National Association of Mathematicians

Newsletter

Volume LII   **Number 3**   **Fall 2021**

Contents

Spotlight: NAM Signature Programs

Some Attendees of the Faculty Conference on Research and Teaching Excellence (FCRTE)

Photo Credit: Dr. Leon Woodson

The National Association of Mathematicians (NAM)
publishes the NAM Newsletter four times per year.

From the Editor

Hello friends,

This summer I visited the Walhalla Museum in Donaustauf, Germany. This museum serves as a memorial to honor distinguished people in German history. There I saw the pale bust of Nicolaus Copernicus, the 15th century Mathematician and Astronomer.

If all the records are to be believed, Nicolaus Copernicus is in my Math Genealogy tree. In a foreign country and separated by so much time, do I have the right to feel connected to this man? I continually ask myself: What academic traditions am I a part of? What Mathematical family do I have a right to claim? What communities do I serve, and what communities serve me?

This Fall 2021 NAM Newsletter hightlights the longstanding and growing academic traditions of NAM and its membership. Here and elsewhere, we honour our mathematical forbears, the living and the departed, and constantly think about the legacy that we inherit and the legacy we continue to build.

In particular, we shine a light on NAM's Signature Programs like the NAM Undergraduate MATHFest and the Regional Conference on Research and Teaching Excellence. We also celebrate the accomplishments of our members and the special sessions organized to showcase the math we do.

Since this is the Fall Newsletter, we also have a robust Job Board. The youngest academics in our communities, like many of us before, are navigating the hard transition points of academic life. We wish you all the luck and we look forward to what you will build in the future.

Be well,
Dr. Haydee Lindo

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`. You can find more information at the web page

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

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1. One issue advertising

A. One-fourth page	$200		D. Two-thirds page	$500
B. One-third page	$300		E. Three-fourths page	$600
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Deadlines: The deadlines for submissions and advertisements can be found in the following table.

Edition	Deadline		Edition	Deadline
Spring	February 13		Fall	August 13
Summer	May 13		Winter	November 13

   Advertisements should be submitted electronically to the editor at `editor@nam-math.org`.

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.

Legacy: Dr. Della Domoneck Bell (1942-2021)
Prepared by Johnny L. Houston, PhD

Dr. Della Domoneck Bell

Dr. Della Pearl Domoneck Bell was the second born of six children to the late Rev. Elijah Domoneck, Jr. and Mrs. Signora Domoneck in Beaumont, TX. Della was born on May 5, 1942. During her formative years, she attended church regularly and participated in various school and service programs in the community. Her parents always stressed striving for excellence in her schoolwork and attending college upon graduation. Della graduated as salutatorian from Charlton-Pollard High School in Beaumont in 1959. In 1963, she obtained a BS in Secondary Education and Mathematics from Lamar University. Additionally, Della received a Master's degree (1968) and PhD degree (1974) in Mathematics Education from the University of Texas at Austin. Her graduate degrees received financial support from the University and the National Science Foundation. Her pursuit of mathematics was secured by the belief that mathematics is the key to opportunity, and there was a strong need for mathematics teachers to unlock this opportunity for the next generation.

Dr. Bell worked in the field of education for 46 years. Her professional career started in Port Arthur, TX, where she taught Mathematics at the Junior High/High School levels. Upon completion of her PhD degree, she joined Texas Southern University (TSU) Mathematics Department faculty, where she remained employed for 38 years. She progressed from an Assistant Professor to Chairperson of the Mathematics Department. During her time at TSU, she secured over $1.5 million in grants related to improving teaching and learning. She also was awarded multiple Teacher of the Year and Faculty Member of the Year designations. As a professor, she always attempted to address student needs and to impress upon them her willingness to assist them in any ways possible. She also served as a consultant to educational and governmental agencies, wrote several publications, and developed teaching materials.

Dr. Della Bell was instrumental in encouraging women and minorities in STEM, especially in mathematics.

On June 18, 1969, Della Pearl Domoneck married Robert Alfred Bell in Beaumont, TX. To this union was born two children, Dr. Alfreda Bell-Coleman (daughter) and Brian Keith Bell (son). Her encouragement was highly regarded by her children as well as many others. Her daughter became a medical doctor and her son is an engineer with an MBA in finance from Duke University. Dr. Bell has been a longtime influential professional member of NAM, NCTM and MAA. TSU has hosted more than one NAM Regional Conference and more than one NAM Undergraduate MATHFest. Dr. Bell played a major role in helping these to be successful. She also served as NAM Regional/State representatives for many years, beginning in the 1970s, and participated in many NAM meetings over the years.

Her Legacy was well-defined by her many contributions and impactful activities.

Johnny L. Houston, *Ph.D is the Chair of the NAM Historical and Archival Committee (HAC)* □

Legacy: Dr. Genevieve M. Knight (1939-2021)
Prepared by Johnny L. Houston, PhD

Dr. Genevieve M. Knight

Dr. Genevieve Madeline Knight, a nationally known mathematics educator, died August 19, 2021. She was born June 18, 1939, in Brunswick, GA where she was raised. Knight was the youngest of three sisters, all of whom became mathematics and science educators. As a freshman at Fort Valley State College (now University) in 1957, Knight was studying home economics when the Sputnik launch created a big push for more American students to become educated in mathematics and the sciences. Knight transferred to mathematics and graduated in 1961.

The Knight sisters were in Alpha Kappa Mu Honor Society, Beta Kappa Chi scientific honorary society and Delta Sigma Theta sorority. Dr. Knight's older

sister, Gwendolyn Elizabeth Humphrey, taught mathematics and computer science at Florida A&M University until her death, and her middle sister, Loretta Jean Wright, became a high school science teacher and later a project officer at the Annenberg/CPB Foundation in Washington.

Knight completed a master's degree in 1963 at Atlanta University, under the supervision of Dr. Abdulalim A. Shabazz, and took a teaching position at the Hampton Institute (now University). She became an NSF fellow, a position that allowed her to travel and meet with other college mathematics teachers. She returned to graduate school and completed a doctorate in mathematics education in 1970 at the University of Maryland, College Park under the supervision of Prof. Henry H. Walbesser. Returning with her doctorate, Knight remained at Hampton University for 15 more years, becoming chair of mathematics and computer science.

In 1985 she moved to Coppin State University as a full professor. She was contacted for the position by Dr. Freeman Hrabowski, III, (her former student at Hampton) who was then Prof. of Mathematics and Dean of Science at Coppin St University and later became President of the University of Maryland, Baltimore County. "Genevieve is a great American and human story who took great pride in teaching students and teachers and did it with love and care," said Dr. Hrabowski,

"She had an excellent mind, strong heart and was a strong voice. Genevieve expected much. She had high academic standards and believed in her students achieving their best."

Throughout her lengthy career, Dr. Knight was a strong advocate for equity for women and minorities, especially in the mathematics and mathematics education communities: AMS, MAA, AWM, NAM, NCTM and Benjamin Banneker ASSN (of which she was one of the founders). She was outspoken and could speak truth to power.

Dr. Knight earned distinguished teaching awards from both Hampton and Coppin State Universities. As a mentor, she was presented the Outstanding Faculty Award for Mathematics and Mentoring of Minority Youth from the White House Initiative on HBCUs. In 1996, she was named the Wilson H. Elkins distinguished professor for the University of Maryland System, and three years later received a Lifetime Achievement Award from the National Council of Teachers of Mathematics (NCTM). She gave presentations at NAM meetings and received an award from NAM. She was a Life Member of NAM. Even though she retired from Coppin in 2006, she continued to support projects and programs at the university and stayed active professionally.

Johnny L. Houston, *Ph.D is the Chair of the NAM Historical and Archival Committee (HAC)* □

It Was Never Easy: Reflections on My Mother's Mathematical Journey - Part 1

By Jamylle Carter, PhD

Jamye Pearl Witherspoon Carter

According to the book Sisters in Science: Conversations with Black Women Scientists on Race, Gender, and Their Passion for Science by Diann Jordan, PhD, my mother Jamye Pearl Witherspoon Carter, EdD, and I are one of the few mother-daughter doctoral teams in the United States, so I figured that I should interview my mom about her mathematical journey. In 1993 my mother became the second African-American woman to earn an EdD in mathematics education from Auburn University. Her dissertation is titled "Personal Factors Influencing the Decision of Black Students To Participate in Optional Math Courses." She is the co-author of a finite math textbook (Freeman, B.N., & Carter, J.W. (2002). Finite Mathematics: A Conceptual Approach. Kendall Hunt) and she also co-authored a chapter in the book Mathematics for Every Student: Responding to Diversity, Grades 9–12. She retired from Alabama State University (ASU) in 2013 as a professor of mathematics after 38 years of teaching there–only to return two years later to teach part-time. She claims she failed at retirement!

