



Newsletter

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We Square Up



Blackwell



Tapia

Blackwell-Tapia Conference

On October 29, 2016, Dr. Mariel Vazquez, a Professor of Mathematics and a Professor of Microbiology and Molecular Genetics at the University of California, Davis, received the Blackwell-Tapia Prize, at the biennial Blackwell-Tapia Conference held at the National Institute for Mathematical and Biological Synthesis (NIMBioS), Knoxville, Tennessee.

NAM Membership can be paid for online at: www.nam-math.org.
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The National Association of Mathematicians (NAM)

publishes the NAM Newsletter four times per year.

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*Check out the
webpage!*
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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

My eldest teen happily comes home from school to tattle on her brother. With great excitement, she tells me that her younger brother exclaimed to his classmates that he was going to “square up with his mom”. I was confused. Do I have four sides? Is something ninety degrees? Why not a circle? She relieved my confusion and clarified the teenage vernacular and told me that it means you get ready to fight someone. When my son got home from school I confronted my son. He radiated an innocent smile that would make any mother’s heart melt. We all ended up giggling knowing that this boy loves his mama as well as big talk.

After going to the Blackwell-Tapia Conference (page 1, #), I am rejuvenated to “square up” for the fight of achieving equity for African Americans in mathematics. Fortunately, there are those of us, such as Dell Bell, who continues to personally motivate young students even upon retirement (page 3). At times we may need to reach out as Jacqueline Brannon Giles did to highlight the achievements of the potentially unspoken members of our community (page 4). MAA’s Project NExT guides us on how “square up” our teaching profession as a motivational tool to do better and be better (page 4). We are thankful for session organizers at MAA MathFest who “square up” and ensure that our community research voices are heard (page 5). Dandrille Lewis, the MAA Alder Award recipient, reminds us of our responsibilities and to not lose sight of our goals (page 6). At the MAA MathFest, Robert Hamp-

shire relayed the power of using operations research to do smart parking while Bob Megginson reminds us of mindful teaching (page 6). As the days get shorter, we anticipate an eventful Joint Mathematics Meeting in Atlanta, Georgia where talks will feature local Historically Black Colleges and Universities, a variety of maths, and the banquet speaker Garikai Campbell, Provost of Morehouse College (page 7). Through gatherings such as StatFest, we provide a venue and a space for the next generation of mathematicians to “square up” by growing their networks and expanding their view of opportunities (page 8). At times we may get history confused but it is up to all of us to ensure our historical records are accurate (page 8).

Often times I have to “square up” in my mathematical profession given the sheer weight of the dynamics of being an African American mathematician. I believe it is definitely worth the fight, and along the way, my fellow colleagues melt my heart with their passions and ambitions. As Muhammad Ali said,

“All I can do is fight for truth and justice.”

Enjoy!



Talitha Washington



Demonstrate Outreach and Presence in Schools and in Communities

Della Bell

During my teaching career, a great deal of my time has been spent in schools and communities. Prior to teaching at the college level, I taught mathematics from grades 7 – 12. While teaching mathematics at the college level, I felt a great need to do outreach in the community and in schools.

Dr. Llayron Clarkson, Professor Emeritus of Mathematics, at Texas Southern University served as a mentor to me in this regard. He and I visited several schools in various districts and we became involved in conducting workshops for teachers. These activities led us into writing many proposals (which were funded) for improving the teaching of mathematics.

My involvement in the Blacks and Mathematics (BAM) program—a Visiting Scientists Program to interest more Black students in studying mathematics—led me and other persons in mathematics related fields to talk to the students in the classes. BAM was sponsored by the Mathematical Association of America.

While I am currently not doing as much outreach in the schools, as I did earlier, I still see a great need for college professors to become more involved in outreach activities. These activities extend to the public schools and help inspire prospective teachers to upgrade their content in mathematics as well as help students upgrade their content in mathematics. Upon my retirement from Texas Southern University, I had been serving as a volunteer at S.H.A.P.E. Community Center. During this time, I went on a Freedom Tour with students and colleagues from S.H.A.P.E. The tour provided me an excellent opportunity to interact with students.

Realizing that greater competency and ability in STEM (Science, Technology, Engineering, and Mathematics) subjects are requisite for Americans to excel in the 21st century, I desired to interact with the students on this matter. The point was made that “Improved Performance in the STEM areas increase students’ potential for jobs in the labor market which require knowledge in STEM areas such as the oil industry, space industry, transportation industry, and jobs requiring problem skills.” Professor Jacqueline Giles has continued to work with students at the S.H.A.P.E. Center by inspiring and encouraging K-8 students solve problems in the STEM area.

The Freedom Tour was intended as an educational experience for the students. The focus of the tour was on Retracing the Civil Right Movement. As we traveled on the tour, Brother Deloyd Parker, Jr., Executive Director of S.H.A.P.E., made statements such as the following:

“A person without the knowledge of his/her history is like a tree without roots.”

“You must love yourself. You cannot love yourself if you don’t know who you are.”

A Note on STEM Fields

Many opportunities existed for students to see the use of STEM fields in design and construction in their homes, schools, and on the Freedom Tour. The design of picture frames and plaques in a school building; the design of a game clock; angles formed by the hands of a clock; the shape of a desk; basketball goals; trophy cases; and school letters on the outside of a building are examples. Subjects in the STEM disciplines are important in middle and high schools. During the tour, students saw many examples of construction such as the Edmund Pettus Bridge which required computation and skills in the use of the various disciplines in the STEM fields. Improved performance in the STEM areas increase students’ potential for jobs in the labor market which require knowledge in the careers such as the oil industry, space, industry, technology, transportation industry, engineering, and energy fields.

During the tour students had an opportunity to learn that “Voting is the Cornerstone of a Democratic Society.” It is one of the most important gains that occurred during the Civil Rights movement.

NAM promoted civil rights in STEM Areas. It continues to promote civil rights and excellence in STEM professions.

