



# Newsletter

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## ***Congratulations to NAM's Recent PhD Recipients***



Presenters in the 2020 NAM Recent PhD Session at the Joint Mathematics Meetings, (from left to right President Edray Goins, Dr. Zerotti Woods, Dr. Brett Jefferson, Dr. Shanise Walker, Dr. Opel Jones, Dr. Talitha Washington)

## The National Association of Mathematicians (NAM)

publishes the NAM Newsletter four times per year.

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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.

**NAM's National Office, subscriptions and membership:** Dr. Roselyn E. Williams, Secretary-Treasurer, National Association of Mathematicians, P.O. Box 5766, Tallahassee, Florida 32314-5766; (850) 412-5236; e-mail: [secretary-treasurer@nam-math.org](mailto:secretary-treasurer@nam-math.org).

**NAM's Official Webpage:** <http://www.nam-math.org>

**Newsletter Website:** The NAM 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.

**Letters to the editor and articles** should be addressed to Dr. Omayra Ortega via e-mail to [editor@nam-math.org](mailto:editor@nam-math.org).

## From the Editor



**“There is only one time that is important. Now. It is the only time when we have any power ”**

- Tolstoy.

Hello everyone!,

I am still riding high on the wonderful fellowship I experienced at the 2020 Joint Mathematics Meetings in Denver, Colorado. The layout of the Denver Convention Center allowed for many cozy corners and secluded nooks where you could steal a couple minutes to reconnect with old friends, collaborators and colleagues.

The discussion on the relevance and significance of diversity statements in the academic hiring pro-

cess continued at the Joint Meetings, while not everyone agreed on how diversity statements should be utilized in the interviewing process, most agreed that it was important not to chastise individuals for being brave and sharing their opinions. There is a critical need for open and respectful dialogues, not only in mathematics, but within our country and globally. I believe that the mathematics community, will be a model of mature civic dialogue and engagement with big ideas.

I am also very happy to welcome new board members to the National Association of Mathematician's board. This February we welcomed Dr. Cory Colbert, from Washington and Lee University, who is the new **Treasurer**, Dr. Shea Burns, from North Carolina A&T State University, who is the new **Secretary**, Dr. Brittany Mosby, from Tennessee Higher Education Commission, who is the new **Region C Representative**, and Dr. Karen Taylor, from Bronx Community College, who is the new **Community College Representative**

*Sincerely, Dr. Omayra Ortega*



## Publishing in the NAM Newsletter

**Submissions:** The *NAM Newsletter* is a quarterly publication. Articles and letters should be submitted electronically to the editor at [editor@nam-math.org](mailto:editor@nam-math.org). You can find more information at the web page

<https://www.nam-math.org/submitting-advertisements-and-articles.html>

### Advertising:

*NAM Online Advertisement Policy:* As a part of its Newsletter Advertising, a copy of the advertisement will be placed on the web during the period it appears in the quarterly Newsletter - at the Job Openings website.

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1. One issue advertising

A. One-fourth page	\$200
B. One-third page	\$300
C. One-half page	\$400

D. Two-thirds page	\$500
E. Three-fourths page	\$600
F. One whole page	\$800

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2. Consecutive, multiple issue advertising

Each consecutive issue thereafter 75% of the first issue charge.

*NAM Newsletter Print Advertisement Policy for Institutional Members:* Receipt of your announcement will be acknowledged. You will be billed after the advertisement appears. Institutional Members of NAM are entitled to one 1/4 page advertisement at 1/2 the regular price during the fiscal year of their membership. Additional advertisements follow the above stated cost structure. A copy of the advertisement will be placed on the *NAM Newsletter* website during the period it appears in the *NAM Newsletter*. To estimate the page size, use 12 pt font in your favorite word processing program on a standard size page.

**Deadlines:** The deadlines for submissions and advertisements can be found in the following table.

Edition	Deadline
Spring	February 13
Summer	May 13

Edition	Deadline
Fall	August 13
Winter	November 13

Advertisements should be submitted electronically to the editor at [editor@nam-math.org](mailto:editor@nam-math.org), or by postal mail to Dr. Omayra Ortega, NAM Newsletter, Sonoma State University, Department of Mathematics and Statistics, 1801 E. Cotati Ave., Rohnert Park CA 94928.

*We reserve the right to reject any advertising that is not consistent with the stated goals of NAM, or that is in any way deemed inappropriate.*



## 2020 Joint Mathematics Meetings

*by Omayra Ortega*

The National Association of Mathematicians organized several sessions at the 2020 Joint Mathematics Meeting. This article serves as a summary of the sessions organized by NAM and sessions where NAM members were featured.



Dr. Ulrica Wilson, Dr. Robin Wilson, and Dr. Duane Cooper

Dr. Duane Cooper organized the NAM Panel Discussion on Changing Curriculum and the Zeitgeist: *Effects and Current Trends on Underrepresented Students in Undergraduate Mathematics Ed.* The panelists included, Dr. Torina Lewis (Clark Atlanta University), Dr. Farrah Jackson Ward (Elizabeth City State University), and Terrence Blackman (Medgar Evers College, CUNY).



Dr. Suzanne Weekes

Dr. Suzanne L. Weekes (Worcester Polytechnic Institute) gave the 2020 Clayton-Woodard Lecture titled, *A Numerical and Analytical Study of Dynamic Materials*. At the 2020 JMM Dr. Weekes

was awarded the MAA Haimo Award for Distinguished College or University Teaching of Mathematics. This prestigious award is given “in order to honor college or university teachers who have been widely recognized as extraordinarily successful and whose teaching effectiveness has been shown to have had influence beyond their own institutions.” While conferring the award, MAA President, Michael Dorff, noted that Dr. Weekes was the *first* African-American person to get the MAA Haimo Award. Congratulations Dr. Weekes!



Dr. Mohammad K. Azarian mans the NAM booth in the exhibition of the Denver Convention Center while President Goins chats with Dr. Brett Jefferson



Presenters in the Haynes-Granville-Browne Recent PhD Session (from left to right President Edray Goins, Dr. Zerotti Woods, Dr. Brett Jefferson, Dr. Shanise Walker, Dr. Opel Jones, Dr. Talitha Washington)

There were four talks given by recent PhDs in the Haynes-Granville-Browne Session of Presentations by Recent Doctoral Recipients.



- Opel Jones (Howard University) *Enumerations of Restricted Dumont Permutations*
- Shanise Walker (Iowa State University) *Lower Bounds for Induced Poset Saturation*
- Zerotti Woods (University of Georgia) *A New Regularization Term for Deep Neural Networks With Applications to Biological Data*
- Brett Jefferson (Pacific Northwest National Labs) *An Investigation Using Homology and Inverted Distances*



Dr. Jefferson (center) receiving the NSF Math Institutes Prize for giving an outstanding presentation

Dr. Brett Jefferson won the NSF Math Institutes Prizes for outstanding presentations by a recent PhD.