Jamylle Carter = [JC] and Jamye Pearl Witherspoon Carter = [JPWC]

High School

JC: You graduated from Central High School in 1964 in Mobile, Alabama, which was segregated at the time. What were you like in high school?

JPWC: In high school, I was very studious. I tried to make pretty much all As, certainly nothing but As and Bs. I was in a lot of clubs. We had a lot of social clubs. We had honors groups. We had just a lot of different activities for the high schoolers. I was also an officer my senior year. I think I was the secretary of the senior class, so I just was involved with a lot of things. I was in the choir, which I loved. So it was just a good time, a good fun time.

JC: Okay, lovely. And could you tell us about your transition into your career? So from high school, choosing college, what your major was, and how you got to be this retired math professor that you are now?

JPWC: Yeah, high school was the key. In elementary school, which I tell all of my students now, even though I am retired and I've come back teaching adjunct, but I always [on] that first day let them know that I was not a math genius. I didn't do well in math in elementary [school]. I, in fact, failed. I think I made a D or an F in math in one of the grades and my mother, who was a teacher also at that school, taught me in the fourth grade. But I was [a] poor [student]. I just could not understand. With subtraction, I [would] put the big number at the bottom. I didn't get it, and of course my mother was very strict and she would discipline me heavily with a ruler, paddle, whatever she could get her hands on.

So I managed to do okay. I [just] wasn't...excellent. But by the 10th grade, this was the pivot point for me. I had a teacher in trigonometry because I was in the college prep channel. And in trigonometry, a professor by the name of Mr. Foster–and it's ironic that now his niece [Dr. Michelle Foster] is my chairperson at Alabama State [interim chair of the Department of Mathematics and Computer Science]–but Mr. Foster just made math fun and interesting. We learned; he joked. He would tease along the way as we were learning. And I got excited about math. It just really opened my eyes and I just was thrilled.

College

JPWC: And choosing to go to a college out of the state was a pivot point also because I didn't want to stay home. I'm an only child and I just needed to get away. So I got as far as Tallahassee, Florida, from Mobile, Alabama, and went to Florida A&M University, [which] we call FAMU. And there also, I had an excellent, excellent math teacher professor, who was my mentor, Mrs. Clark. And even though I had other good math professors, she was the one whom I just leaned into and she nurtured me, again, making the math work for me. It never was easy. It has never been easy, even when I went to University of Detroit [now the University of Detroit Mercy] for my master's [MA in Teaching Mathematics] or Auburn for my doctorate. I just never—the math was always a challenge. And quite frankly, that's what I liked about it. It kicked my butt. It made me do and think and be better than I thought I could be. Then I taught in public school for about 10 years in Detroit. And then when we moved to Montgomery, I started teaching at Alabama State University. And I taught there 38 years until I retired, really eight years ago. But I'm now back as an adjunct, part-time at Alabama State University.

JC: Okay. I'm learning more about you now, and you're my mother. So just for context, you graduated from Central High School in Mobile, Alabama, in 1964. You graduated from Florida A&M University with a bachelor's degree in mathematics in 1967. Can you say just a little bit about your teaching career in Mobile and then in Detroit?

Teaching

JPWC: Okay. Well, when I graduated from FAMU in 1967 and my husband and I, your father, he was a pharmacy major, so he had his degree in pharmacy and me in math. We married shortly after we graduated and I worked one year in Mobile in the public schools there. And I taught in junior high school. Then he got a job in Detroit and so we moved there [in 1968] and I taught in the public schools there in Detroit, junior high school. [It was called] Post Junior High School. And I liked

that. They had a system, which I don't know if it even exists now. The grades were seventh, eighth and ninth. And I taught seventh, eighth and ninth grade math, but my homeroom remained the same group of students, all those three years. So that was really dynamic because even though the students were moving up in grade, they stayed with the same homeroom teacher.

And as a result, you got a chance to really learn those students in the three years. Learned their parents, interacted with them, and it became like a big family. And then after that threesome would move on, then you get another group at the beginning. And as I said, I taught there for eight years. So it was just very good. I made some good friends. Oh, another one of my best buddies, Dr. Norma Lewis, was one of my coworkers there and [it was] just a very good environment. And then from there, we came back to Montgomery because my husband wanted to open his own pharmacy [Carter's Professional Pharmacy]. And that's what brought us to Montgomery, Alabama [in 1975]. And I got hired at ASU on the dance floor.

I was dancing at one of the Greek dances and a gentleman knew of my husband and knew that I had a degree in math. I had just gotten my master's from University of Detroit and, on the dance floor, he told me, "I hear you have a master's in math. You're a math teacher." And I said, "Yes." I kept dancing. And he said, "Well, come on over to ASU on Monday and talk, let's talk." And so I did and got hired right away. So it was a beautiful time there at ASU. I learned: it stretched me. Because working and teaching and schooling, as so many people have done and are doing, it's difficult. But I did it, being a wife, mother, we had the business, which meant I was [my husband's] accountant. So I did that in addition to raising my beautiful daughter, who's also a math professor. I enjoyed the journey.

Graduate School

JC: You were in grad school for pretty much my entire childhood. You started graduate school at Auburn University in 1977–when I was six–and you finished with your EdD in math education in 1993, after I had earned my master's degree. So it was 16 years. I just always saw you in school, always. And like you said, you were balancing it all, being a wife, being a mother, being a full-time employee, math professor, and being a part-time student at an institution that really didn't want you and did not support you, which led really to the 16 years that it took for you to finish. So can you say a little bit about that?

JPWC: My department chair, when I was employed at ASU (Alabama State University) was Dr. Wallace Maryland. Excellent mathematician. He finished from the University of Alabama, and recommended that I go there for graduate work. I was required to continue my schooling because, in order to get promoted and tenured, I had to have at least 45 hours beyond the master's. So I applied to Alabama and was accepted.... [I also] applied to Auburn. With the business and with you being so young and all, I didn't have the money to take years off to go to school full time. It wasn't possible. Auburn was closer, just an hour away. ...Let's go back to why I was able to stay there 16 years, because that doesn't happen anymore. Auburn's clock, in terms of the doctorate work, didn't start until after you'd taken your prelims. Then from the time you did your prelims, you had four years beyond that to actually graduate. So that's why my clock didn't start ticking until I got right at the end.

Auburn is, was, very, very segregated. And certainly in the math department, there was not another person there, another student that looked like me. I was older and I did not feel... they did not, I don't want to say frightened me, but their prejudices were theirs. It had nothing to do with me. So all of the ugly looks and N-word, there were jokes. One statistics professor made a joke about

people picking cotton. It was certainly directed at me. I thought it was sad. I just thought if that's what you think it takes to get me out of here, you got to do more than that. I was a Black woman growing up, Black all my life. I've heard a whole lot. So that did not phase me at all.

My major professor was not that interested in working with me at the beginning. He wasn't that helpful, but I don't know if his health caused him to change his mind. I have a feeling that had something to do with it....But through it all, ...he came around: he was very supportive eventually. And even now, we have a beautiful relationship. And so it just was a journey that I think I was meant to take.

I had decided after getting the 45 hours credit that ASU required, that I was too far gone to turn around. So it meant just keeping at it. After I could no longer take courses in the summer, because that had run out, there was nothing else left for me to take. Then fortunately, I had excellent [department] chairs , and I would teach a class, like maybe eight o'clock at ASU in the morning. I would hit the highway because Auburn's math classes met every day, five days a week for one hour. So I would hit the highway, go up, take at least [one class], hopefully try to take two classes back to back. And then I'd come back and teach evening and night classes. I did that for about five years in order to get those other classes out. I also took a couple of classes at Auburn University at Montgomery (AUM). So I just did what I needed to do. That's kind of the way it was.

JC: ... and just for reference, you did this without any graduate support?

JPWC: Exactly. No. There was no funding, no money.

The Moore Method

JC: People have been discussing the controversial nature of the R. L. Moore teaching method. Would you just summarize what that teaching experience was for you?

