings/83237>. In addition to information requested by the UNC website, applicants should post the following at www.mathjobs.org: (1) The AMS Standard Cover Sheet (form online) together with a separate cover letter (2) Description of current research and

a plan for future research, (3) A statement of teaching goals, and (4) Four letters of recommendation: three research letters and one letter addressing teaching. Note that candidates must apply at the UNC website as well as at MathJobs in order to be considered for the position by October 23, 2015.

Application deadline is **October 23, 2015**.

For further information on the Department, please visit our website at <http://www.math.unc.edu> or contact Professor Mark Williams at williams@email.unc.edu.

The University of North Carolina at Chapel Hill is an equal opportunity employer that welcomes all to apply, including protected veterans and individuals with disabilities.

Did you know that in the Annual Survey of the Mathematical Sciences that in 2013-2014, the total number of new doctoral recipients is 1,925 while the total number of US Black/African American males is 15, US Black/African American females is 10, US Hispanic/Latino males is 24, and US Hispanic/Latina females is 5. See more Data on the Profession at:

<http://www.ams.org/profession/data/emp-survey>



University of Pennsylvania

Tenure-Track Position

The Department of Mathematics invites applications for one **tenure-track** Assistant Professor position. We are especially looking for mathematicians whose work relates to geometry. Responsibilities include teaching undergraduate and graduate courses in Mathematics and conducting research in the field. Ph.D. in Mathematics is required. Applications should be submitted online through www.mathjobs.org and include the following items: cover letter, curriculum vitae, research statement, teaching statement, a publication list, and at least 3 reference letters from mathematicians familiar with your work (one of these

should comment on your teaching ability).

Review of applications will begin **November 1, 2015** and will continue until the position is filled. It is anticipated that the position will start July 1, 2016.

The Department of Mathematics is strongly committed to Penn's Action Plan for Faculty Diversity and Excellence and to establishing a more diverse faculty (for more information see: <http://www.upenn.edu/almanac/volumes/v58/n02/diversityplan.html>). The University of Pennsylvania is an EOE. Minorities/Women/Individuals with disabilities/Protected Veterans are encouraged to apply.

University of Pittsburgh

Tenure-Track Position

The Mathematics Department of the University of Pittsburgh invites applications for a **tenure-track position in Mathematical Analysis** to begin in the Fall Term 2016, pending budgetary approval. The appointment is at the Assistant Professor level. A Ph.D. in Mathematical Sciences or a closely related discipline is required. We seek excellence in teaching and research so applicants should demonstrate substantial research accomplishment and dedication to teaching. Send a vita, three letters of recommen-

dation, a research statement and evidence of teaching accomplishments electronically through <http://www.mathjobs.org>. Review of completed files will begin on **November 15, 2015** and continue until the position is filled. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups underrepresented in academia are especially encouraged to apply.

University of Pittsburgh

Tenure-Track Position

The Mathematics Department of the University of Pittsburgh invites applications for a **tenure-track position in Number Theory, Algebraic Geometry, Representation Theory or Combinatorics** to begin in the Fall Term 2016, pending budgetary approval. The appointment is at the Assistant Professor level or above, depending on the credentials of the applicant. A Ph.D. in Mathematical Sciences or a closely related discipline is required. We seek excellence in teaching and research so applicants should demonstrate substantial research accomplishment and dedi-

cation to teaching. Send a vita, three letters of recommendation, a research statement and evidence of teaching accomplishments electronically through <http://www.mathjobs.org>. Review of completed files will begin on **November 15, 2015** and continue until the position is filled. The University of Pittsburgh is an Affirmative Action, Equal Opportunity Employer. Women and members of minority groups underrepresented in academia are especially encouraged to apply.

San Jose State University

Tenure-Track Position

The San Jose State University Department of Mathematics and Statistics has **four Tenure-Track Assistant Professor openings** in Numerical Analysis, Discrete Applied Math, Computational statistics and Mathematics or Mathematics Education starting August 2016. See the complete position descriptions at

<http://www.sjsu.edu/math/employment>.

PhD required by time of appointment. For full considera-

tion, submit all application materials at www.mathjobs.org by **December 1, 2015**. SJSU is an Affirmative Action/Equal Opportunity Employer committed to the core values of inclusion, civility, and respect for each individual. A background check (including a criminal records check) must be completed satisfactorily before any candidate can be offered a position with the CSU.

Tensor-SUMMA Grants: Strengthening Underrepresented Minority Mathematics Achievement gives awards for up to \$6000 with applications due February 12, 2016. See:

<http://www.maa.org/programs/maa-grants/tensor-summa-grants>



Syracuse University

Tenure-Track Position

The department seeks to fill one **tenure-track position in applied mathematics** at the assistant professor level, beginning August 2016. A Ph.D. in mathematics is required. Candidates should have a record of strong accomplishment and potential in both research and teaching. The department also seeks candidates who value Syracuse University's commitment to diversity and inclusion.