In conclusion, one of my colleagues, Attorney Dr. Fred Reynolds, who is also a volunteer at S.H.A.P.E. Community Center, offered the following profound comments as he observed Prof. Giles and me interacting with students prior to the tour. Some of the students who attended the Freedom Tour with me were given an informal lesson in basic algebra.

Dr. Reynolds said:

“The lesson was further fortified when the students shared with each other at the Center and on the tour the mathematics concepts acquired, and then the students retaught the exercises to the third grade class at S.H.A.P.E. Community Center. The students engaged in the discussion of the exercises were videotaped. Finally, the students had an opportunity to share and consolidate concepts taught. By this effort they were able to conceptualize the lessons. They then reviewed the videotape of their many conversations.

One of the students exclaimed enthusiastically, ‘When are you going to give us another algebra lesson?’ Dr. Reynolds shared with Dr. Bell that he heard the explanation and it was one of the most rewarding experiences he had observed in his teaching career and it took him off balance. Reynolds said to himself, ‘This student is asking for more algebra. How nice!’”



Della Bell



My Dear Colleague, Dr. Della Bell

Jacqueline Brannon Giles

Our NAM's feature writer is Dr. Della Bell (see page 2), past Department Chairperson of Mathematics and presently a Professor Emeritus of Mathematics. She taught mathematics at Texas Southern University (TSU) in Houston, Texas for 38 years. She is active on the national level and was a founding member in organizations such as BAM, along with colleagues Drs. Etta Falconer, Sylvia Bozeman, Johnny Houston, Jack Alexander and Don Small. She traveled with a group of students on a Freedom Tour sponsored by S.H.A.P.E. Community Center. She is an example of one of the historical mathematicians who is now doing community service with the hope of inspiring more young people to study STEM subjects.

She recently wrote a 16 page article on her journey with the students, reporting on the historical sites of the Civil Rights Movement that are foundational to the achievements of present generations. Dr. Della Bell along with Mr. Deloyd Parker, Jr., Founder/Executive Director of S.H.A.P.E. Community Center toured Jack-

son, Mississippi; Selma, Alabama; Montgomery, Alabama; Birmingham, Alabama; Tuskegee, Alabama; Memphis, Tennessee; and Little Rock, Arkansas. Three of the states they toured are in NAM's Region C, an area in which impact is proposed to encourage students to focus on STEM professions.

Her article provides wisdom and insight on what we mathematicians and mathematics educators can do.



Jacqueline Brannon Giles

Jacqueline Brannon Giles is an Adjunct Professor at Texas Southern University and a Resident Professor at Central College, Houston Community College. She is also the Region C Representative of the National Association of Mathematicians Board of Directors. She can be reached at: jbgiles@yahoo.com.

My Project NExT Experience

Samuel Ivy

It was 2015 during the Joint Math Meetings in San Antonio, Texas that marked my initial introduction to MAA Project NExT. Anxiety took over me because even though I was finishing my doctoral program at North Carolina State University, as I was entering the job market for the first time. While contemplating the obvious questions to prepare for interviews, I experienced that awkward yet friendly competitiveness that brewed in the Employment Center of the convention center. While rehearsing my lines, the moment took gravity as I realized the initiation of my commission into academe. Panic ensued. What type of professor would I be? What future physician, politician and Mathematician will I inspire? What sort of legacy will I leave? And more importantly, how can I begin to chart a path toward a successful career within the professorate?

To my surprise, the answers presented themselves in interviews. Each institution with tenure track positions focused on three divisions: service, scholarship/research and teaching. I realized that my success as a professor, with the goal of obtaining tenure, hinged upon the institution's metric of my progress in those three areas. That year, I accepted a teaching postdoc from the United States Military Academy (USMA) with the intent on developing in each of those areas and hopefully grabbing hold of that elusive belief called "balance".

The reason for this background is not just to invite you into my past thoughts, but to hopefully highlight why I feel being introduced to MAA Project NExT at that time was paramount. Simply put, it was an important medium that addressed the areas previously mentioned. Several of my friends and colleagues are Project NExT fellows, each exclaiming the impact on their professional life, the newfound approach to teaching and the great benefit of joining

and contributing to a network of like minded individuals. That word of mouth piqued my interest and hence sparked my desire to apply.

Within each job interview, I mentioned my intent to apply to the program and asked if there was departmental support for this endeavor. This is critical as the biggest application contingency is obtaining departmental support. To be considered for the fellowship, your (future) department must pledge to support your travel, lodging and other relating expenses to attend three MAA Project NExT sponsored events which includes the summer MAA MathFest and the Joint Mathematics Meetings (JMM). The rest of the application process consists standard questioning, essays and letters of referrals. Luckily, USMA was one of several institutions to quickly offer support. And to another important note, there was a history of supporting past NExT fellows within the department. This familiarity to the program and process definitely eased the application for me.

The first NExT workshop, for me, preceded MAA MATHFest in Columbus, Ohio in 2016. Around 80 Green Project NExT fellows converged to this workshop comprising of various backgrounds, ethnicities, research interests, and career goals. The workshops centered on inquiry-based learning and various forms of pedagogy. They also included ways to redefine the classroom to increase student participation while enlivening the concepts of mathematics. There was ample opportunity for networking. For example, certain sessions grouped us by region and research interests. Fellows gathered to discuss previous



Samuel Ivy



teaching experiences (good and bad), professional challenges and tips on acclimating into a new department and profession. Overall, I found the workshops to be constructive, motivating and foundational. Though there was some representation from underrepresented groups. However, my desire is that more from underrepresented groups consider and apply to this fellowship. I am happy to say that this thought is echoed by the MAA Project NExT leadership.

To the finishing graduate student or early career mathematician looking for a means to connect within the mathematical community while encountering an amazing program on faculty development, consider Project NExT.

Samuel Ivy is an Assistant Professor of Mathematics at the United States Military Academy. He can be reached at: samj_ivy@yahoo.com.