JPWC: The R. L. Moore method was designed where the professor did not lecture. They introduced the topic and students were left on their own. You were given a list of proofs, and you just had to work out the axioms, the postulates, whatever it took to build that theory up in order to do that proof. The professor would throw a proof out and individual students, if they thought they had it, would go to the board. Sometimes you were right. Sometimes you were wrong....A couple of times I thought I had something, I just knew I had it, and the classmates will put you down. The professors sometimes didn't even have to say anything. [The students] would find fault with your proof. So it was a very, very strenuous way of teaching, and that was the way.

To the point that, while I was at Auburn, the math department split, because there were so many of the professors who were not in agreement with this Moore method and others that were. So the combinatorics people and the analysis people, they split. I remember once being there, learning that they had had [an] all-night session and it almost came to blows, I understand, between the professors. You could tell they were all weary the next day. And the buzz was out. Of course, students find out stuff. But eventually the departments actually split. They had...their own chairs and their own totally separate departments. [The departments eventually reunited to form the Department of Mathematics and Statistics.] But yeah, that method was horrific, but I had to do it. I just had to do it. And you were not supposed to use any outside sources, no student help, no classmate help, nothing. It was just all supposed to come from you.

JC: So no books.

JPWC: No books, no books, no books. So what saved me was the library here at [AUM], because I felt safe in the sense that if I went to the AUM library, hopefully nobody in Auburn main campus would know it. And I would just stay. I couldn't even check out a book, of course, so I would just stay in the stacks and just look at stuff and try to relate it and pull stuff out in my mind and build my proofs that way, because you had no outside sources. You couldn't use anything, human or literary.

Motivation

JC: I guess as we wrap this up, is there anything that you might want to say about what kept you going, or maybe what still keeps you going?

JPWC: I think it was simply enjoying and loving what I did. There were challenging days throughout my career, but I truly loved working with young people. They give me energy. No two days are the same. And I just ... I missed that after I retired. And now that I'm back, part-time, I'm still enjoying seeing them, seeing their growth, just working with young people. . . I think it's necessary to love what you do. . . . I've had an excellent journey in my career. I couldn't have asked for any more. It just pays to enjoy, through the craziness, but enjoy what you do.

JC: All right. Thanks, Mama. I know that NAM and the MAA and the rest of our audience will enjoy learning more about your experience and your journey.

JPWC: Thank you.

JC: Love you.

JPWC: Bye-bye. Love you. Thank you.

Jamylle Carter, *Ph.D is a Professor of Mathematics at Diablo Valley College @CarterJamylle □*

Mathematicians at Work (Photos)
Photo Credit: Dr Edray Goins, Professor of Mathematics at Pomona College

Dr Tommy Wright (U.S. Bureau of the Census) and NAM President Dr Omayra Ortega at the 2021 MAA MathFest MAA-NAM Blackwell Lecture. Lecture title: "2020 Census, Lagrange's Identity, and Apportionment of the U.S. House of Representatives".

The speakers of the "African American Women and the Mathematics of Flight" session at the 2021 MAA MathFest. This session was organized by Dr. Edray Goins and Dr. Christine Darden.

□

The Karen EDGE Fellowship Program
by Dr. Ami Radunskaya, EDGE President

For the third year, the EDGE Foundation is offering a fellowship established by 2019 Abel Prize winner, Karen Uhlenbeck, recognized for "her pioneering achievements in geometric partial differential equations, gauge theory, and integrable systems, and for the fundamental impact of her work on analysis, geometry and mathematical physics." Her generous gift has been used to establish The Karen EDGE Fellowship Program. Fellowships are available to mid-career mathematicians employed in full-time positions in the U.S. Applicants must be U.S. citizens or permanent residents with a Ph.D. or equivalent who are members of an underrepresented minority group. Mathematicians of any gender identity are eligible. Eligible NAM members are encouraged to apply and to spread the word about this unique and exciting opportunity. This last year, two Fellowships were awarded to: Emille Davie Lawrence and Manuel Rivera. In 2022, one Fellowship will be awarded.

The EDGE Program, founded in 1998, is administered by the Sylvia Bozeman and Rhonda Hughes EDGE Foundation, with the goal of strengthening the ability of women students to successfully complete Ph.D. programs in the mathematical sciences and place more women in visible leadership roles in the mathematics community. As of 2021, there have been nearly 300 participants in the EDGE Program and 113 Ph.D.s earned. The Karen EDGE Fellowship is the newest program administered by the EDGE Foundation.

The award consists of $8,000 per year for three years. Valid expenses include travel by the Fellow, the Fellow's graduate students, or the Fellow's collaborators for the purpose of advancing the proposed research project, scientific computing, supplies, books, and professional memberships. Teaching buyouts or salary supplements are not permitted. An annual progress report and financial statement are expected annually within two months of the end of each academic year.

The $8,000 includes funds to support one trip per year to the Institute for Advanced Study in Princeton (travel only; the Institute will provide local expenses) to meet Karen Uhlenbeck and members of the IAS community. IAS will coordinate with Karen EDGE Fellows to find a time for this group visit.

The application consists of a personal statement (1 page); a research description (2 pages, not including references); curriculum vitae (2 pages); a three-year plan for use of the Fellowship (1 page); a budget outline (1 page, including travel to Princeton, NJ); and current and pending funding support. Applications will be submitted to https://www.mathprograms.org and are due by February 1, 2022. One awardee will be announced by May 1, 2022.

☐

Dr. Michael Young Named MCS's Associate Dean for Diversity, Equity and Inclusion

by Emily Payne

Dr. Michael Young, NAM Majority Institution Member

Michael Young will join Carnegie Mellon University's Mellon College of Science as the first associate dean for Diversity, Equity and Inclusion (DEI). Young will further the college's and university's DEI mission by fostering a diverse and inclusive community that supports our faculty, staff and students.

He will work closely with department heads and MCS leadership to implement DEI-focused initiatives, programs and practices at the departmental and college level.

"Michael joining MCS as associate dean for DEI is a turning point for the college. We as a community are making an invested, long-term commitment

to confront privilege, prejudice, discrimination, bias and racial injustice," said Glen de Vries Dean Rebecca Doerge. "A known change-maker, Michael has the right knowledge and experience to guide the college to become a more welcoming and supportive place to work and learn."

Currently an associate professor of mathematics at Iowa State University, Young returns to Carnegie Mellon as a familiar face. He earned his Ph.D. in mathematical sciences in 2008 and has maintained a close relationship with the university in the years since as an instructor in CMU's Summer Undergraduate Applied Mathematics Institute and Summer Academy for Math and Sciences.

Throughout his career, Young has started a number of nationwide initiatives and held several leadership roles geared towards addressing race and inequity in education. He founded the networking organization the Center for Minorities in the Mathematical Sciences and the Mathematics Enrichment through Diversity and Learning (MEDAL) Organization. MEDAL provides diversity training and professional development to teachers and faculty as well as tutoring and mentoring services through the United Negro College Fund's STEM Scholar Program and through CMU's Tartan Scholars Program.

The governor of Iowa also appointed Young to serve on her administration's STEM Council in 2019. Through the council, he recommended how to incorporate diversity and equity across the state's educational system and workforce.

"Michael has a long track record and a great deal of national visibility in the DEI arena. He will bring with him experience, enthusiasm and excellence," said Bill Hrusa, mathematical sciences professor and chair of the search committee. "He has made major contributions to the education of high school, undergraduate and Ph.D. students. He understands what research in STEM fields is all about, and he appreciates the important role that staff members play in making the college run. I am thoroughly convinced that he will greatly enhance our community and also have a major impact outside of MCS."

Young will also join the college as a faculty member in the Department of Mathematical Sciences. His research is in discrete mathematics, specifically graph theory, combinatorics and applications to combinatorial matrix theory.

"I'm excited to find ways for students to have a better experience, for the faculty to become more diverse and for the community to become more engaged with MCS," Young said of joining the college. He will begin his new role on July 16.

This article was reprinted with permission from https://www.cmu.edu □

Recent Events: NAM Undergraduate MATHFest XXXI

NAM Undergraduate MATHFest XXXI
Virtual Conference
October 1-2, 2021

Graduate School Fair

Student Poster Session

Undergraduate Oral Presentations

The National Association of Mathematicians is hosting its annual Undergraduate MATHFest. The conference is geared to undergraduates from Historically Black Colleges and Universities (HBCUs), though all are welcome to attend.