Dr. Janis Oldham, the 2020 Stephens-Shabazz Teaching Award Recipient

The Stephens-Shabazz Teaching Award, named in honor of Clarence Stephens and Abdulalim Shabazz, was given to Dr. Janice Oldham of North Carolina A&T State University. This prize is awarded annually to a mathematics educator who has significantly contributed to the development

of mathematical talent in underrepresented undergraduate students and encouraged underrepresented undergraduate students to pursue mathematical careers and/or the study of mathematics at the graduate level, with preference given to faculty from Historically Black Colleges and Universities (HBCUs).

Dr. Oldham could not attend the 2020 Joint Mathematics Meetings to receive her award, so her mentee Dr. Farrah Jackson-Ward accepted the award on her behalf.



Dr. Farrah Jackson-Ward accepting the Stephens-Shabazz Teaching Award on behalf of Dr. Janis Oldham who could not attend

NAM co-sponsored the MAA workshop, “Identifying and Managing Microaggressions in the Academic Setting,” a workshop co-organized by Dr. Omayra Ortega and Dr. Semra Kilic-Bahi and facilitated by Dr. Lynn Garrioch, and Dr. Rosalie Belangier-Rioux. This was the second time that NAM has sponsored this workshop, the first was at the 2019 SACNAS Conference.



Participants in the JMM Microaggressions workshop

Dr. Mohammed Omar (Harvey Mudd College) gave the MAA Invited Address, "The Art and Craft of Problem Design," where Dr. Omar described his extensive experience coaching students and writing questions for prestigious mathematics competitions.



Dr. Omar delivering his invited address

To further promote the recently published book, "Living Proof," the editors organized an MAA-AMS Panel: Living Proof: Stories of Resilience Along the Mathematical Journey. The editors include long-time NAM member Emille Lawrence (University of San Francisco) as well as Allison Henrich, Matthew Pons, and David Taylor.



Living Proof panelists Dr. Robin Wilson, Dr. Candice Price, Dr. Alicia Prieto-Langarica, Dr. Emille Lawrence, Dr. Matthew Pons, and Dr. Allison Henrich (l to r)

Dr. Roselyn Williams (Florida A&M University) gave the 2020 Cox-Talbot lecture titled, *Bridging the Gaps in Undergraduate Mathematics Education*. Dr. Williams delivered an extensive history of mathematics and shared some examples of how we can leverage this history to engage a diverse set of students.



Dr. Williams giving the Cox-Talbot lecture at the NAM banquet



Participants at the NAM banquet

Dr. Roselyn Williams (Florida A&M University) was additionally honored with the NAM Lifetime Achievement Award for her enduring contributions to the mathematics community including her work with students, co-founding the National Math Alliance, and her decades of commitment to the National Association of Mathematicians. Dr. Williams was additionally honored by the Association for Women in Mathematics and was named a 2020 AWM Fellow for her lifelong promotion of Historically Black Colleges and Universities and support of the EDGE Program; for her unwavering dedication to the National Association of Mathematicians; and for her unsung work to create AIM/ICERM's REUF and the National Math Alliance.





Dr. Roselyn Williams receiving her award, flanked by her student on the left and President Goins on the right



Participants at the banquet

This year marked another successful Joint Mathematics Meetings for the National Association of Mathematicians.



Dr. Robert Bozeman and Dr. Cory Colbert (Dr. Colbert was recently elected to be the new NAM treasurer)



Dr. Roselyn Williams and Dr. Sylvia Bozeman at the AWM Awards Reception

There were so many presentations given by NAM members that they cannot be listed here. NAM wants to congratulate all of our members who were honored during the 2020 meetings (there were many!).

**Omayra Ortega** *Omayra Ortega is the chair of the National Association of Mathematicians Publications-Publicity Committee and editor of the NAM Newsletter. She can be reached at <mailto:editor@nam-math.org>.* □



President Goins and the students from his 2019 Summer REU after the NAM banquet

## National Association of Mathematicians, Inc.



### NAM Regional Faculty Conference on Research and Teaching Excellence

Hampton University  
Hampton, Virginia  
April 10-11, 2020

The Faculty Conference on Research and Teaching Excellence is a two-day meeting, typically Friday and Saturday in the Spring, which rotates around the country based on NAM's regional structure. The conference is geared for faculty from Historically Black Colleges and Universities (HBCUs). The conference consists of five components:

**The Albert Turner Bharucha-Reid Lecture**

This is an hour-long talk which precedes the Friday banquet.

**Recognition Banquet**

This dinner takes place Friday evening.

**Contributed Talks**

Eight faculty speakers may present on topics of their choice. Each faculty speaker has 25 minutes to present with 5 minutes of questions and answers. The talks will be held on Saturday.

**Regional Panel Discussion**

A discussion to focus on issues relevant to the region in which the conference is held. The conference will close out on Saturday with this discussion.

Limited funding is available. For more information, visit the website below.



<https://www.nam-math.org/ferte.html#2020>





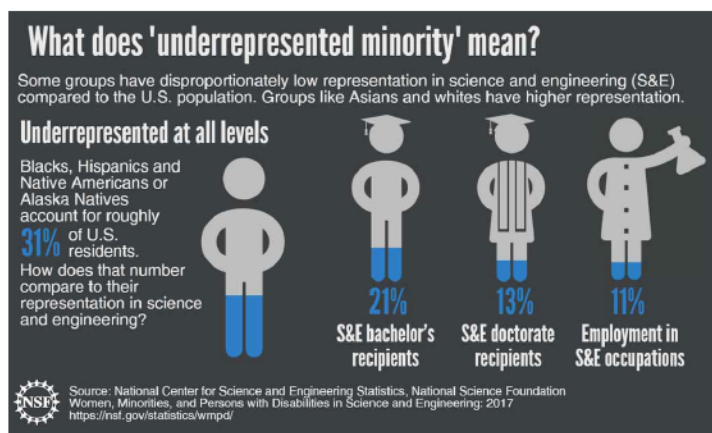
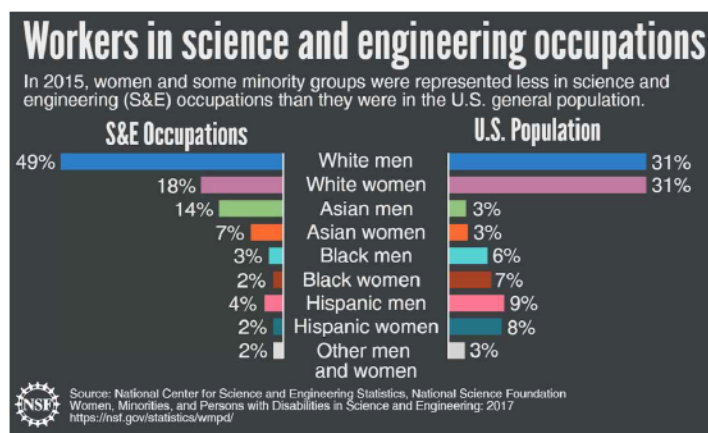
## Black and Excellent in Math

by Haydee Lindo

*This article originally appeared in the MAA Math Values Blog on October 10, 2019.*