Exploring Undergraduate Research with Diverse Mathematicians at MAA MathFest

Pamela E. Harris and Alicia Prieto Langarica

Last year we developed a project for a proposal submitted to the Center for Undergraduate Research in Mathematics (<https://curm.byu.edu>) that would support groups of undergraduate research students at our institutions. As we developed our research project, we spoke to mathematicians who have been very successful at overseeing research groups, and made a list of the many programs that supported faculty and students in this endeavor. This triggered the realization that other professors, especially early-career faculty at small colleges and universities, might not know these mathematicians or be aware of these programs and resources. We also recognized that developing accessible projects could be a challenge, as a professor's particular expertise might require extensive background and might not be accessible to undergraduates.

With these ideas in mind, we teamed up to propose an Invited Paper Session (IPS) titled "Undergraduate Research Projects in the Mathematical Sciences" during this year's MathFest. The goal of our session was to provide an opportunity for faculty participants to present the mathematical results of their students and share tools they learned and used to develop these projects. There are a variety of reasons why we chose to propose this IPS for inclusion in MathFest, including our previous positive experience working with the MAA, as we currently have an MAA-Tensor SUMMA grant that supports minority mathematician speakers at our campuses. More importantly, having met at MathFest in 2013 while attending Project NExT (<http://www.maa.org/programs/faculty-and-departments/project-next>; Pamela is a Silver '12 dot, Alicia a Brown '13 dot) events, we knew that Project NExT brings together early-career mathematicians from all over the country to MathFest for a week of mathematical and pedagogical exploration and research dissemination. By organizing this IPS at MathFest, we knew that we would reach the target audience.

Shortly after submitting the IPS proposal to the MAA, we received a positive response and began working closely with the MAA on speaker selection. Our original list of speakers consisted of mostly early-career faculty members, and our MAA contact suggested additional senior professors who we might consider for inclusion in this session.

Additionally, as two Hispanic women mathematicians, we were committed to feature the work of a diverse group

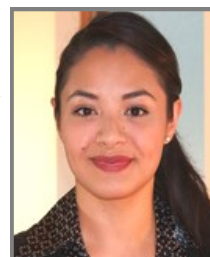
of people, both in terms of mathematical area and background. Our final speaker list included three women and two men; three applied mathematicians and two pure mathematicians; two senior mathematicians, one mid-career mathematician, and two early-career mathematicians; one Hispanic and one African-American mathematician.

During the organization of this session the major worry we faced was related to our lack of funding and how this might affect our speaker selection. Part of the challenge was finding speakers who might be planning to attend MathFest already, as we did not have funding to support their attendance. We discovered (an additional benefit of organizing this IPS at MathFest) that many mathematicians who work on undergraduate research plan to attend MathFest and often bring their students to present their work. Fortunately for us, our worry was without merit and we found great speakers who were excited about presenting their work, even without funding support.

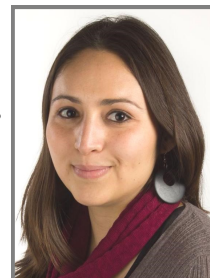
Having organized sessions at a variety of conferences, we found that working with the MAA was straight forward and their staff was extremely helpful at every step of the process. We really enjoyed the experience of organizing this session and we definitely plan to continue working with the MAA in the future. If you need any further tips on running your own session, we would be happy to be a resource. We hope you will be on the lookout for our upcoming sessions and if you have suggestions for diverse speakers, we welcome the opportunity to provide a venue to feature their work - *possibly at MathFest 2017 in Chicago!*

Pamela Harris is an Assistant Professor of Mathematics at Williams College. She can be reached at: peh2@williams.edu

Alicia Prieto Langarica is an Associate Professor of Mathematics at Youngstown State University. She can be reached at: aprietolangarica@ysu.edu



Pamela Harris

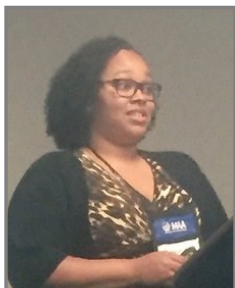


Alicia Prieto Langarica



2016 MAA Alder Award: Dandrielle Lewis' Response

Dandrielle Lewis



Dandrielle Lewis

Seeing and hearing innovative teaching strategies and research talks from award recipients at MathFest always serves as an inspiration for me to become a more effective teacher, leader, mathematician, and mentor. However, being one of three recipients of the 2016 MAA Alder Award was humbling because I shared my experiences and unique teaching strategies to inspire others.

The MAA Alder Award is a distinguished teaching award that recognizes at most three beginning college or university math faculty members each year whose effectiveness in teaching undergraduate mathematics illustrates influence beyond individual classrooms. When I became a member of Project NExT, I heard about this award, but I really did not know the history of it until my department chair and colleague at UW-Eau Claire mentioned they nominated me. I am honored to have won the MAA Alder Award and excited to have the opportunity to explore newly developed collaborations.

Receiving the award made me mindful that I now have a greater RESPONSIBILITY to share my classroom and

research ideas more with the math community, and I have the responsibility to become more active nationally, creating pathways for those to follow. What I know for sure is...if you follow YOUR dreams, trust YOUR intuition, learn from YOUR experiences (failures and successes), and commit to being YOUR best self, you can and will achieve your life's destiny. To be recognized as one of the leading math teachers in the nation is extraordinary, and it is important to know that you can achieve this too!

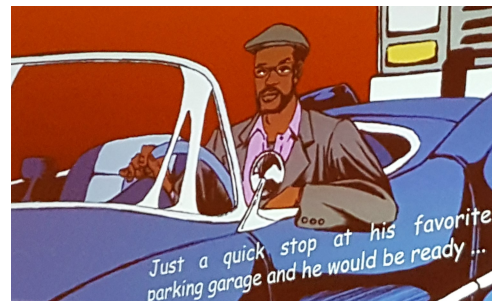


Dandrielle Lewis is an Associate Professor of Mathematics at the University of Wisconsin-Eau Claire. She can be reached at: lewisdc@uwec.edu

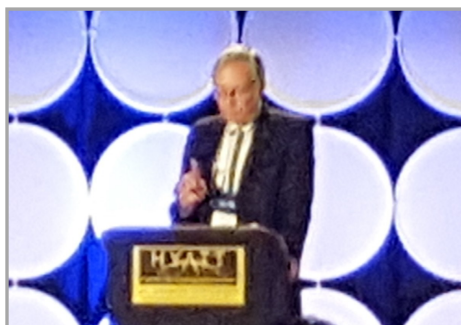
NAM at 2016 MAA MathFest



Robert Hampshire (left) of the University of Michigan gave the NAM David Harold Blackwell Lecture on "Urban Analytics: The Case for Smart Parking". He also shared his new cartoon (above right) where he is featured solving parking problems via techniques in operations research. Edray Goins, President of NAM, presents him a plaque of appreciation (right).