J. Ernest Wilkins Lecture

Dr. Pamela Harris, Williams College
"Parking Functions : Choose your own adventure"

For NAM Undergraduate MATHFest XXXI registration information, visit https://www.nam-math.org/mathfest.html#XXXI
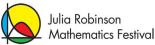
□

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`

Julia Robinson Mathematics Festival

The Julia Robinson Mathematics Festival (JRMF) seeks to inspire joy in mathematics through exploration and collaboration. Due to COVID-19, the JRMF team has been organizing Zoom Webinars in 3 different languages: English (Saturdays at 7 pm EDT), Spanish (Saturdays at 12 pm EDT) and Hebrew (Thursdays at 12 pm EDT). These virtual events are free and open to the general public, which means that kids and adults of all ages are welcome to join. Every week we explore a different fun math Activity.

If you are interested in volunteering to become a facilitator of the JRMF Webinars, please contact Dr. Jeanette Shakali, the JRMF Outreach and Marketing Consultant, at `jeanette.shakalli@jrmf.org`.

Graduates Achieving Inclusion Now (GAIN

The purpose of these virtual events is to empower both faculty and graduate students of mathematics and statistics community to converse about issues of discrimination and systemic inequity. We aim to inform faculty members of the problems and potential solutions with respect to the following topics: racism, sexism, homophobia and transphobia, ableism and mental health, allyship and mentoring, and measuring graduate success. To execute our mission, we work with invited graduate students and postdoc speakers to give presentations on both how the issues at hand unfold and potential action items to improve graduate student experiences. Audience members will walk away with a better understanding of how to advocate on behalf of the minoritized graduate students in their department both by

listening to their concerns and taking concrete action.

Conference Dates: More information HERE.

- September 26, 2021, 1-4 PM EDT

- October 3, 2021, 1-4 PM EDT

- October 10, 2021, 1-4 PM EDT

- October 17, 2021, 1-4 PM EDT

2021 Field of Dreams Conference to take place virtually on November 5 & 6 After a thorough discussion considering many factors, our Field of Dreams Agenda Committee recommended we hold the conference in a virtual format again this year. The recommendation was unanimously endorsed by the Executive Council and Math Alliance Leadership. Our partners at the Institute for Mathematics and its Applications expressed their full and enthusiastic support for this decision. To paraphrase one leader's comments, this is an affirmation by the Math Alliance that Black and Brown Lives Matter. While there has been significant progress fighting the pandemic, there are still good reasons to be cautious, including the significant increase in risk posed to the communities we serve, the concern for whether vaccinations will reach these communities in a timely fashion, the continued reluctance of some to travel, and the reality that many campuses will continue to restrict faculty travel for budgetary reasons. We are announcing this decision now in order to allow for participants to plan accordingly and also to apply the lessons learned from last year's conference to improve and enhance our events for this fall. The Agenda Committee provided us with an announcement of the event:

We are pleased to announce this year's Field of Dreams Conference will take place on Friday

November 5 and Saturday November 6. The IMA has graciously agreed to a renewed partnership for this year's Field of Dreams Conference which will allow us to apply their technical expertise as we plan an interactive virtual conference. Come join us at a particularly impactful moment as we all navigate a crisis that has disproportionately impacted people of color.

We look forward to a great conference with all of you in November!!

Online Undergraduate Resource Fair for the Advancement and Alliance of Marginalized Mathematicians. OURFA^{2}M^2

The Online Undergraduate Resource Fair for the Advancement and Alliance of Marginalized Mathematicians (OURFA2M2) is a free conference that will take place virtually on December 4th and 5th, 2021. Participants will learn about how to start a mathematics research career and have access to networking opportunities. The event will include panel discussions about career-building opportunities, crash courses in common undergrad research fields, talks about mathematicians' journeys, and a resource presentation. To learn more, see our website at `https://sites.google.com/view/ourfa2m2`. Registration will open on October 19th, 2021. NOTE: Graduate students, postdocs, professors, and other professional mathematicians are also welcome to attend, especially to join the networking lunches.

NAM Programs at the 2022 Joint Mathematical Meetings
All events are in PacificTime.

Wednesday January 5th:

- Joint Prize Session
  4:25 PM - 5:25 PM

- Welcoming Reception
  6:15 PM - 9:00 PM

Thursday January 6th:

- NAM Board Meeting
  11:00 AM - 12:30 PM

- Claytor-Woodard Lecture
  11:00 AM - 12:30 PM

Friday January 7th:

- Haynes-Granville-Brown Session
  1:00 PM - 5:00 PM

- Cox-Talbot Address
  7:45 PM - 8:35 PM

Saturday January 8th:

- NAM Business Meeting
  9:00 AM - 10:00 AM

- NAM Panel Discussion
  10:30 AM - 11:30 AM

Claytor-Woodard Lecture
Thursday January 6th, 11:00 AM - 12:30 PM
Dr. Monica Jackson, American University

Title: Spatial Data Analysis for Public Health Data

Spatial data analysis concerns data that are correlated by location, and relies upon the assumption that objects closer together in space (e.g. geographical location) will most likely have similar responses. This talk provides an overview of graphical and quantitative methods I developed for the analysis of spatial data. Emphasis is on lattice data (also known as areal data or aggregated data) however modeling of geostatistical data and point patterns will be discussed. I will apply these methods to public health data with applications to cancer trends, maternal mortality in the Dominican Republic, and COVID-19 disease surveillance.

Cox-Talbot Address
Friday January 7th, 7:45 PM - 8:35 PM
Dr. Robert Q. Berry III, University of Virginia

Title: Interest Convergence: An analytical viewpoint for examining how power dictates policies and reforms in mathematics

This Cox-Talbot talk uses a hybrid policy analysis-critical race theory lens informed largely by legal scholars like Derrick Bell to make the case that policies and reforms in mathematics education failed to address the needs of historically excluded learners. Rather, these policies and reforms are often designed and enacted to protect those in power's economic, technological, and social interests. This talk offers contrasting narratives between policy intentions and policy enactment, highlighting how the language of mathematics policies positions historically excluded learners as deficient within their cultures and communities. Finally, this talk considers features necessary in mathematics policies and reform documents when discussing the historically excluded learners.

Job Openings, Fellowships & Other Opportunities

St. Olaf College
Department of Mathematics, Statistics, and Computer Science Tenure Track Position

The Department of Mathematics, Statistics, and Computer Science seeks a mathematician with expertise in algebra or related fields and a demonstrated commitment to supporting a thriving, active, diverse undergraduate mathematics program. Responsibilities include teaching a variety of undergraduate mathematics courses, maintaining an active research program, and contributing to research by and involving undergraduates. We strongly encourage applications from Black, Indigenous, and people of color and members of other underrepresented groups in accordance with our equity goals. Review of applications begins on Nov. 15, 2021 and continues until the position is filled. Semi-finalists will be interviewed in Dec. 2021 or Jan. 2022 via Zoom. Applications must be submitted online through `http://www.mathjobs.org`.

Brown University
Department of Mathematics

J. D. Tamarkin Assistant Professorship: One or more three-year non-tenured non-renewable appointments, beginning July 1, 2022. The teaching load is one course one semester, and two courses the other semester and consists of courses of more than routine interest. Candidates are required to have received a Ph.D. degree or equivalent by the start of their appointment, and they may have up to three years of prior academic and/or postdoctoral research experience.

Applicants should have strong research potential and a commitment to teaching. Field of research should be consonant with the current research interests of the department.

For full consideration, applicants must submit a curriculum vitae, an AMS Standard Cover Sheet, at least three letters of recommendation primarily focused on research, and one letter addressing teaching (possibly as part of a research letter), by November 19, 2021. Applicants should address their commitment to diversity in terms of teaching, research and activities in the math community in their cover letter, OR they may attach a diversity statement if desired. (Later applications will be reviewed to the extent possible.)

In addition, applicants are required to identify a Brown faculty member with similar research interests. Please submit all application materials online at `http://www.mathjobs.org`. Email inquiries should be addressed to juniorsearch@math.brown.edu.

Brown University is committed to fostering a diverse and inclusive academic global community; as an EEO/AA employer, Brown considers applicants for employment without regard to, and does not discriminate on the basis of, gender, race, protected veteran status, disability, or any other legally protected status.