Mathematics is a beautiful discipline and, despite its challenges, it is worth pursuing. As an added bonus, jobs in STEM pay nearly twice the national average. However, only 4% of Bachelor's degrees in Mathematics (1007 of 24,293) were awarded to Black and African American students in 2016. On the other end of the academic pipeline, of the 1,769 tenured mathematicians at the math departments of the 50 United States universities that produce the most math Ph.D.s. approximately 13 are black mathematicians. Previous blog entries have highlighted the historical and vital role that Historically Black Colleges and Universities (HBCUs) play in supporting black students through STEM degrees. At the same time, gaining a Math BA, MA or PhD, and pursuing a STEM career, often necessitates the successful navigation of white (and male) spaces.

issue inside and outside of academia. Remember, there is a national conversation about being in a “post-racial” society at the same time that it has become necessary to make Emmet Till’s memorial bullet proof.



It is difficult to speak honestly about the fact that living, working and studying in Predominantly White Institutions (PWIs) or primarily white spaces is often a fraught experience for Black students and professionals. This is compounded by the fact that our fellow students, colleagues and mentors sometimes do not see, or fail to acknowledge, racial discrimination when it occurs. Such discrepancies in awareness and perception are an

It is, however, in vogue to talk about implicit bias and that people are unconsciously perpetuating stereotypes and carrying out microaggressions. These are real and pervasive and must be addressed. However, we cannot ignore the overt aggression that students and faculty of color often face and, “that educational spaces too readily become breeding grounds for the systematic marginalization of Black students.” One can argue that this is a key source of the disparity in black mathematical achievement. In “Robust and Fragile Mathematical Identities: A Framework for Exploring Racialized Experiences and High Achievement Among Black College Students” Ebony McGee writes:

“Although negative outcomes in mathematics education among Black students are sometimes incorrectly attributed to race (as biology), Matin’s work [...] demonstrates the racialized nature of student’s mathematical experiences that most profoundly influences these outcomes.”

How do we make ourselves bullet proof? We can’t. But McGee explores the idea that high achieving STEM students develop coping mechanisms to prove their academic value in their in-

tellectual communities. Under the name “Stereotype management” she explains that there, “is a learned competency that enables Black and Latinx students to recognize and negotiate social-psychological threats to their identities in ways that aid their STEM achievement.” One of the key ideas seems to be this: when we are younger our attraction to mathematics is often fueled by external encouragement from our teachers, high scores on tests etc.

FRAGILE Mathematical Identity	robust Mathematical Identity
Defends Oneself by Demonstrating and Evidencing Mathematics Achievement	Defines Oneself by Enjoying and Embracing the Mathematics
Reactive Responses to Racialized Mathematics Experiences (In-the-Moment)	Stable and Clever Coping Strategies to Racialized Mathematics Experiences
Mathematically High-Achieving but Externally Focused and Bittersweet	Internally Focused and Affirming Successful Mathematics Outcomes

As we grow more mature, black mathematicians and engineers remain successful by progressing, “from being preoccupied with attempts to prove stereotypes wrong to adopting more self-defined

reasons to achieve.” The truth is that our happiness and continued achievement may rely on the realization that our excellence and accomplishments may not, and more importantly do not, need to be validated by anyone but ourselves. This, of course, is much easier said than done.

It is therefore also extremely important for us to seek out and cultivate affirming environments. Attending an HBCU has been shown to improve the chances of success in STEM fields. If you are not at an HBCU, there are other ways to cultivate an affirming environment. Consider taking courses with faculty of color or attending conferences with a focus on the success of minority STEM students (SACNAS, Field of Dreams etc). Of course, this burden should not be just on minority students and professionals. We all have the responsibility to move towards culturally sustaining pedagogies and to ask ourselves genuine questions and hold honest conversations about the structural reasons why rooms of mathematicians remain chronically and overwhelmingly white and male.

*Haydee Lindo* is an assistant professor at Williams College and serves on the NAM Editorial Board for the MAA Math Values Blog. She can be reached at [08hml@williams.edu](mailto:08hml@williams.edu). □

## SIAM Reciprocal Membership

*by Jamylle Carter*



NAM is excited to announce the SIAM Reciprocal Individual Membership level! NAM members can now join the Society for Industrial and Applied Mathematics (SIAM) and receive a 30% discount off the standard dues rate.

Likewise, SIAM members can join NAM

and receive a 30% discount off the individual rate. Reciprocal members have full privileges of membership.

NAM looks forward to opportunities for future collaboration and cooperation with SIAM!

*Jamylle Carter* serves as the Community College representative on the NAM Board and is a member of the NAM MAA Blog Editorial Board. She can be reached at [community-member@nam-math.org](mailto:community-member@nam-math.org). □

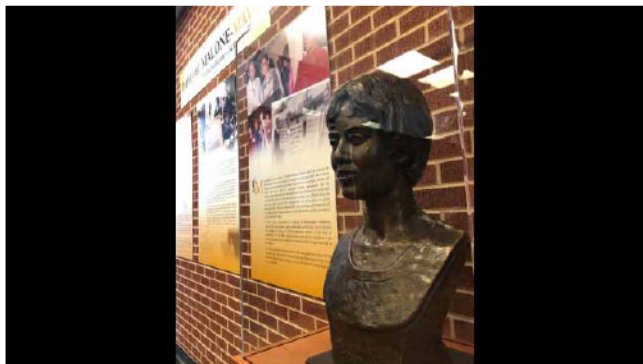


## Baylor Honors Dr Malone-Mayes by Lori Fogleman

*This article first appeared on the Baylor University website, <https://www.baylor.edu/mediacommtextitunications/news.php?action=story&story=207504>, on February 28, 2019*

WACO, Texas (Feb. 28, 2019) – Before an overflow crowd that included the daughter of the late Vivienne Malone-Mayes, Ph.D., Baylor University recognized the exceptional life and achievements of the University’s first African-American faculty member during a special ceremony Feb. 26 on the third floor of the Sid Richardson Building.

Held during Black History Month, the event included the unveiling of a 50-pound, two-foot bronze bust of Dr. Malone-Mayes, who taught math at Baylor from 1966 to 1994. The bust was created by Utah sculptor Dee Jay Bawden. Encased in glass and on display at the entrance of the department of mathematics, it represents the first sculpture of a female professor or alumna on the Baylor campus. In addition, three panel displays highlight Dr. Malone-Mayes’ experiences and history at Baylor, which included being rejected when she applied to Baylor in 1961 because of her race.