Bob Megginson (bottom left) of the University of Michigan gave the MAA Invited Address "Mathematical Sense and Nonsense outside the Classroom: How Well Are We Preparing Our Students to Tell the Difference?" He and Talitha Washington of Howard University are Governors-at-Large for Minority Interests of the MAA.



Francis Su (center left), MAA President, chats with Regginald McGee of the Mathematical Biosciences Institute (left) and Talitha Washington of Howard University.



NAM @ JMM 2017

Thursday, January 5, 2017, 1:00 p.m.-3:50 p.m.
AMS-NAM Special Session on The Mathematics of the Atlanta University Center. Room M101, Marquis Level, Marriott Marquis Atlanta



- 8:00 a.m. *Applied Mathematics Research at Atlanta University/Clark Atlanta University*. Ronald Mickens, Clark Atlanta University
- 8:30 a.m. *Generalizing Parabolic Subsets from Involutorial Automorphisms*. Sam Ivy, United States Military Academy
- 9:00 a.m. *Race matters: analyzing the relationship between colorectal cancer mortality rates and various factors within respective racial groups*. Monica Jackson, American University
- 9:30 a.m. *Community Data Analytics: Localized Data Analysis and Decision Modeling in the Era of 'Big Data' and 'Smart Cities'*. Michael Johnson, University of Massachusetts Boston
- 10:00 a.m. *Mathematical Model of Temperature Effects on Human Sleep Regulation*. Shelby Wilson, Morehouse College
- 10:30 a.m. *Why a mathematics degree? Implications of a Mathematics Major for Secondary Teachers*, Karen King, National Science Foundation
- 11:00 a.m. *AI and Communities of Color: What Questions Should We Be Asking?* Charles Earl, Automatic
- 11:30 a.m. *Non-uniqueness of the dual of a Banach space and its application*, Tepper Gill, Howard University
- 1:00 p.m. *The Culture and History of Mathematics In The Atlanta University Center (AUC)*, Johnny Houston, Elizabeth City State University
- 2:00 p.m. *A Historical Perspective of Mathematics at Morris Brown College*, Sandra Rucker, Clark Atlanta University
- 2:30 p.m. *A century of mathematical excellence at Spelman College*, Colm Mulcahy, Spelman College
- 3:00 p.m. *Mathematics at Spelman College: Mission Possible*, Sylvia Bozeman, Yewande Olubummo and Joycelyn Wilson, Spelman College
- 3:30 p.m. *Morehouse Mathematics: Making a Difference from "Pop" through "Doc" to the Present*, Duane Cooper, Morehouse College

Friday, January 6, 2017, 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. *Equidistribution of Shapes of Number Fields of degree 3, 4, and 5*. Piper Harron, University of Hawaii at Manoa

Don't forget to purchase a NAM Banquet ticket along with your JMM 2017 registration!

- 1:30 p.m. *Granuloma Formation in Leishmaniasis: A Mathematical Model*. Nourridine Siewe, National Institute of Mathematical and Biological Synthesis (NIMBioS)
- 2:00 p.m. *A Bayesian False Discovery Approach to Syndromic Surveillance*. Deidra Andrea Coleman, Philander Smith College
- 2:30 p.m. *Hopf algebras, tensor categories, and gauge invariants*. Cris Negron, Massachusetts Institute of Technology
- 3:00 p.m. *Finiteness of Associated Primes of Local Cohomology Modules over Stanley-Reisner Rings*. Ashley Wheeler, University of Arkansas
- 3:30 p.m. *Existence Results for Some Higher-Order Abstract Differential Equations with Applications to PDEs*. Valerie Nelson, Howard University/Department of Defense

Friday January 7, 2016, 6:00 p.m.-8:40 p.m.

NAM Banquet, Imperial Ballroom B, Marquis Level, Marriott Marquis Atlanta,; Tickets are US\$65.

- 7:45 pm. NAM Cox-Talbot Address, *The Changing Higher Education Landscape: One Mathematician Turned Administrator's View*. Garikai Campbell, Morehouse College



Garikai Campbell
Provost of
Morehouse College

Saturday January 7, 2016, 9:00 a.m.-9:50 a.m.

NAM Panel Discussion, Room A708, Atrium Level, Marriott Marquis Atlanta, *Transforming Post-Secondary Education (TPSE) Mathematics: Implications for the Preparation of African American Undergraduates and Institutions*.

Moderator: Duane Cooper, Morehouse College
Panelists:

- Sylvester James Gates, Jr., University of Maryland at College Park
- Frank Ingram, Winston-Salem State University
- Asamoah Nkwanta, Morgan State University
- Suzanne L. Weekes, Worcester Polytechnic Institute

Saturday January 7, 2016, 10:00 a.m.-10:50 a.m.

NAM Business Meeting, Room A708, Atrium Level, Marriott Marquis Atlanta

Saturday January 7, 2016, 1:00 p.m.-1:50 p.m.

NAM Claytor-Woodard Lecture, Room A708, Atrium Level, Marriott Marquis Atlanta, *Paths of minimal lengths on the set of exact differential k-forms*. Wilfrid Gangbo, UCLA



Wilfrid Gangbo
UCLA

NAM Calendar

Conferences & Workshops

NAM's Undergraduate MATHFest will be held at Morgan State University in Baltimore, Maryland on **November 10-12, 2016**. See:

www.nam-math.org/mathfest2.html

The Howard University Modeling Biology & Medicine Workshop on **Modeling Infectious Diseases** will take place on **December 3, 2016**.