Santa Clara University
Department of Mathematics and Computer Science

The Department of Mathematics and Computer Science at Santa Clara University, a Jesuit, Catholic University, is offering a tenure-track position at the rank of Assistant Professor in some field of pure mathematics, with a preference for some area of number theory or geometry. Tenure stream faculty are expected to balance a commitment to quality undergraduate teaching with an active, sustainable research and publication program, as well as provide effective service to the Department, College, and University. Candidates should be prepared to teach six courses per academic year during three quarters. The position begins September 1, 2022, by which time a Ph.D. is required. The closing date for applications is November 30, 2021. Santa Clara University, located in California's Silicon Valley, is an AA/EEO employer. For more information, `seewww.scu.edu/hr/careers/faculty.cfm`.

Women in Topology IV
Webpage: https://www.him.uni-bonn.de/events/scientific-events/single-scientific-events/women-in-topology-2023/description/

Date: August 28 - September 1, 2023
Venue: Hausdorff Institute for Mathematics, Bonn, Germany
Address questions or comments to the organizers:

Jelena Grbić (j.grbic@soton.ac.uk)

Angélica Osorno (aosorno@reed.edu)

Vesna Stojanoska (vesna@illinois.edu)

Inna Zakharevich (zakh@math.cornell.edu)

The purpose of the workshop is to support and expand research efforts by female mathematicians in the field of algebraic topology. The workshop will bring senior and junior researchers together with advanced graduate students to cooperate on research projects on topics of common interest. The focus of the workshop will be on active collaboration to advance the projects. We are inviting applications from women interested in serving as team leaders. Apply at `https://forms.gle/fNDmtGJhqUaqPJ6g8` before January 5, 2022.

Grinnell College
Department of Mathematics and Statistics

The Department of Mathematics and Statistics invites applications for two tenure-track appointments in mathematics or applied mathematics beginning Fall 2022. Assistant Professor (Ph.D.) preferred; Instructor (ABD or foreign equivalent) or Associate Professor possible. We encourage candidates with teaching and research interests in any field of mathematics (applied or pure) to apply.
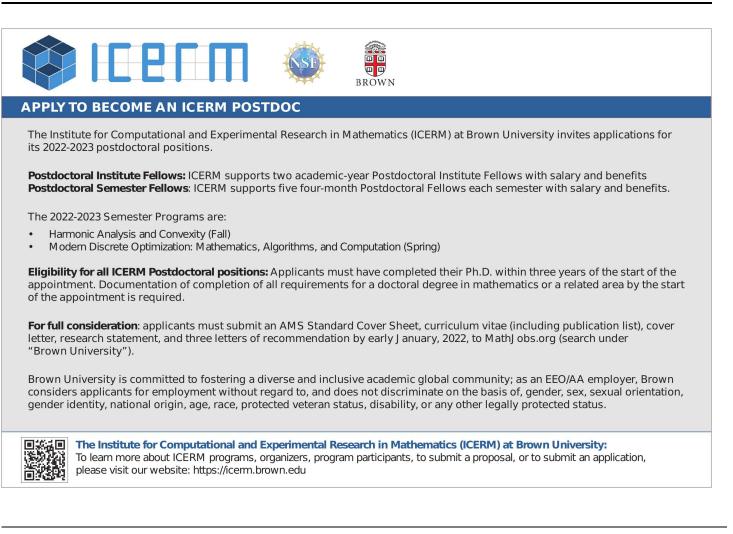
Grinnell College is a highly selective undergraduate liberal arts college with a strong tradition of social responsibility. In letters of application, candidates should discuss their potential to contribute to a college community that maintains a diversity of people and perspectives as one of its core values; in particular, candidates should address ways in which they can help all students, especially students from underrepresented backgrounds, feel like they belong to the Grinnell learning community. **To be assured of full consideration, all application materials should be received by October 24, 2021. Please visit our application website at** `https://jobs.grinnell.edu` **to find more details about the job and submit applications online. Candidates will need to upload a letter of application, curriculum vitae, transcripts (copies are acceptable)**, a teaching statement, a research statement which discusses conducting research in an undergraduate college setting and involving undergraduate students in research, **and provide email addresses for three references**. At least one letter of reference should include information about the candidate's teaching. **Questions about this search should be directed to the search chair, Professor Karen Shuman, at MathematicsSearch@grinnell.edu or 641-269-3172.**

We use E-Verify to check employment eligibility of our new hires. E-Verify is an Internet-based system operated by the Department of Homeland Security (DHS) and the United States Citizenship and Immigration Services (USCIS). The system allows employers like Grinnell College to verify the employment eligibility of its employees, regardless of citizenship. Based on the information provided on Form I-9, E-Verify confirms this information with DHS and Social Security Administration (SSA) records.

Grinnell College is committed to establishing and maintaining a safe and nondiscriminatory educational environment for all College community members. It is committed to a policy of nondiscrimination in matters of admission, employment, and housing, and in access to and participation in its education programs, services, and activities. The college does not discriminate on the basis of race, color, ethnicity, national origin, age, sex, gender, sexual orientation, gender identity or expression, marital status, veteran status, pregnancy, childbirth, religion, disability, creed, or any other protected class. An offer for this position will be contingent on successful completion of a background check.

University of Washington
Department of Mathematics

The UW Dept of Math invites applications for multiple full-time, tenure-track Assistant Professor positions. Applicants are required to have a PhD, or foreign equivalent, and an established and strong research record in mathematics. Review of applications will begin on **October 15, 2021**, and continue until the position is filled. Letters of recommendation must be received by **October 25, 2021**. For the full job description and application, please visit `https://apply.interfolio.com/92784`.

APPLY TO BECOME AN ICERM POSTDOC

The Institute for Computational and Experimental Research in Mathematics (ICERM) at Brown University invites applications for its 2022-2023 postdoctoral positions.

Postdoctoral Institute Fellows: ICERM supports two academic-year Postdoctoral Institute Fellows with salary and benefits
Postdoctoral Semester Fellows: ICERM supports five four-month Postdoctoral Fellows each semester with salary and benefits.

The 2022-2023 Semester Programs are:
*   Harmonic Analysis and Convexity (Fall)
*   Modern Discrete Optimization: Mathematics, Algorithms, and Computation (Spring)

Eligibility for all ICERM Postdoctoral positions: Applicants must have completed their Ph.D. within three years of the start of the appointment. Documentation of completion of all requirements for a doctoral degree in mathematics or a related area by the start of the appointment is required.

For full consideration: applicants must submit an AMS Standard Cover Sheet, curriculum vitae (including publication list), cover letter, research statement, and three letters of recommendation by early January, 2022, to MathJobs.org (search under "Brown University").

Brown University is committed to fostering a diverse and inclusive academic global community; as an EEO/AA employer, Brown considers applicants for employment without regard to, and does not discriminate on the basis of, gender, sex, sexual orientation, gender identity, national origin, age, race, protected veteran status, disability, or any other legally protected status.

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

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Lewis & Clark College
Department of Mathematics and Statistics

Description
Lewis & Clark College, a private liberal arts college with 2,000 undergraduates, invites applications for a tenure-track assistant professorship beginning fall 2022. The position is located in the Department of Mathematical Sciences (encompassing mathematics, statistics, and computer science) and also contributes to the College's new interdisciplinary Data Science program.

Application Instructions
A complete application must include: (1) cover letter of application which includes statements of research interests and teaching experience, as well as a description of how the applicant's teaching and/or work in the campus community will contribute to a culture of inclusion and campus diversity; (2) curriculum vitae; (3) statement of teaching philosophy and evidence of teaching effectiveness; (4) sample of scholarship (published articles, and/or works in progress); (5) graduate transcripts; (6) three letters of recommendation (uploaded separately by the referees). All materials should be addressed to Peter Drake, Chair, Data Science Search Committee and must be submitted via Interfolio `https://apply.interfolio.com/89812`. Click "Apply" to create your free account. Review of applications will begin on October 18, 2021 and continue until the position is filled.