Bronze bust dedicated and on permanent display at the entrance of the department of mathematics

“For years, people have asked me what Baylor has done to honor my mom, but because she had a humble spirit, I would always say that they’ve been pretty good to her,” said Patsy Wheeler, Dr. Malone-Mayes’ daughter. “Now, I can truly say

that Baylor University has stepped up, showed out and made us proud.”



Baylor President Linda A. Livingstone, Ph.D., and Patsy Wheeler, daughter of Vivienne Malone-Mayes, Ph.D., Baylor’s first African-American faculty member, unveiled 50-pound, two-foot bronze bust of Dr. Malone-Mayes on permanent display outside the entrance of the math department in the Sid Richardson Building. (Robert Rogers/Baylor University)

The spring 2018 issue of Baylor Magazine included a feature by Lane Murphy on the Remarkable Legacy of Dr. Malone-Mayes, including her educational journey from Waco to Nashville to Dallas to Austin and eventually to Baylor as a faculty member:

“Vivienne Lucille Malone was born Feb. 10, 1932, the only child of Pizarro and Vera Estelle Allen Malone; her family included educators and community leaders. She grew up in Waco and graduated at age 16 from A.J. Moore High School, not far from the Baylor campus. “She earned bachelor’s and master’s degrees in mathematics from Nashville’s Fisk University, where she was taught by Dr. Lee Lorch, a prominent desegregationist, and Dr. Evelyn Boyd Granville, the second African-American woman to earn a PhD in mathematics and the creator of computer software to analyze satellite orbits for NASA programs. She married dentist James Mayes during this time and later became the fifth African-American female to earn a mathematics PhD. She credited Granville as the

primary reason she pursued the degree. “Malone-Mayes chaired the math departments at Bishop College in Dallas and then Paul Quinn College, which was in Waco at the time. Because she wanted to take more graduate-level courses, Malone-Mayes applied to Baylor in 1961, but she was rejected because of her race. (Baylor trustees voted to integrate Nov. 1, 1963.) Malone-Mayes framed her Baylor rejection letter as a reminder of the struggle for academic equality. “Determined to earn her PhD, in 1962, Malone-Mayes enrolled at the University of Texas at Austin, which had been required by federal law to integrate. At the height of the civil rights movement, she participated in and helped lead marches and pickets of restaurants, movie theaters and other businesses in Austin, Waco and elsewhere. Her time as a PhD student was often lonely and stressful. Malone-Mayes persevered to become the second African-American and the first black female to earn a PhD in mathematics from the University of Texas.” In 1966, Dr. Malone-Mayes joined the Baylor faculty as a professor of mathematics. In 1971, Baylor Student Congress named her as an Outstanding Faculty Member of the Year. Ill health forced her to retire in 1994 after 28 years at Baylor. She passed away June 9, 1995, at age 63.

Baylor President Linda A. Livingstone, Ph.D., was one of several speakers at the ceremony who reflected on Dr. Malone-Mayes’ life and the values she represented.

“I’m especially touched by her bravery and her courage through extremely challenging times to stand up for what she believed in, to do it with pride and grace and to really stand up for justice in the midst of extreme persecution at not an easy time to do that,” President Livingstone said. “I am personally and deeply humbled by her example and by what she represented. And I am really committed here at Baylor that we honor her legacy by having that same level of bravery and courage that she did to continue that quest for justice that she had such an impact on.”

Dr. Malone-Mayes’ professional associations included serving as a member of the American Mathematical Society, the National Council of Teachers of Mathematics and the Mathematical Association of America, where she was elected director-at-large

for the Texas section. She also was the first black woman elected to the Association for Women in Mathematics’ executive committee, and she served on the board of the National Association of Mathematicians (NAM), which seeks to promote the success of underrepresented minorities in the mathematical sciences.



NAM president Edray Goins, Ph.D., took a red-eye flight to Waco to attend the ceremony and honor Dr. Malone-Mayes.” (Robert Rogers/Baylor University)

### “Only One”

NAM’s current president, Edray Goins, Ph.D., professor of mathematics at Pomona College in Claremont, California, took a red-eye flight to Waco to attend the ceremony and honor Dr. Malone-Mayes. Goins was the subject of a recent New York Times article, “For a Black Mathematician, What It’s Like to Be the ‘Only One.’”

“In many ways, I can relate with Dr. Malone-Mayes’ experience. I was fortunate enough to recently be featured in the New York Times where I spoke about my own isolation. It can be debilitating and can cause you to question your own worth, but Dr. Malone-Mayes persisted,” Dr. Goins said. “She became the first African American math professor at Baylor, the same school that she could not even attend perhaps some 10 years before. But Dr. Malone-Mayes had grit, class and determination that we all should employ.”

Along with her academic pursuits and lengthy teaching career, Malone-Mayes was a strong servant leader in the community. She was a lifelong member of New Hope Baptist Church, where she was organist and director of the youth choir. Malone-Mayes advocated for Waco ISD students and served on several boards and committees, including Family Counseling and Children Services, Goodwill Indus-



tries, and the Heart of Texas Region Mental Health and Mental Retardation Center.

“She had a distinguished career as an educator, researcher, musician, community leader and organizer. . . and, last but not least, a civil rights leader,” said Lance Littlejohn, Ph.D., professor and chair of mathematics at Baylor. “I have also seen the words ‘trailblazer’ and ‘pioneer’ used to describe Vivienne. Yes, she was both of those. Vivienne endured countless hardships and racial injustices throughout her life, but each time she was knocked down, she stood up taller and stronger.”

Also giving remarks were Howard Rolf, Ph.D., Professor Emeritus of Mathematics and department chair when Dr. Malone-Mayes was a member of the Baylor math faculty; and Robert Darden, professor of journalism, public relations and new media and director of Baylor’s Black Gospel Music Restoration Project.

Darden was instrumental in leading the University to recognize Dr. Malone-Mayes and also challenged Baylor to further honor her by diversifying its faculty. Currently, about 15.6 percent of faculty are from minority and other underrepresented

groups, but only 2.8 percent are African-American. Darden said this event could be seen “as a guide, as a goad, as a spur to us” to increase diversity.

“Baylor University ought to be a light on a hill instead of always having to apologize that we are not better than we are,” Darden said.

Dr. Malone-Mayes continues to be remembered in other ways across the Baylor campus. In November 2017, the Baylor Black Alumni Network gala commemorated the 50-year anniversary of the University’s first black graduates, honored others who achieved firsts on campus and benefited The Dr. Vivienne Malone-Mayes Scholarship Endowment, which has provided Baylor students with scholarships since 2008. A plaque in her honor is affixed to a memorial lamppost in front of McMullen-Connally Faculty Center. It reads in part, “Scholar, Teacher, Pioneer, Community Member, Loving Friend, Inspiration To Us All — She made the path smoother for those who followed.”