Applicants from all areas of applied mathematics are encouraged to apply. Preference will be given to candidates whose research interests overlap or complement those of the existing faculty and have a computational component. See

<http://math.syr.edu> for more information.

Applications should include a cover letter, CV, three letters of recommendation addressing research qualifica-

tions, and at least one letter of recommendation addressing teaching. For a detailed position description and online application instructions, go to www.sujobopps.com, (#072026). Cover letter, resume and list of professional references must be attached. Review of applications begins October 1, 2015 and the search will remain open until the position is filled. In addition, all application materials should also be submitted via MathJobs (<http://www.mathjobs.org/jobs>), to be considered for the position. Screening of candidates **begins October 1, 2015** and continues until the position is filled.

Syracuse University is an Equal Opportunity/Affirmative Action Employer committed to fostering a diverse faculty. Women and minority candidates are especially encouraged to apply.



NAM Board of Directors

President, Dr. Edray Goins
Purdue University
egoins@math.purdue.edu
www.math.purdue.edu/~egoins



Vice President, Dr. Talitha Washington
Howard University
talitha.washington@howard.edu
www.talithawashington.com

Secretary/Treasurer, Dr. Roselyn Williams
Florida A&M University
Roselyn.Williams@mail.famu.edu

Executive Director, Dr. Leon Woodson
Morgan State University
leon.woodson@morgan.edu

Region A Member, Dr. Tuwaner Hudson Lamar
Morehouse College
tlamar@morehouse.edu

Region B Member, Dr. Shea Burns
North Carolina A&T State University
sburns@ncat.edu

Region C Member, Dr. Jacqueline Brannon Giles
Houston Community College System-Central College
jbgiles@yahoo.com
<http://learning.hccs.edu/faculty/jacqueline.giles>

Majority Institution Member, Dr. Robin Wilson
California State University at Pomona
robinwilson@cpp.edu
<http://www.cpp.edu/~robinwilson>

Member Outside-Academia, Ms. Felicia Hardnett
Center for Disease Control and Prevention
fhardnett@cdc.gov

Community College Member, Dr. Janylle Carter
Diablo Valley College
JCarter@dvc.edu

Editor, Dr. Talitha M. Washington
Howard University
nam_newsletter@yahoo.com

Ex-Officio President Emeritus, Dr. Nathaniel Dean
Texas State University
nd17@txstate.edu

Ex-Officio President Emeritus, Dr. John W. Alexander
Miami Dade College
jalexan2@mdc.edu

Ex-Officio President Emeritus, Dr. Rogers J. Newman
Southern University
rnewman@subrvn.subr.edu

Executive Secretary Emeritus, Dr. Johnny Houston
Elizabeth City State University
jlhouston602@gmail.com

Region A: Southwest/West

Alabama Montana
California Puerto Rico
Florida South Carolina
Georgia Virgin Islands
Any State not in B or C

Region B: Mid-Atlantic

Delaware New York
District of Columbia North Carolina
Kentucky Pennsylvania
Maryland Virginia
New Jersey West Virginia

Region C: Midwest/Southwest

Arkansas Ohio
Illinois Oklahoma
Louisiana Tennessee
Mississippi Texas
Missouri



NATIONAL ASSOCIATION OF MATHEMATICIANS MEMBERSHIP AND DONATION FORM

MEMBERSHIP IS FOR CALENDAR YEAR: JANUARY 1 to DECEMBER 31 of _____

TITLE _____ NAME _____

ADDRESS _____

INSTITUTION/EMPLOYER _____

TELEPHONE: HOME (____) _____ OFFICE (____) _____

FAX: (____) _____ E-MAIL ADDRESS _____



SELECT APPROPRIATE MEMBERSHIP TYPE

STUDENT: \$30 INDIVIDUAL: \$50 LIFE: \$500 INSTITUTIONAL: \$150

REGULAR DONATION \$ _____

DONATION TO THE PERPETUAL FUND \$ _____

PLEASE RETURN COMPLETED FORM AND MEMBERSHIP DUES TO:

Dr. Roselyn E. Williams, Secretary-Treasurer

National Association of Mathematicians
P.O. Box 5766
Tallahassee, Florida 32314-5766

Office Phone: (850) 412-5236
Email: Roselyn.Williams@fam.u.edu
Web page: <http://www.nam-math.org>

INDIVIDUALS AND STUDENTS

Please complete below if you did not send NAM this information within the past three years. List all degrees you currently hold. Circle the correct degree.

B.S. or B.A.: Area _____ Institution _____

M.S. or M.A.: Area _____ Institution _____

Ph.D. or Ed.D.: Area _____ Institution _____

Other: Area _____

Institutional Representative (for NAM)

Area or State Representative _____

Committee Member (specify interest): Interest _____

Need additional information about the organizational structure of NAM

ETHNICITY (optional)

African American Hispanic American White Other



Dr. Talitha M. Washington
NAM Newsletter
Howard University
College of Arts and Sciences
Department of Mathematics
2441 6th Street, NW
Washington, DC 20059

ADDRESS SERVICE REQUESTED



Fall 2015