Loyola Marymount University

Two Tenured/Tenure-Track Positions in the Department of Mathematics for Fall 2022

The Mathematics Department of Loyola Marymount University invites applications for two positions beginning Fall 2022:

1. Tenure - track position at the Assistant Professor rank in the area of statistics,operations research, mathematics, or a related field. Screening begins **10/15/2021**, contact Professor Ben G. Fitzpatrick at Ben.Fitzpatrick@lmu.edu with questions.

    https://lmu.wd1.myworkdayjobs.com/en-US/Careers/job/Westchester-Campus/Assistant-Professor-of-Mathematics--Statistics-and-Data-Science-_R736

2. Tenure - track or tenured position at open rank. Screening begins **11/15/2021**, contact Professor Edward Mosteig at Edward.Mosteig@lmu.edu with questions.

    https://lmu.wd1.myworkdayjobs.com/en-US/Careers/job/Westchester-Campus/Open-Rank-Professor--Tenure-Track-or-Tenured--of-Mathematics_R744

The successful candidate for the first position will have expertise in statistics, data science, or a related field. For the second position, the Mathematics Department would like to deepen and expand its commitment to improving equity, diversity, and inclusion in STEM fields by diversifying the curriculum, fostering a diverse and anti-racist community, creating, and maintaining inclusive learning environments, and offering mentorship to students from multiple backgrounds. A successful candidate must be prepared to collaborate with the department on these issues and have the potential to provide direction and leadership for some of the initiatives that arise from this collaboration. Responsibilities for both positions include teaching, advising, maintaining an active program of scholarship, and engaging in university service.

The Mathematics Department, housed within Loyola Marymount University's College of Science and Engineering, is an inclusive community of 19 full-time faculty members and approximately 60 mathematics majors, 40 minors, and 15 Master of Arts in Teaching students. The department offers several Bachelor's degree options and minors, including both a Bachelor of Science and a minor in Statistics and Data Science. Additional information about the LMU Mathematics Department is available online at cse.lmu.edu/department/math.

Loyola Marymount University, a Carnegie classified R2 institution in the mainstream of American Catholic higher education, seeks outstanding applicants who value its mission and share its commitment to inclusive excellence, the education of the whole person, and the building of a just society. LMU is an equal opportunity employer committed to providing an environment free from discrimination and harassment as defined by federal, state, and local law. We invite all persons in the full diversity of their being, life experience, and beliefs to apply. Please read more about our commitments and our efforts at https://resources.lmu.edu/officeofinterculturalaffairs/ .

Please apply online at mathjobs.org.

UNIVERSITY OF
WATERLOO

Black Excellence—Multiple Faculty Appointments Open to All Disciplines (Tenure-Track/Tenured)

Tenure-Track/Tenured, Assistant Professors/Associate Professors/Professors

The University of Waterloo is pleased to announce the cluster hiring of ten tenure-track/tenured academic appointments representing emerging and established career stages who will contribute to Black excellence across all six Waterloo Faculties and to Waterloo's goal of a culture of equity, diversity, and inclusivity for all through increasing the representation of Black peoples.

Information on disciplinary areas of focus can be found at https://uwaterloo.ca/provost/cluster-hiring-initiatives.

Successful candidates must have either earned a doctoral degree or be 'all but dissertation' (ABD), or have earned an equivalent terminal degree in the field of study or be nearing completion; the relevant degree must be awarded within six months of employment. Candidates must demonstrate evidence of an actively developing research trajectory. Duties include conducting research and/or research creation, teaching at the undergraduate and graduate level, supervising graduate students, and contributing to the service needs of the University. The ability to develop and teach in a variety of contexts, including in person, online and remote delivery is required. The salary range for the position will depend upon the rank (i.e., Assistant Professor, Associate Professor, Professor) and the discipline. Negotiations will be considered at the discretion of each hiring department.

Applicants are asked to clearly indicate in their cover letter the Faculty(ies) or department(s) to which they are applying. For those with interdisciplinary research areas, more than one Faculty may be included. Send curriculum vitae, cover letter, teaching dossier, research statement and up to three examples of research outputs (including but not limited to journal articles/book chapters/conference proceedings/or other demonstrative outputs) electronically in confidence to: James W.E. Rush, Vice President, Academic and Provost, Recruitment.Provost@uwaterloo.ca.

All applicants to this cluster hiring opportunity must self-identify as Black in their cover letter. Because this is a special opportunity restricted to self-identified Black candidates, applicant self-identification information will be used for the purposes of screening and consideration. Please note that this information will be securely accessed only by members of a central selection committee and, for nominees selected, for the fulfillment of cluster hiring purpose(s). All qualified candidates are encouraged to apply; however, Canadians and permanent residents will be given priority. Three letters of reference will be requested for applicants invited for an interview.

Review of applications will begin on October 18, 2021 and continue until the positions are filled.

The University values the diverse and intersectional identities of its students, faculty, and staff. The University regards equity and diversity as an integral part of academic excellence and is committed to accessibility for all employees. The University of Waterloo seeks applicants who embrace our values of equity, anti-racism and inclusion. As such, we encourage applications from candidates who have been historically disadvantaged and marginalized, including applicants who identify as First Nations, Métis and/or Inuit/Inuk, Black, racialized, persons with disabilities, women and/or 2SLGBTQ+.

Three reasons to apply: https://uwaterloo.ca/faculty-association/why-waterloo.

MSRI 2021-22 Scientif c Workshops

The Mathematical Sciences Research Institute in Berkeley, California announces the following workshops scheduled for the 2021-22 academic year. Students, recent Ph.D.s, women, and minorities are particularly encouraged to apply. *(Due to ongoing COVID-19 disruptions, some workshops may be held online or workshop dates may be adjusted.)*

AUGUST 23-27, 2021: **Part 1** SEPTEMBER 20-24: **Part 2**

Connections & Introductory Workshop: Universality and Integrability in Random Matrix Theory and Interacting Particle Systems

Part 1 Organizers: Gerard Ben Arous (New York University, Courant Institute), Ivan Corwin (Columbia University), Ioana Dumitriu (University of California, San Diego), Alice Guionnet (École Normale Supérieure de Lyon), Alisa Knizel (The University of Chicago), Sylvia Serfaty (New York University, Courant Institute), Horng-Tzer Yau (Harvard University)

Part 2 Organizers: Gerard Ben Arous (New York University, Courant Institute), Ioana Dumitriu (University of California, San Diego), Alice Guionnet (École Normale Supérieure de Lyon), Alisa Knizel (The University of Chicago), Sylvia Serfaty (New York University, Courant Institute), Horng-Tzer Yau (Harvard University)

OCTOBER 18-22, 2021: **Integrable Structures in Random Matrix Theory and Beyond**

Organizers: Jinho Baik* (University of Michigan), Alexei Borodin (Massachusetts Institute of Technology), Tamara Grava (University of Bristol; International School for Advanced Studies (SISSA/ISAS)), Alexander Its (Indiana University - Purdue University), Sandrine Péché (Université de Paris VII (Denis Diderot))

NOVEMBER 16-18, 2021: **Chern-Simons and Other Topological Field Theories**

Organizers: Stephon Alexander (Brown University), Fiona Burnell (University of Minnesota), David Eisenbud (MSRI), Dan Freed (University of Texas, Austin), Joel Moore (University of California, Berkeley), John Morgan (Columbia University)

NOVEMBER 19-20, 2021: **Blackwell Tapia Conference**

Organizers: David Banks (Duke University), Hélène Barcelo (MSRI), Lloyd Douglas, Robert Megginson (University of Michigan), Mariel Vazquez (University of California, Davis), Ulrica Wilson (Morehouse College; Institute for Computational and Experimental Research in Mathematics (ICERM))

JANUARY 20-21, 2022: **Connections Workshop: The Analysis and Geometry of Random Spaces**

Organizers: Mario Bonk (University of California, Los Angeles), Joan Lind* (University of Tennessee), Eero Saksman (University of Helsinki), Jang-Mei Wu (University of Illinois at Urbana-Champaign)

JANUARY 24-28, 2022: **Introductory Workshop: The Analysis and Geometry of Random Spaces**

Organizers: Mario Bonk* (University of California, Los Angeles), Joan Lind (University of Tennessee), Steffen Rohde (University of Washington), Fredrik Viklund (Royal Institute of Technology)

FEBRUARY 3-4, 2022: **Connections Workshop: Complex Dynamics - from Special Families to Natural Generalizations in One and Several variables**

Organizers: Núria Fagella (University of Barcelona), Tanya Firsova* (Kansas State University), Thomas Gauthier (École Polytechnique), Sarah Koch (University of Michigan)

msri.org/workshops

* Denotes lead organizer(s)

FEBRUARY 7-11, 2022: **Introductory Workshop: Complex Dynamics - from Special Families to Natural Generalizations in One and Several Variables**

Organizers: Anna Benini (Università di Parma), Fabrizio Bianchi (Université de Lille), Mikhail Hlushchanka (Universiteit Utrecht), Dylan Thurston* (Indiana University)

MARCH 7-11, 2022: **Hot Topics: Foundations of Stable, Generalizable and Transferable Statistical Learning**