*Lori Fogleman is a member of the Baylor University Media and Public Relations Division. She can be reached at [mediacomm@baylor.edu](mailto:mediacomm@baylor.edu). □*

## SUBgroups: Small Online Peer Groups for First-Year Math Grad Students

*by Marissa Loving*



share



uplift



bridge

The transition into math graduate school can be tough. SUBgroups is an online peer-to-peer support network aimed at helping students to make this transition. The goal for SUBgroups is to create a space for students to share their successes and struggles, to uplift each other, and to bridge into

new math experiences. It is an initiative started by Justin Lanier, who is in the final semester of his PhD, and Marissa Loving, who is in the first year of her NSF postdoc. The way SUBgroups works is pretty straightforward. Each participant is either a first-year math PhD student or a first-year math master’s student considering a PhD. Each SUBgroup is made of three to five participants. A group meets regularly over the course of a semester (or quarter) for a video chat that lasts approximately an hour, once every two weeks on a fixed day and at a fixed time.

SUBgroups is also a way for minoritized students to build math community with folks who share one or more of their minoritized identities. When students register for SUBgroups they have the opportunity to help shape the composition of their group by sharing any preferences they may have for their group. For example, it is a common experience for minoritized students to be the “only one” in their graduate program, like the only woman, the only queer person, the only Latinx student, or the only Black student. With over 60 participants in our Fall 2019 cohort, SUBgroups was able to alleviate that

burden to some extent for students who requested it.

If you are interested in participating in SUBgroups this fall or in sharing the SUBgroups program with your first-year students, please keep an eye on the website [gradsubgroups.org](http://gradsubgroups.org) for the Fall 2020 registration. Feel free to email SUBgroups at [subgroups@gatech.edu](mailto:subgroups@gatech.edu) if you have any questions.

*Marissa Loving* is co-director, along with *Justin Lanier*, of the SUBgroups program. She can be reached at [subgroups@gatech.edu](mailto:subgroups@gatech.edu). □

## TPSE Math Partners Meeting

by *Jamylle Carter*

Jamylle Carter and Duane Cooper attended the Transforming Post-Secondary Education in Mathematics [TPSE Math] Partners Meeting at the University of Miami on April 1, 2019.

TPSE Math formed in response to the February 2012 President’s Council of Advisors on Science and Technology [PCAST] report Engage to Excel: Producing One Million Additional College Graduates with Degrees in Science, Technology, Engineering, and Mathematics. This report, which provided a strategy for improving STEM education, recommended the “launch [of] a national experiment in postsecondary mathematics education to address the math preparation gap.”



Dr. Jamylle Carter and Dr. Duane Cooper

Sponsored by the Carnegie Corporation of New

York, the Alfred P. Sloan Foundation, and the National Science Foundation (NSF), TPSE Math is a conglomerate of faculty, administrators, membership organizations, and disciplinary societies—including NAM—whose aim is “to effect constructive change in mathematics education at U.S. community colleges, 4-year colleges and research universities.”

This TPSE Math Partners Meeting was primarily a meet-and-greet for all 47 participants. The three-minute speed introductions allowed the partner organizations to get to know each other. Jamylle spoke about NAM, and Duane spoke about Morehouse College. After hearing talks from other STEM disciplines, participants divided into breakout groups to identify objectives that their respective organizations could work on over the next year, with support from TPSE Math.

NAM looks forward to a fruitful partnership with TPSE Math.

*Jamylle Carter* serves as the Community College representative on the NAM Board and is a member of the NAM MAA Blog Editorial Board. She can be reached at [community-member@nam-math.org](mailto:community-member@nam-math.org). □



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## **NAM Golden Anniversary Endowment Fund Donors' Honor Roll (Scroll II) 2017 - 2019**





## Who Needs a Diversity Statement Anyway?

by Omayra Ortega

*This article originally appeared in the MAA Math Values Blog on January 13, 2020.*

The December 2019 Notices contained an op-ed article that you may have heard a thing or two about. In the blog, we read, [w]hatever our views on communism, most of us today are in agreement that the University of California (UC) loyalty oaths of the 1950s were wrong. Whatever our views on diversity and how it can be achieved, mandatory diversity statements are equally misguided. I let out a deep, long, slow exhale. Those were some strong words! I was taking a break from grading and found Dr. Thompson's op-ed. I did not understand how anyone could take issue with a diversity statement, but I wanted to understand this perspective better.

There had to be something that I was missing. Aside from adding yet another piece of prose to the application packet, how did requiring a diversity statement differ from requiring a teaching or a research statement? If a department is looking for specific characteristics in a candidate—such as someone who can teach analysis, collaborate with their research group in Operator Theory, and contribute to their diversity initiatives on campus—these three documents would be essential to determine if the candidate would be a good fit in their department. In fact the UC Board of Regents state that, the core mission of the University of California is to serve the interests of the State of California, it must seek to achieve diversity among its student bodies and among its employees. So requiring a diversity statement makes sense in the case of the UCs. Maybe the offense lay with the rubric the UCs were required to use to evaluate the diversity statements. Rubrics for research and teaching statements don't exist, so the UC rubric could be the secret ingredient that turns a diversity statement into a loyalty oath.

The University of California's Rubric to Assess Candidate Contributions to Diversity, Equity, and Inclusion was linked in the footnotes of the Decem-

ber op-ed letter. I scoured the document sure that I would find the offensive piece here, but I couldn't quite understand how this vague document asking a candidate to describe their past knowledge about, their track record in, and their future plans for advancing diversity, equity, and inclusion could be compared to signing a loyalty oath. I read the op-ed piece carefully to understand the author's objections to diversity statements.

After several close readings, I still could only ascertain that the author had an issue with the rubric used for evaluating diversity statements. The UC rubric would give a low score to anyone who did not advance diversity, equity, and inclusion. This rubric serves as a gatekeeper, removing applicants who do not believe in diversity, equity, and inclusion from the hiring pool. However, the Notices op-ed piece implies that these people should still be considered to work in the University of California system.

The UC system consists of 9 campuses, 5 which are Hispanic-Serving Institutions (HSI) and the remaining 4 are very close to the 25% Hispanic threshold. Considering the populations being served in the UC system, do we really want employees working there who are not committed to diversity, equity, and inclusion? If it were 17 years earlier and I were just starting to consider pursuing mathematics, this Notices op-ed piece against diversity statements would stop me in my tracks.

Unfortunately, this isn't the first time that the mathematics community has had to contend with an op-ed (Does Diversity Trump Ability?) speaking out against diversity from this author. I would counter with the following question: Does mathematical ability trump the need to provide a safe space for marginalized people? I don't believe that there is a simple yes or no answer, but I do think that this discussion needs to continue within the mathematics community. If the AMS had not dissolved their Director of Diversity and Education position, they might have been able to have this director write a parallel or rebuttal piece to show a



breadth of opinion within the AMS.