See: humathbio.weebly.com/future-workshops.html

Joint Mathematics Meetings 2017 will be held in Atlanta, Georgia on **January 4-7** (Wednesday-Saturday).

See: <http://jointmathematicsmeetings.org>



The **Nebraska Conference for Undergraduate Women in Mathematics** will be held on **February 3-5, 2017** at the University of Nebraska—Lincoln. Invited guests include Syvillia Averett (College of Coastal Georgia). See: <https://www.math.unl.edu/~ncuwm/19thAnnual>

NAM's Teaching and Faculty Research Conference will be held on **March 24-25, 2017** at Morehouse College, Atlanta, Georgia

Women in Numbers (WIN) will be held August 14-18, 2017 at Banff International Research Station. See: <http://www.math.washington.edu/~bviray/WIN4.html>

StatFest 2016 @ Howard University



Nagambh Shah

On September 24, 2016, over 100 undergraduates, students, faculty, and professionals came to StatFest at Howard University in Washington, DC. StatFest is a one-day conference aimed at encouraging undergraduate students from historically underrepresented groups to consider careers and graduate studies in the statistical sciences. The conference is an ongoing initiative of the American Statistical Association (ASA) through its Committee on Minorities in Statistics.

The conference includes presentations from professionals, academic leaders, and current graduate students that will help students understand the opportunities and routes for success in the field. Panel forums include information and tips for a rewarding graduate student experience, achieving success as an academic



Dionne Price (USFDA)



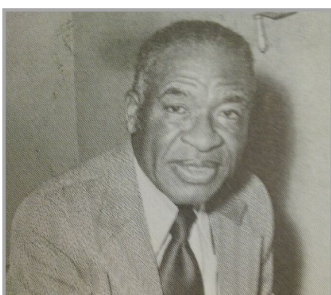
Panelists (left to right): Rafael Irizarry (Harvard University), Emma Benn (Mount Sinai University/Hospital), Kim Sellers (Georgetown University), Francis Ereholo (Hampton University). statistician, opportunities in the private and government arenas, among other topics.

Dr. Nagambh Shah led the first StatFest which was held in 2001 at Spelman College in Atlanta, GA. At the faculty session, Edray Goins of Purdue University and NAM President asked how we faculty can make a significant impact in underrepresentation in our fields. Shah responded that “you create a community of dreamers. I treat my students as if they were my children. It starts with one.”

Through StatFest, the next generation of mathematicians and statisticians are shown opportunities as well as gain vital networks so they can dream and become that next one.



Football Correction

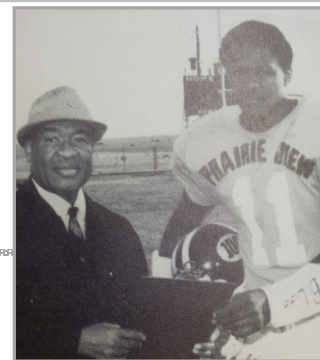


Alexander Durley

In the NAM Newsletter Vol. XLVII No. 2 Summer 2016 on page 3 had a photo of Coach Alexander Durley. This was actually a photo of his nephew, Alexander Durley III. The correct photo of Coach Alexander Durley is shown left, thanks to Dr. Albert

Thompson, Chair of the Division of Science and Mathematics and Professor of Chemistry at Spelman College.

Albert Thompson can be reached at athomps@spelman.edu



Alexander Durley (left)



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.

Bowdoin College

Tenure-Track Position

Tenure-track Assistant Professor position starting Fall 2017. Preference given to applicants in the fields of number theory or ergodic theory and theoretical dynamics, areas which complement the research interests of our faculty. We are particularly interested in mathematicians whose research areas include both theoretical and computational aspects. Teaching two courses per semester, Ph.D. pre-

ferred, advanced ABDs considered. Visit <http://www.MathJobs.org> to apply. Review begins **12/7/16** and will continue until position is filled.

Bowdoin College is committed to equality and is an equal opportunity employer. For a full description of the position and further information about the College, see www.bowdoin.edu.

California State University, Los Angeles

Tenure-Track Positions

The Department of Mathematics invites applications for a **tenure-track position** at the rank of assistant professor beginning fall 2017. The selected candidate would either have a doctorate or ABD in Mathematics with substantial coursework in Mathematics Education, or doctorate or ABD in Mathematics Education with substantial coursework in Mathematics. Additionally, a doctoral degree in Mathematics or Mathematics Education or equivalent discipline from an accredited university is required for retention beyond the first year of employment. Demonstrated subject matter competence sufficient to teach several upper division and graduate level mathematics courses is also a requirement. Publications in peer reviewed journals and/or grant activity are required for tenure, as is participation in university service. Preferred qualifications include experience with Developmental Mathematics and General Education mathematics and interest in becoming involved in the Department's Developmental Mathematics program and its

General Education program; experience with and/or interest in supervision and training of instructors, curriculum development, and community outreach; ability to support instruction in applied mathematics, broadly understood, and in numerical analysis in particular. **Applications should be submitted through MathJobs.org.** Please submit the AMS cover sheet, a letter of application, a curriculum vita, teaching and research statements, unofficial transcripts, and three letters of recommendation. Official transcripts are required for candidates invited for an on-campus interview. Employment is contingent upon proof of eligibility to work in the United States. Priority consideration will be given to applications received by **November 1, 2016**. CSULA is an equal opportunity/title IX employer and is committed to creating a community, in which a diverse population can live, work and learn in an atmosphere of tolerance, civility and respect for the rights and sensibilities of each individual.