Organizers: Peter Buhlmann* (ETH Zurich), John Duchi (Stanford University), Elizabeth Tipton (Northwestern University), Bin Yu (University of California, Berkeley)

MARCH 21-25, 2022: **Hot Topics: Regularity Theory for Minimal Surfaces and Mean Curvature Flow**

Organizers: Christine Breiner* (Fordham University), Otis Chodosh (Stanford University), Luca Spolaor (University of California, San Diego), Lu Wang (Yale University)

MARCH 28 - APRIL 1, 2022: **The Analysis and Geometry of Random Spaces**

Organizers: Nikolai Makarov (California Institute of Technology), Steffen Rohde* (University of Washington), Eero Saksman (University of Helsinki), Amanda Turner (University of Lancaster), Fredrik Viklund (Royal Institute of Technology), Jang-Mei Wu (University of Illinois at Urbana-Champaign)

MAY 2-6, 2022: **Adventurous Berkeley Complex Dynamics**

Organizers: Mikhail Lyubich (State University of New York, Stony Brook), Jasmin Raissy* (Institut de Mathématiques de Toulouse), Roland Roeder* (Indiana University--Purdue University), Dierk Schleicher (Université d'Aix-Marseille (AMU)), Mitsuhiro Shishikura (Kyoto University)

Funding awards are typically made eight weeks before the workshop begins. Requests received after the funding deadlines are considered only if additional funds become available.

Cornell University
Mathematics Department

The Mathematics Department at Cornell University invites applications for an H.C. Wang Assistant Professor, non-tenure track, non-renewable, 3-year position beginning July 1, 2022. Successful candidates are expected to pursue independent research at Cornell and teach three courses per year. A Ph.D. in mathematics is required. Deadline December 1, 2021. Diversity and Inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans, and Individuals with Disabilities. We also recognize a lawful preference in employment practices for Native Americans living on or near Indian reservations. We actively encourage applications of women, persons of color, and persons with disabilities. Applicants must apply electronically at `http://www.mathjobs.org/jobs/list/1793`.

Information about the required Diversity statement can be found here:
`http://facultydevelopment.cornell.edu/information-for-faculty-candidates/`.

Cornell University
Mathematics Department

The Mathematics Department of Cornell University invites applications for a non-tenure track, renewable 3-year Lecturer position beginning July 1, 2022. The position includes the possibility of being promoted to Senior Lecturer. Responsibilities include teaching four courses per year, serving on committees, and contributing to overall the educational mission of the Department. We are particularly interested in candidates with experience in curriculum design and reform and active learning. A Ph.D. in mathematics is required. We plan to be available to meet candidates at the Joint Mathematics Meeting 2022.

Diversity and Inclusion are a part of Cornell University's heritage. We are a recognized employer and educator valuing AA/EEO, Protected Veterans, and Individuals with Disabilities. We also recognize a lawful preference in employment practices for Native Americans living on or near Indian reservations. We actively encourage applications of women, persons of color, and persons with disabilities. Applicants must apply electronically at `https://www.mathjobs.org/jobs/list/18050`. Deadline is December 1.

Boston University
Department of Mathematics and Statistics

The Department of Mathematics and Statistics at Boston University invites applications for a tenure-track Assistant Professor position in the field of Geometry, Ph.D. required. Applications in all areas of geometry are encouraged, including quantum field theory and other fields at the interface of modern theoretical physics. Our Department is committed to building and sustaining a diverse and cohesive community of scholars. In addition to describing their commitment to research and teaching at both the undergraduate and graduate level, we particularly encourage applicants to indicate how they can meaningfully contribute to an equitable and inclusive community in our department.

Submit cover letter, CV, research statement, teaching statement, and four recommendation letters (one of which addresses teaching) on-line to mathjobs.org. Application deadline: December 1, 2021. The appointment start date is July 1, 2022. We welcome applications from all eligible candidates without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. Boston University is an equal opportunity employer and a VEVRA Federal Contractor. `https://www.mathjobs.org/jobs/list/18069`.

Boston University
Department of Mathematics and Statistics

Assistant Professor in Statistics (tenure-track)

The Department of Mathematics and Statistics at Boston University invites applications for a tenure-track Assistant Professor position in the field of Statistics. Candidates with research expertise and interests in areas of statistics that are relevant to bioinformatics, biology, biomedical engineering, computer science, earth sciences, economics, geography, machine learning, neuroscience, and the social sciences are strongly encouraged to apply. Applicants must show outstanding capacity and achievement in research as well as excellence in teaching statistics at the undergraduate and graduate levels, and a commitment to diversity. A Ph.D. in statistics or a related field is required. Our Department is committed to building and sustaining a diverse and cohesive community of scholars. In addition to describing their commitment to research and teaching at both the undergraduate and graduate level, we particularly encourage applicants to indicate how they can meaningfully contribute to an equitable and inclusive community in our department.

Submit cover letter, CV, research statement, teaching statement, and four recommendation letters (one of which addresses teaching) on-line to mathjobs.org. Application deadline: December 1, 2021. Pending final administrative and budgetary approval, the appointment start date is July 1, 2022. We are an equal opportunity employer. All qualified applicants will receive consideration for employment without regard to race, color, religion, sex, sexual orientation, gender identity, national origin, disability status, protected veteran status, or any other characteristic protected by law. We are a VEVRAA Federal Contractor. `https://www.mathjobs.org/jobs/list/18134`

Dartmouth College
Department of Mathematics—Tenure-Track Position in Geometry

The Department of Mathematics at Dartmouth College welcomes applications for a tenure-track position in geometry to begin July 1, 2022. The appointment is intended to be at the rank of Assistant Professor; however, an appointment at a higher rank will be considered in exceptional cases. Qualified candidates will have a strong research record and the promise of continuing a high level of research activity, a keen interest and demonstrated excellence in teaching and mentorship of both undergraduates and graduate students, and a strong and proven commitment to fostering a diverse, equitable and inclusive college campus at all scales. In particular, as increasing diversity and inclusivity within STEM are priorities of the Math Department and Science Division, we are particularly interested in candidates who can contribute to the efforts of the Academic Summer Undergraduate Research Experience (ASURE), the E.E. Just Program or Women in Science Project (WISP). We welcome applications from across geometry, especially from geometers whose research has substantive connections with dynamical systems, geometric analysis, group actions, Riemannian geometry, or spectral theory. The potential to bridge multiple areas is also a welcome attribute. Eligibility requires completion of the Ph.D. in Mathematics or a closely related field before September 30, 2022. Applications will be reviewed starting November 27, 2021 and continue until the position is filled. Initiate application at `www.mathjobs.org` - Position ID: Dartmouth-GEOM #18003. For more information, please visit

`https://math.dartmouth.edu/activities/recruiting/`

Providence College
Mathematics and Computer Science Department

The Mathematics and Computer Science Department at Providence College invites applicants for a tenure-track Assistant Professor position in Mathematics, commencing Fall 2022. Preference will be given to candidates with expertise in data science. The teaching load is three courses per semester and the ability to teach courses on introductory statistics is required. Candidates must hold a Ph.D. in mathematics or statistics from an accredited institution (or earn one by the time of appointment) and demonstrate excellence in undergraduate teaching, the ability to establish a scholarly research program, and a willingness to be active in service to the college and community.

Providence College is a Roman Catholic four-year liberal arts institution conducted under the auspices of the Dominican Friars and seeks candidates who can affirm and contribute to its mission. Providence College believes that cultural and intellectual pluralism is essential to the excellence of its academic program and strives to foster an academic culture and campus community that attracts and supports the development of a stellar and diverse faculty reflecting the global environment in which we live and work. As an affirmative action, equal opportunity employer, the College especially encourages applications from women and persons of color. Applicants are encouraged to offer evidence of multicultural competency, inclusive teaching pedagogy, and diversity, equity, and inclusion related experiences.

To ensure full consideration, applications must be received by November 1, 2021. Applicants must apply online at `https://careers.providence.edu` and submit a cover letter, CV, separate statements on teaching and research, graduate transcripts, and three letters of recommendation, at least one of which should address teaching ability. Any questions should be addressed to Mathematics Search Chair, Mathematics/Computer Science Department, Providence College, Providence, RI 02918.