There have been quite a few reactions to the original December 2019 Notices op-ed piece including a rebuttal letter written by Brian Katz and a rebuttal blog written by Adriana Salerno, which led me to yet another, slightly more incendiary, rebuttal letter by Chad Topaz, to name a few. In an 2018 LA Times op-ed discussing the introduction of diversity statements at UCLA, the question was posed, [i]f Albert Einstein applied for a professorship at UCLA today, would he be hired? Not to discount Albert Einstein's contributions to the civil rights movement, Einstein is a complex figure who lived during a time of heightened racism. Cities were segregated, the Ku Klux Klan ran rampant, and African-Americans fought through humiliating poll taxes and literacy tests, just to vote. The Voting Rights Act of 1965 was passed after Einstein's death do we really want to go back to that time?

Who needs a diversity statement? Any department that believes in diversity and is working to increase or maintain diversity at their institution. As a mathematical community, we need to increase diversity within our ranks to rectify historical injustices and to ensure that our community stays wel-

coming to all. We need diversity statements, rubrics included, to have a basis for evaluating applications to our departments. It is important to ascertain whether applicants have a common vision with the institution and if applicants even share the same understanding when they define the terms diversity, equity, and inclusion.

I encourage everyone who feels a part of the mathematics community (and especially those who feel excluded) to write letters to the editor to prominent news outlets such as the AMS Notices, the MAA Focus, the NAM Newsletter, and other local news outlets. It is through sharing personal stories and opinions that we build community and improve our profession. How many marginalized perspectives are missing from this discussion? We must welcome civil discourse within our community, where we respect each other and focus on the ideas, if we are ALL going to progress together.

*Omayra Ortega is an assistant professor at Sonoma State University, serves on the NAM Editorial Board for the MAA Math Values Blog, and is the editor of the NAM Newsletter. She can be reached at [editor@nam-math.org](mailto:editor@nam-math.org).*

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## Job Openings

### Oregon State University Department of Mathematics

The Department of Mathematics of Oregon State University invites applications for three Postdoctoral Scholar positions, one each in the areas of Mathematics Education, Numerical Analysis, and Probability, beginning Fall 2020. Each is a fixed term, 12-month appointment with the expectation of one subsequent 9-month renewal appointment subject to job performance and availability of funding. Each position carries a teaching load of four quarter courses per academic year (fall, winter, spring) with the possibility of a one-course reduction pending instructional needs of the department.

These are mentored positions, with mentoring directed towards research, teaching and engagement with diversity. The successful candidates should have strong accomplishments or promise in both research and teaching, and must value working with colleagues and students from diverse backgrounds. Priority will be given to applications completed by February 28, 2020. For more information and application, see <https://www.mathjobs.org/jobs/jobs/15640> and <https://www.mathjobs.org/jobs/jobs/15639>



**University of California, Riverside – Department of Mathematics**

**F. Burton Jones Chair in Pure Mathematics**

The Department of Mathematics at the University of California, Riverside invites application to a faculty position at the full professor level in the general area of pure mathematics. The successful candidate is expected to fill the F. Burton Jones Chair in Pure Mathematics. The search seeks candidates with national and international recognition, an outstanding research track record and outlook, a strong record in mentoring and teaching, and leadership in promoting diversity and serving the professional community.

A PhD in mathematics is required. It is expected that at UCR, the candidate will lead a rigorous research program, will develop and teach graduate and undergraduate courses, will advise and mentor graduate and undergraduate students, will vigorously promote diversity, and will engage in both campus and professional service activities. A start-up package will be provided. The endowment fund will be made available to support the candidate's research and mentoring activities. This position will start between July 1, 2020 and July 1, 2021.

Interested individuals should submit a cover letter, a full curriculum vita, a statement of research, a statement of teaching, official teaching evaluations and a statement on contribution to promoting diversity. In addition, applicants should provide contact names and addresses for four or five references on the candidate's research, and one reference on the candidate's teaching and mentoring. All application materials must be submitted through AP Recruit online at: <https://apptrkr.com/1728397>. Review of applications will commence on May 1, 2020 and proceed until position is filled. For full consideration, applicants should submit their complete applications by April 30, 2020.

The University of California is an Equal Opportunity/Affirmative Action Employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, age, disability, protected veteran status, or any other characteristic protected by law. UCR is a world-class research university with an exceptionally diverse undergraduate student body. Its mission is explicitly linked to providing routes to educational success for underrepresented and first-generation college students. A commitment to this mission is a preferred qualification.

Advancement through the Professor ranks at the University of California is through a series of structured, merit-based evaluations, occurring every 3-5 years, each of which includes substantial peer input.

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Case Western Reserve University – Department of Mathematics, Applied Mathematics and Statistics



The Department of Mathematics, Applied Mathematics and Statistics at Case Western Reserve University seeks qualified candidates for a **one-year position at the rank of Visiting Assistant Professor, for Academic Year 2020-2021**. Research specialization is open, with a preference given to candidates whose research interests align with the current faculty and who are prepared to teach upper level undergraduate or beginning graduate courses. A strong commitment to research and publication, demonstrated teaching excellence, and concern for issues of diversity are essential. Candidates must have Ph.D. in hand by July 1, 2020. The position may be renewable for a second year, depending upon curricular needs and budgetary approval.

Candidates should submit a letter of application, curriculum vitae, a statement of research, and a statement of teaching which includes applicable experience and evidence of excellence. Candidates should also arrange for three letters of recommendation, at least one of which specifically addresses teaching and mentoring ability or potential, to be submitted independently of the aforementioned application materials. All application materials should be submitted electronically through the AMS website [mathjobs.org](http://mathjobs.org).

More detailed information regarding the Department may be found on our website: <http://mathstats.case.edu/>, and you may also contact the Chair at [maryann.horn@case.edu](mailto:maryann.horn@case.edu) with any questions. The review process will begin March 31, 2020 and will continue until the positions are filled.

In employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Women, veterans, members of underrepresented minority groups, and individuals with disabilities are especially encouraged to apply. Case Western Reserve University provides reasonable accommodations to applicants with disabilities. Applicants who require a reasonable accommodation for any part of the application and hiring process should contact the Office of Inclusion, Diversity, and Equal Opportunity at (216) 368-8877 to request a reasonable accommodation. Determinations as to granting reasonable accommodations for any applicant will be made on a case-by-case basis.

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Case Western Reserve University – Department of Mathematics, Applied Mathematics and Statistics

The Department of Mathematics, Applied Mathematics and Statistics at Case Western Reserve University anticipates at least **one lecturer position for the Academic Year 2020/2021**. Each appointment will initially be for a one-year period with the possibility of renewal for up to two additional one-year periods. Applications are encouraged from all areas of Mathematics, Applied Mathematics, and Statistics. Candidates should have a doctoral degree and demonstrated teaching experience. The normal teaching load is up to three courses per semester, and courses will typically cover lower level to advanced undergraduate content. The incumbent will also be expected to participate in academic advising and mentoring of undergraduate students.