Dickinson College

Tenure-Track Position in Statistics

The Department of Mathematics and Computer Science at Dickinson College invites applications for two full-time positions, both beginning in the fall semester 2017. Applicants for the **tenure-track position** in mathematics must have or be close to completing a Ph.D.; preference will be given to those in an applied or computational area. Applicants for the **multi-year, renewable lecturer position** must hold a master's degree or higher in mathematics or a related area; preference will be given to those with teaching experience in the calculus sequence and introductory statistics. Dickinson College is a highly selective four-

year, independent liberal arts college located in Carlisle, Pennsylvania. The college is committed to building a representative and diverse faculty, administrative staff, and student body. The ability to create inclusive learning environments for an increasingly diverse student body will be an important characteristic of the successful candidate. We encourage applications from all qualified persons. Applications will be accepted until the positions are filled; those received by **December 1, 2016** will be guaranteed full consideration. Visit www.mathjobs.org to see the full job descriptions and application instructions.

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



Hamilton College

Tenure-Track Position

The Mathematics Department at Hamilton College invites applications for a **tenure-track position** at the rank of Assistant Professor, beginning July 1, 2017. Commitment to excellence in all aspects of undergraduate teaching and mentorship is essential, as is a passion for working with students, both in and beyond the classroom, in a vibrant department that is currently averaging between 40 and 50 majors per year. Prior teaching experience is desirable. The teaching load for this position is four courses during the first year and five courses thereafter.

A PhD is required. The position is open to all areas of mathematics, with some preference for candidates specializing in topology/geometry or applied mathematics. Active scholarship is expected, and candidates should indicate how both their research programs and related teaching interests would contribute to the department's curriculum. For more information, see: <http://www.hamilton.edu/academics/math/default.html>. Finally, we are seeking candidates who can demonstrate their experiences in teaching or working with diverse student populations. Your comprehensive cover letter should thus address the ways in which you would further the College's goal of building a diverse educational environment.

A complete application will include the AMS cover sheet, a current curriculum vitae, research and teaching statements, and three letters of reference (including at least one that evaluates teaching.) These may be submitted electronically at <http://www.mathjobs.org>. Applications will be accepted until **November 18, 2016**. The search committee will interview finalists at the JMM in January 2017 or via Skype. Questions regarding the search may be directed to Robert Kantrowitz, Search Committee Chair, at rkantrow@hamilton.edu.

Hamilton (www.hamilton.edu) is a residential liberal arts college located in upstate New York. Applicants with dual-career considerations can find other Hamilton and nearby academic job listings at www.upstatenyherc.org, as well as additional information at <http://bit.ly/1tAtCaB> (Opportunities for Spouses or Partners). Hamilton College is an affirmative action, equal opportunity employer and is committed to diversity in all areas of the campus community. Hamilton provides domestic partner benefits. Candidates from underrepresented groups in higher education are especially encouraged to apply.

Johns Hopkins University

Tenure-Track Position

The Department of Mathematics invites applications for a **tenure-track** Assistant Professor beginning July 1, 2017 or later. A Ph.D. degree or its equivalent and demonstrated promise in research and commitment to teaching are required. The Department is seeking candidates in areas of **Mathematics of Data Science**, intended in a broad sense, and including, among several others, research areas such as high dimensional probability, random matrix theory, approximation theory, harmonic analysis, stochastic analysis, geometric functional analysis, statistical learning theory, computational topology, mathematical optimization, graph theory. Highly qualified candidates may be considered for appointment at the level of Associate Professor with tenure.

This search is being conducted jointly with the Institute for Data Intensive Engineering and Science (IDIES, <http://idies.jhu.edu>), with which successful candidates would be affiliated. The Department is especially interested in candidates who bridge traditional disciplinary boundaries. Successful candidates will be expected to establish a

vibrant research program and to participate in undergraduate and graduate teaching.

To submit your application, go to www.mathjobs.org/jobs/jhu.

Submit the AMS cover sheet, your curriculum vitae, list of publications, and research and teaching statements, and ensure that at least four letters of recommendation, one of which addresses teaching, are submitted by the reference writers. If you have questions concerning this position, please write to cpoole@jhu.edu. Preference will be given to applications received by **December 15, 2016**.

Johns Hopkins University is committed to active recruitment of a diverse faculty and student body. The University is an Affirmative Action/Equal Opportunity Employer of women, minorities, protected veterans and individuals with disabilities and encourages applications from these and other protected group members. Consistent with the University's goals of achieving excellence in all areas, we will assess the comprehensive qualifications of each applicant.

Santa Clara University

Tenure-Track Position

The Department of Mathematics and Computer Science at Santa Clara University invites applications for a **tenure-track** assistant professor position in mathematics. Our strongest interest is in candidates with research interests in all areas related to analysis. The successful candidate will demonstrate not only potential for excellent undergraduate teaching, but also promise in sustained research with opportunities to involve undergraduates, mentoring or recruiting underrepresented groups in mathemat-

ics, and service to the department, College or University. Position available starting in September 2017. Ph.D. or equivalent required by September 2017. The closing date for applications is **December 2, 2016** at 3 pm Pacific time. Undergraduate teaching only. Santa Clara University, located in California's Silicon Valley, is a comprehensive, Jesuit, Catholic university, and an AA/EEO employer. For more information, see www.scu.edu/hr/careers/faculty.cfm



Kenyon College

Visiting Assistant Professor Positions

Kenyon College invites applications for one or two one-year, full-time, **visiting assistant professor** positions in the Department of Mathematics and Statistics, beginning in Fall 2017. (The second position is contingent on final approval by the administration.) A Ph.D. in Mathematics, Statistics, or a closely related field is preferred, but ABD's will be considered. Prior teaching experience at a U.S. college or university is required. Our department has a strong commitment to student-centered learning. Thus, we will be particularly interested in candidates with experience in active learning techniques and/or laboratory based instruction. In addition, the ability to teach statistics and/or applied mathematics is desirable.

Kenyon faculty members are expected to be excellent teachers who maintain strong research programs, and there are funds available to support travel and faculty development. The typical teaching load is five courses per year.

For more information about the mathematics department go to <http://math.kenyon.edu>. Applications should be submitted via <http://mathjobs.org> by **1 December** to ensure full consideration. Please note that in addition to the standard application via <http://mathjobs.org>, there is a short additional form requesting some demographic information. For instructions on how to apply visit: <http://careers.kenyon.edu>.

Kenyon College is an Equal Opportunity Employer. It is the College's policy to evaluate qualified applicants without regard to race, color, national origin, ancestry, sex, gender, gender identity, gender expression, sexual orientation, physical and/or mental disability, age, religion, medical condition, veteran status, marital status, or any other characteristic protected by institutional policy or state, local, or federal law.

Syracuse University

Tenure-Track Position

The department seeks to fill one **tenure-track position in Statistics** at the assistant professor level, beginning August 2017. A Ph.D. in Statistics or a Ph.D. in Mathematics with concentration in Statistics 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 statistics 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.

Candidates must visit <https://www.sujobopps.com> to read the detailed posting and submit an online application with a cover letter and a CV, in order to be considered. Applicants must also submit a cover letter, CV, teaching statement, two teaching letters of recommendation, and teaching evaluations for all recently taught courses to Mathjobs.org (<http://www.mathjobs.org/jobs>). Screening of candidates begins **October 1, 2016** and continues as 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.

The Ohio State University

Tenure-Track and Open Rank Positions

The Department of Statistics in the College of Arts and Sciences at The Ohio State University invites applications for **two tenure track assistant professor positions** and an **open rank position**, to begin effective Autumn Semester 2017. We seek energetic researchers in areas of modern statistical methods, computation, and data analysis with preference for expertise as follows:

For the open-rank position, expertise in statistics and machine learning. An appointment at the associate or full professor level requires a demonstrated record of scholarly leadership. The assistant professor positions span a range of areas. One position is directed toward environmental analytics; the second position is directed toward predictive analytics. In all cases, commitments to both methodological research and scientific collaboration are required. Interests in applications to decision analysis in the presence of uncertainty, complex systems, including physical and biological systems as well as those involving human behavior and well-being are of special interest. Faculty members are

expected to be dedicated to the development and delivery of educational programs at all levels. Experience working in interdisciplinary teams and mentoring members of underrepresented groups is a plus.

This position is partially funded by Translational Data Analytics, a focus area of Ohio State's Discovery Themes Initiative, a significant faculty hiring investment in key thematic areas in which the university can build on its culture of academic collaboration to make a global impact: <http://discovery.osu.edu/>

Additional qualification and application information is available from the Department of Statistics website at: <http://www.stat.osu.edu/>

The Ohio State University is an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation or identity, national origin, disability status, or protected veteran status.



University of Dayton

Tenure-Track Position

The Department of Mathematics at the University of Dayton seeks applicants with expertise and skills in **statistics** for a **tenure track position** at the assistant professor level starting August 16, 2017. Responsibilities include teaching three courses per semester, including service courses populated primarily by non-majors. The position supports the research agenda of the Mathematics Department by engaging in scholarly research in an area of statistics.

Required qualifications: PhD in statistics anticipated by July 1, 2017. Applicants must have the potential to become an effective teacher of a wide range of mathematics and statistics courses, have active and ongoing research in some area related to statistics, and an interest in teaching and advising students from diverse backgrounds.

Application Process

For a complete list of qualifications and expectations for the position and to submit your application, please go to <http://jobs.udayton.edu/postings/21335>. A complete application consists of a cover letter, CV, three letters of recommendation, a statement of research agenda, a statement of teaching philosophy and an unofficial graduate school

transcript. Teaching abilities must be addressed in at least one letter, and research abilities must be addressed in at least one letter. Applicants whose PhD has not been conferred at the time of application must submit a statement from the PhD advisor indicating the anticipated timeline for completion of the PhD. All materials must be received by **December 12, 2016**.

Information about the University of Dayton and our department can be found at <http://go.udayton.edu/math>.

The University of Dayton, founded in 1850 by the Society of Mary, is a Top Ten Catholic Research university. The University seeks outstanding, diverse faculty and staff who value its mission and share its commitment to academic excellence in teaching, research and artistic creativity, the development of the whole person, and leadership and service in the local and global community.

To attain its Catholic and Marianist mission, the University is committed to the principles of diversity, inclusion and affirmative action and to equal opportunity policies and practices. As an Affirmative Action and Equal Opportunity Employer we will not discriminate against minorities, females, protected veterans, individuals with disabilities, or on the basis of sexual orientation or gender identity.

University of Dayton

Tenure-Track Position

The Department of Mathematics at the University of Dayton seeks applicants with skills and expertise in **operations research** for a **tenure track position** in mathematics at the assistant professor level starting August 16, 2017. The position supports the research agenda of the Mathematics Department by engaging in scholarly research in an area of operations research. Responsibilities include teaching three courses per semester, two of which will usually be service courses populated primarily by non-majors.

Required qualifications: PhD in mathematics anticipated by July 1, 2017. Applicants must have the potential to become an effective teacher of a wide range of mathematics courses, an active and ongoing research in some area of mathematics associated with operations research and an interest in teaching and advising students from diverse backgrounds.

Application Process

For a complete list of qualifications and to submit your application, please go to <http://jobs.udayton.edu/postings/21339>. A complete application consists of a cover letter, CV, three letters of recommendation, a statement of research agenda, a statement of

teaching philosophy and an unofficial graduate school transcript. Teaching abilities must be addressed in at least one letter, and research abilities must be addressed in at least one letter. Applicants whose PhD has not been conferred at the time of application must submit a statement from the PhD advisor indicating progress toward the PhD. All materials must be received by **December 1, 2016**.

More information about the University of Dayton and our department can be found at <http://go.udayton.edu/math>.

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Did you know that the MAA Committee on Minority Participation has a relatively new Hrabowski-Gates-Tapia-McBay Session that will be at the upcoming Joint Mathematics Meetings in Atlanta Georgia? This year, the Blackwell-Tapia Prize winner Mariel Vazquez will give a research talk on Wednesday, January 4, 2017 at 9 am. Check it out!



Emory University

Multiple Positions

Emory College of Arts and Sciences at Emory University in Atlanta, GA announces a special initiative to recruit excellent research scientists and scholars possessing an established and committed history of mentoring students from underrepresented and underserved populations.