Applicants should submit a letter of application, curriculum vitae, and a statement of teaching which includes mentoring philosophy, applicable experience, and evidence of excellence. Applicants should also arrange for three letters of recommendation, at least one of which specifically addresses teach-



ing and mentoring ability or potential, to be submitted independently of the aforementioned application materials. All application materials should be submitted electronically through the AMS website <https://www.mathjobs.org>.

More detailed information regarding the Department may be found on our website: <http://mathstats.case.edu/>, and you may also contact the Chair at [maryann.horn@case.edu](mailto:maryann.horn@case.edu) with any questions. The review process will begin Tuesday, January 21, 2020 and will continue until the positions are filled.

In Employment, as in education, Case Western Reserve University is committed to Equal Opportunity and Diversity. Women, veterans, members of underrepresented minority groups, and individuals with disabilities are encouraged to apply. Case Western Reserve University provides reasonable accommodations to applicants with disabilities. Applicants requiring a reasonable accommodation for any part of the application and hiring process should contact the Office of Inclusion, Diversity, and Equal Opportunity at 216-368-8877 to request a reasonable accommodation. Determinations as to granting reasonable accommodations for any applicant will be made on a case-by-case basis.

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## University of Delaware Department of Mathematical Sciences

The Department of Mathematical Sciences at the University of Delaware invites applications for a continuing track (non-tenure, rolling contract) faculty at the rank of Assistant Professor. The successful candidate will teach in our innovative Mathematical Sciences Learning Laboratory (MSLL). MSLL integrates active learning and other evidence-based teaching strategies, principles of continuous improvement, learning technologies, and a collaborative instructional team with the goal of studying and improving teaching and learning in foundational college mathematics courses.

We seek candidates committed to and/or experienced in the following: 1) teaching mathematics in active learning environments, 2) leveraging technology to support student learning, and 3) collaborating with teams of instructors to teach, study, and improve entry-level college mathematics courses. Applications should include evidence of a strong commitment to developing excellence in teaching and a strong interest in teaching foundational college mathematics courses. Candidates must have a doctoral degree in mathematics, mathematics education, or a related field.

Applications should be submitted electronically to MathJobs ([www.mathjobs.org](http://www.mathjobs.org)). Review of applications will begin on December 15, 2020 and will continue until the position is filled.

The University of Delaware provides equal access to and opportunity in its programs, facilities, and employment without regard to race, color, creed, religion, national origin, gender, age, marital status, disability, public assistance status, veteran status, sexual orientation, gender identity, or gender expression ([www.udel.edu/home/legal-notices/](http://www.udel.edu/home/legal-notices/)).

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## Bowdoin College - Tenure Track Assistant Professor in Probability and Combinatorics

Tenure Track position at the rank of Assistant Professor beginning July 1, 2020. Fields of Probability and Combinatorics with the expertise and interest in teaching courses in both probability and elementary statistics. Visit <http://www.MathJobs.org/jobs/jobs/14772> to apply. Review has begun 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 Department, see [www.bowdoin.edu](http://www.bowdoin.edu)



# BEAM

Bridge to Enter Advanced Mathematics

**Summer Positions Available!**

**Bridge to Enter Advanced Mathematics** is a free program for students from low-income and historically marginalized communities who show exceptional potential in mathematics.



All students and staff at Union College in Summer 2019

## **For Summer 2020, we are hiring...**

...college professors and classroom teachers as faculty. Design your own courses on favorite math topics. Teach to small classes of motivated middle schoolers.

...graduate students as junior faculty, designing and teaching courses with structured support and mentorship.

...college students as student life counselors and teaching assistants.

Transportation, housing, and food provided for residential staff. Please see the website for more information about salary and other compensation.

This summer, *change the lives of underserved students with exceptional potential in mathematics.*

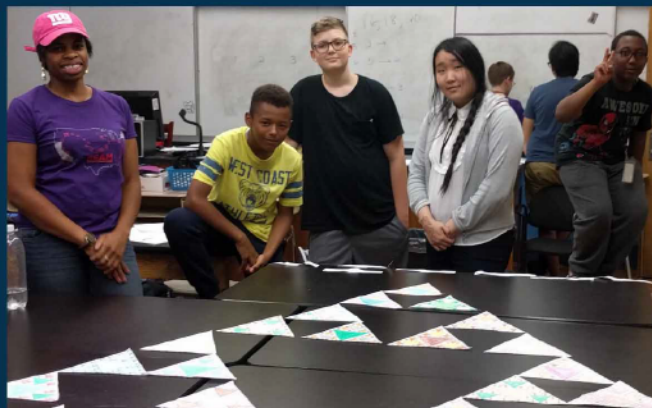
*“Teaching at [BEAM] was a great joy, and I highly recommend it as an outreach initiative to get involved in!”*



- Professor Mohamed Omar, Harvey Mudd College

**For more information and how to apply:**

[beammath.org/jobs](http://beammath.org/jobs)



Faculty member Evelyn Owhor with students in NYC 2018



# Events of Interest to NAM Members

A complete list of events containing these and more can be found online:

<https://www.nam-math.org/upcoming-activities.html>



## MSRI-UP 2020: Branched Covers of Curves

The MSRI Undergraduate Program (MSRI-UP) is a comprehensive summer program designed for undergraduate students who have completed two years of university-level mathematics courses and would like to conduct research in the mathematical sciences. The main objective of the MSRI-UP is to identify talented students, especially those from underrepresented groups, who are interested in mathematics and make available to them meaningful research opportunities, the necessary skills and knowledge to participate in successful collaborations, and a community of academic peers and mentors who can advise, encourage and support them through a successful graduate program.

The theme of the 2020 MSRI-UP is “Branched Covers of Curves” and the research leader is Dr. Edray Goins, Professor of Mathematics at Pomona College. The research program will focus on Galois Theory of curves, i.e. the realization of certain finite groups as the symmetries of maps from one curve to another. Students must have completed at least one proof-based mathematics course before the summer. Students who have taken an abstract algebra course will find it useful, though this is not required to be admitted to the program.

For additional information, please contact Duane Cooper at [dcooper@morehouse.edu](mailto:dcooper@morehouse.edu) and go to their website <https://www.msri.org/web/msri/education/for-undergraduates/msri-up>.



The 2020 Faculty Conference on Research and Teaching Excellence (FCRTE) will be held at Hampton University in Hampton Virginia (region B) April 10-11, 2020. The conference consists of five components: A Short Course in Computational Science, The Albert Turner Bharucha-Reid Lecture, Recognition Banquet, Contributed Talks, and a Regional Panel Discussion. More information can be found at the web site <https://www.nam-math.org/fcrte.html>.