Two tenure-track (open-rank) and two lecture-track (open rank) appointments are available, which will contribute to Emory's commitment to excellence and diversity in the sciences. We seek candidates with a demonstrated history of effectively mentoring students from underrepresented and underserved populations. Emory is a private university recognized internationally for its undergraduate College of Arts and Sciences and its graduate and professional schools. Together, Emory College and the university's seven graduate and professional schools feature renowned faculty and a student body of nearly 15,000.

Tenure-track candidates should have outstanding records of scholarly publications, research support, and teaching. The successful candidates will be expected to continue his or her active research programs and to participate in campus-wide interdisciplinary and departmental

programs that provide research and professional development opportunities for our students.

Lecture-track candidates should have outstanding records of teaching, curricular development, and advising. The successful lecture-track candidates will be encouraged to participate in campus-wide interdisciplinary and department programs that provide research and professional development opportunities for our students.

All applicants must hold a PhD in a relevant discipline. Faculty appointments will be made at a professorial rank commensurate with current academic standing and achievement. Applicants must apply via Interfolio; Tenure-Track link: <https://apply.interfolio.com/37231>; the Lecture-Track link: <https://apply.interfolio.com/37312>. Informal inquiries about the positions are invited by email to chair@mathcs.emory.edu. Applications will be accepted until the positions are filled.

Emory University is an Equal Opportunity/Affirmative Action/Disability/Veteran employer. Women, minorities, persons with disabilities, and veterans are encouraged to apply.

University of Denver

The Department of Mathematics at the University of Denver invites applications for two faculty positions: a **tenure-track Assistant Professor** and a **postdoctoral Visiting Assistant Professor**, both to begin in the fall of 2017. The successful tenure-track candidate will teach courses at both the undergraduate and graduate levels, serve as a mentor to Ph.D students and postdoctoral scholars, develop and maintain a high quality research program, and participate in service to the Department and the University. The postdoctoral position is renewable annually up to a maximum of three years, and the successful candidate will teach undergraduate courses and conduct high quality research.

Candidates must have a Ph.D. in mathematics by September 1, 2017 and show excellence in both research and teaching. We seek outstanding scholars in any area of mathematics, but we are especially interested in candidates whose work overlaps with the research interests of the current faculty and who have demonstrated experience or commitment to engage effectively with historically underrepresented communities. Active areas of research include functional analysis, operator theory, noncommutative geometry, combinatorics, graph theory, probability, statistical physics, algebraic logic, set theory, nonassociative alge-

Tenure-Track and Postdoctoral Positions

bra, representation theory, topological dynamics, and ergodic theory.

Review of applications for the tenure-track position will begin on **December 1**, and for the postdoctoral position on January 1, 2017, and will continue until both positions are filled. Applicants should apply electronically to www.mathjobs.org, and should submit an AMS cover sheet, a cover letter, a curriculum vitae, a list of publications, a teaching statement and a research statement. A minimum of four letters of recommendation, with three concerning research and one teaching, should be submitted on behalf of the applicant. In addition, applicants should complete a brief online application at <https://dujobs.silkroad.com>.

The University of Denver is strongly committed to enhancing the diversity of its faculty and staff, and encourages applications from women, racial and ethnic minorities, members of the LGBT community, individuals with disabilities, and veterans. Applicants who have experience working with a diverse range of students or who can otherwise contribute to a climate of inclusivity are strongly encouraged to identify their experiences in their cover letter. The University of Denver is an Equal Opportunity/Affirmative Action employer.

University of Hartford

Tenure-Track Position

The Department of Mathematics of the University of Hartford is accepting applications for one full-time **tenure-track Assistant Professor** position to begin in August 2017. Preference will be given to candidates with expertise in Algebra, Number Theory, Cryptography, Logic, Complex Analysis and their applications, but candidates in all areas of mathematical sciences will be considered. An

earned doctorate in mathematics, applied mathematics or related areas is required; ABDs will be considered providing they document a degree completion date. Applicants can view the full ad at www.mathjobs.org and should submit application materials through www.mathjobs.org.

Women and members of under-represented groups are encouraged to apply. EEO/M/F/D/V



United States Naval Academy

Tenure-Track Positions

The Mathematics Department at the United States Naval Academy in Annapolis, MD invites applications for one or more **tenure-track Assistant Professor positions** beginning August 2017. Candidates with appropriate experience will be considered at a higher rank. Preference may be given to applicants with research and teaching experience in Applied Mathematics, although individuals with outstanding qualifications in all research areas are encouraged to apply. The successful applicant must be strongly committed both to teaching at the undergraduate level and to producing high-quality peer-reviewed research. A typical teaching load in the department involves 5 semester-long courses per year with small section sizes (10-25 students) and 2-3 preparations. A qualified candidate must be a U.S. citizen and have a Ph. D. in Mathematics or closely related field by August 2017. Candidates with experience working with underrepresented groups are particularly encouraged to apply. Applicants may apply via math-

jobs.org. Candidates are directed to our official job posting at <https://www.usna.edu/HRO/jobinfo/AsstProfMath2017.php> for details about the job and requirements (including a background investigation).

Research interests in the department include all areas of pure and applied Mathematics, Operations Research, and Statistics. We offer majors in Mathematics, Applied Mathematics, Quantitative Economics, and Operations Research. The Mathematics Department of the U. S. Naval Academy consists of 42 civilians with Ph.D.'s and 18 military officers. Faculty members receive full federal government service benefits. Additional information about the United States Naval Academy can be found at www.usna.edu/MathDept/index.php.

DEADLINES: Completed applications received by **November 14, 2016** will receive first consideration. Applications will continue to be accepted until the positions are filled.

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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.

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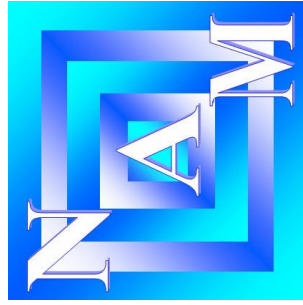
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Fall 2016