The Sixteenth Annual Graduate Student Mathematical Modeling Camp, GSMMC 20, will take place at the University of Delaware in Newark, DE from June 10-13, 2020. The GSMM Camp is a workshop where grad students work in teams on highly interdisciplinary problems inspired by real industrial applications. The Camp is run in conjunction with the MPI Workshop the following week, held this year at the University of Vermont. MPI focuses on real-world open-ended industrial problems, and draws both faculty and student attendees. For examples of the types of problems presented, and to apply to either the camp or the workshop visit <https://www.mathsci.udel.edu/events/conferences/gsmmc-2020/apply>.

This NSF—SACNAS Developing Skills for Grant Writing and Peer Review Workshop will equip advanced graduate students, postdocs, and early career professionals in biology or STEM education, to write a successful grant proposal for NSF funding. Accepted applicants will learn how to critique proposal drafts in order to develop their own drafts and engage in peer review. Workshop Dates: May 1-3 Location: Washington DC Area. Deadline: February 21, 2020.

Accepted applicants will receive COMPLIMENTARY airfare to and from the workshop, and lodging for 2 nights!






<https://www.sacnas.org/professional-programs> Conference (QTMC) will be held at the Fields Institute in Toronto, Ontario, Canada from 12-14 June 2020. More information can be found on the official website <http://www.fields.utoronto.ca/activities/19-20/QTMC>.

**Bridge to Enter Advanced Mathematics (BEAM)** is a free program for students from low-income and historically marginalized communities who show exceptional potential in mathematics. During the summer, they hire college professors and experienced middle and high school teachers as faculty instructors, graduate students and early-career teachers as junior faculty, and college students as counselor/TAs. BEAM, a project of the Art of Problem Solving Initiative, Inc, is looking for people who love math and working with youth to create a community of deep thinking and mathematical joy. For more information and the application, contact us at [summer-jobs@beammath.org](mailto:summer-jobs@beammath.org) or visit our website at [www.beammath.org/jobs](http://www.beammath.org/jobs). Our application process is rolling, but we recommend counselors apply by February 27, 2020 for full consideration.

**QTMC 2020** The 1st ever Queer and Trans Mathematicians in Combinatorics

**Bolstering the Advancement of Masters in Mathematics (BAMM!)** is an NSF funded program providing financial support and continual mentoring for Master's students who wish to pursue a Ph.D. in the mathematical sciences, including Mathematics Education. BAMM! is a fulfilling, cohort-based program in which participants receive annual scholarships of up to \$10,000 per year for a maximum of two years at any of the three BAMM! Sites: Cal Poly Pomona, Fresno State, or San Francisco State University. For further details and application information, visit the BAMM! Website: [bit.ly/MastersBAMM](http://bit.ly/MastersBAMM). Application Deadline: April 1, 2020.

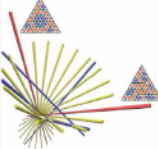




**Combinatorial Algebraic Geometry**  
February 1 – May 7, 2021

**Organizing Committee:**

<p><b>Anders Buch</b>, Rutgers University  <b>Melody Chan</b>, Brown University  <b>June Huh</b>, IAS at Princeton University  <b>Thomas Lam</b>, University of Michigan</p>	<p><b>Leonardo Mihalcea</b>, Virginia Polytechnic Institute  <b>Sam Payne</b>, University of Texas at Austin  <b>Lauren Williams</b>, Harvard University</p>
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**Program Description:**



Combinatorial algebraic geometry comprises the parts of algebraic geometry where basic geometric phenomena can be described with combinatorial data, and where combinatorial methods are essential for further progress.

Research in combinatorial algebraic geometry utilizes combinatorial techniques to answer questions about geometry. It also uses geometric methods to provide powerful tools for studying combinatorial objects. Much research in this area relies on mathematical software to explore and enumerate combinatorial structures and compute geometric invariants. Writing the required programs is a considerable part of many research projects. The development of new mathematics software is therefore prioritized in the program.

This program will bring together experts in both pure and applied parts of mathematics as well mathematical programmers, all working at the confluence of discrete mathematics and algebraic geometry, with the aim of creating an environment conducive to interdisciplinary collaboration.



**The Institute for Computational and Experimental Research in Mathematics (ICERM) at Brown University:**  
 To learn more about ICERM programs, organizers, program participants, to submit a proposal, or to submit an application, please visit our website: <https://icerm.brown.edu>





# BAMM! Bolstering the Advancement of Masters in Mathematics

## Website:

For info and to apply visit:

<http://bit.ly/MastersBAMM>

## Application Deadline:

April 1, 2020

**Up to \$20,000** (\$10,000 per year for two years) in scholarships awarded to each participant!

## BAMM! CSU Sites:

- Cal Poly Pomona
- Fresno State
- San Francisco State University

## Contact:

- John Rock, Cal Poly Pomona (jrock@cpp.edu)
- Kimberly Seashore, San Francisco State University (kimseash@sfsu.edu)
- Oscar Vega, Fresno State (ovega@csufresno.edu)
- Robin Wilson, Cal Poly Pomona (robinwilson@cpp.edu)

## What is BAMM?

The BAMM! program provides financial support and mentoring for Master's students who wish to pursue a Ph.D. in the mathematical sciences. BAMM! is a fulfilling, cohort-based program in which participants receive up to **\$20,000** in scholarships (up to \$10,000 annually for academic years 2020-21 and 2021-22) at any of the three BAMM! CSU sites. Key features of BAMM! include but are not limited to a supportive community of fellow students and mentors, advanced coursework in the mathematical sciences, research experiences, continual guidance, and opportunities to attend conferences to network and gain experience presenting results.

## Application Requirements

- A personal statement addressing a desire to pursue a Ph.D. in the mathematical sciences, including Pure Mathematics, Applied Mathematics, Statistics, and Mathematics Education.
- Two recommendation letters from faculty in the mathematical sciences.
- Unofficial transcripts from bachelor's-granting institution.
- A bachelor's degree conferred by August 2020.
- **Application Deadline: April 1, 2020.** (Apply online.)

## Eligibility

Applicants for the BAMM! program must:

- Be eligible for Financial Aid.
- Be U.S. citizens or permanent residents.
- By Fall 2020, be enrolled in a Master's program in the mathematical sciences at a BAMM! CSU site: Cal Poly Pomona, Fresno State, or San Francisco State University.

Low-income students with demonstrated financial need and students from underrepresented groups in the mathematical sciences are particularly encouraged to apply.



Funded by NSF S-STEM grants DUE-1930373, DUE-1930419, and DUE-1930553.



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# NATIONAL ASSOCIATION OF MATHEMATICIANS MEMBERSHIP AND DONATION FORM



MEMBERSHIP CALENDAR YEAR: JANUARY 1, 2020 to DECEMBER 31, 2020

This form can also be completed online at <https://www.nam-math.org/authenticate/register/>

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**NAM Newsletter**

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