Carnegie Mellon University
Department of Mathematical Sciences

The Department of Mathematical Sciences at Carnegie Mellon University invites applications for a tenure-track position at the rank of assistant or associate professor to begin September 1, 2022. This search is open to all areas of mathematics, including applied analysis, discrete mathematics, logic, mathematical finance, and probability. Preference will be given to candidates who have demonstrated excellence in research. We seek candidates who, through their research, teaching, and/or service will contribute to the diversity and excellence of our academic community. Applicants should submit all materials electronically through Interfolio (`apply.interfolio.com/92591`) and Mathjobs

(`https://www.mathjobs.org/jobs/list/18009`).

This includes a cover letter, CV, list of publications, a statement describing current and planned research, a teaching statement, and a statement describing how, through research, teaching and/or service, they plan to contribute to and foster diversity and inclusion in mathematics. Candidates should also arrange for at least three letters of recommendation that will be solicited through Mathjobs.

We will begin to review applications on November 15, 2021. However, applications may be accepted and reviewed until the position is filled. CMU seeks to meet the needs of dual-career couples and is a member of the Higher Education Recruitment Consortium (HERC) that assists with dual-career searches.

Carnegie Mellon University
Department of Mathematical Sciences - Math Finance

Faculty Position in Mathematical Finance (`https://www.mathjobs.org/jobs/list/18007`)

The Department of Mathematical Sciences at Carnegie Mellon University invites applications for a tenure-track position at the rank of assistant or associate professor to begin September 1, 2022. This search will focus on the area of mathematical finance, broadly construed. The Department has long-standing strength in this area and plays a leading role in interdisciplinary educational programs in computational finance at the bachelor's and master's levels.

Preference will be given to candidates who have demonstrated excellence in research and have a vigorous research program.

We seek candidates who, through their research, teaching, and/or service will contribute to the diversity and excellence of our academic community.

Applicants should submit all materials electronically through

`https://apply.interfolio.com/92584andMathJobs`

. This includes a cover letter, curriculum vita, list of publications, a statement describing current and planned research, a teaching statement, and a statement describing how, through their research, teaching and/or service, they plan to contribute to and foster diversity and inclusion in mathematics. Candidates should also arrange for at least three letters of recommendation that will be solicited through MathJobs.

We will begin to review applications on November 15, 2021. However, applications may be accepted and reviewed until the position is filled.

CMU seeks to meet the needs of dual-career couples and is a member of the Higher Education Recruitment Consortium (HERC) that assists with dual-career searches.

York University
Department of Mathematics and Statistics

The Department of Mathematics and Statistics of York University invites highly qualified candidates to apply for a professorial stream tenure-track appointment in Mathematics and Statistics at the Assistant Professor level, to commence July 1, 2022.

This opportunity is open to qualified individuals who self-identify as Black peoples of African Descent (for example Africans and African heritage people from the Caribbean, Americas, Europe).

A PhD (by the start of the appointment) in pure mathematics or a closely related field is required, with promise of excellence in research and in teaching. Applicants should have a clearly articulated program of research and specialize in any field of pure mathematics. For more information, please see `https://www.mathjobs.org/jobs/list/18048`.

Ohio Wesleyan University
Department of Mathematics and Computer Science

Ohio Wesleyan University's Department of Mathematics and Computer Science invites applications for two tenure track Assistant Professor positions (one in applied mathematics and one in computer science) to begin in August 2022. We seek enthusiastic instructors with a demonstrated interest in mathematics/computer science in applied fields. Qualified candidates will (1) be excellent teachers, able to teach a variety of undergraduate applied mathematics/computer science courses at all levels, (2) be eager to participate in the department's efforts to engage in mentored research opportunities with students, (3) maintain a productive, ongoing research program, and (4) contribute actively to the growth of the department and its efforts to attract and retain a diverse student body. Evaluation of applications will begin October 25, 2021, and continue until the position is filled. We welcome applications received after this date and will evaluate them as they arrive. For more information, please see our postings on mathjobs.org and on our OWU webpage at `https://owu.edu/joinOWUfaculty`.

The University of Alabama
Department of Mathematics

The Department of Mathematics at The University of Alabama invites applications for one tenure-track position at the Assistant or Associate Professor level in algebra and related fields, beginning on August 16, 2022. The department is seeking applicants in any area of pure, applied, and interdisciplinary algebra. Candidates must possess a doctoral degree in mathematics or a very closely related field by August 16, 2022. For a complete description of the position, and to apply, see the full ad at `https://facultyjobs.ua.edu` on MathJobs. Applications will be reviewed on an ongoing basis starting November 1, 2021 and will continue to be accepted until the position is filled. The University of Alabama is an Equal Opportunity/Affirmative Action employer and actively seeks diversity among its employees.

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

The Department of Mathematics, Applied Mathematics, and Statistics at Case Western Reserve University (CWRU) is searching for at least two tenure-track assistant professors in Statistics to begin in AY 2022/2023. Preference will be given to candidates whose research is in areas of statistics that complement and enhance the existing expertise in the department and who can meaningfully interact with the current group of statisticians, probabilists, and applied mathematicians in the department. This hiring is part of an effort to continue building a statistics group that collaborates with faculty in other fields, including, for example, data science, biology, physics, astronomy, biostatistics, as well as researchers in the Schools of Engineering, Management, and Medicine.

All candidates should hold a Ph.D. in Statistics or a related field by the time of the appointment, have demonstrated teaching/mentoring experience, and have a publication record appropriate to rank. Candidates should submit a letter of application, curriculum vitae, a statement of current and future research plans, a statement of teaching philosophy and experience, and the candidate should arrange for three letters of recommendation to be submitted directly by the writers, at least one of which should address teaching. In addition, applicants are asked to submit a statement explaining how they value diversity, equity, and inclusion within their research and discipline(s) and how their own scholarly work might contribute to structural justice inside and outside institutions of higher learning. This statement should also suggest how the candidate's work, while as a member of Case Western Reserve University, will contribute to diversity, equity, and inclusion and how moving forward they intend to foster a culture of diversity, pluralism, and individual difference.

All application materials should be submitted electronically through the AMS website `mathjobs.org`. Applications will be reviewed upon arrival. All applications received prior to November 1, 2021, will get full consideration.

Case Western Reserve University is located in the University Circle cultural district of Cleveland, Ohio, home of the nationally top-ranked Cleveland Clinic, internationally famous Cleveland Orchestra, the Cleveland Museum of Art, the Cleveland Institute of Music, and the Cleveland Institute of Art. Within a five-mile radius from CWRU are the nation's second largest theater district, several professional sports teams, a wide range of musical, artistic, and culinary venues, recreational opportunities, and numerous diverse communities in which to live.

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. As a recipient of the national Higher Education Excellence in Diversity (HEED) award for the past nine years, CWRU has been recognized nationally as a leader in advancing equity and inclusivity. The university and the College of Arts & Sciences at CWRU are committed to creating an inclusive community where all are welcome, valued and heard.

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 Equity at 216.368.3066 to request a reasonable accommodation. Determinations as to granting reasonable accommodations for any applicant will be made on a case-by-case basis.

General correspondence about this position should be sent to Jenny Brynjarsdottir, Search Committee Chair at enny.brynjarsdottir@case.edu.

Emory University
Mathematics Department - Computations Mathematics

Emory University's Mathematics Department invites applications for an open rank tenure-track or tenured faculty position in Computational Mathematics.

Applicants must demonstrate outstanding records, or potential, in research, teaching and mentorship. Applicants must also have research and teaching interests that complement Emory's current and vibrant research strengths in computational mathematics. These include numerical linear algebra, data science, inverse problems, numerical optimization, numerical partial differential equations, and computational mechanics. Applicants who will strengthen Emory's Research Experience for Undergraduates site and Research Training Group in Computational Mathematics for Data Science are particularly encouraged to apply. For more details on Emory's faculty, graduate students, postdocs, research, and teaching activities in Computational Mathematics, see http://www.mathcs.emory.edu/site/scicomp

Application materials must include a cover letter, CV, research and teaching statements, three letters of recommendation directly from recommenders, and a separate statement reflecting upon your experience and vision regarding the teaching and mentorship of students from diverse backgrounds. Applications can be submitted to Interfolio via `https://apply.interfolio.com/94445/` For details on Emory's expectations on research, teaching, and service duties, see

`http://college.emory.edu/faculty/documents/faculty/faculty-responsibilities.pdf`

Screening begins November 5, 2021; applications received by December 6, 2021 will be given full consideration. Review will continue until the position is filled.

For additional information about the Department and University, see `http://www.math.emory.edu`

Emory University is an equal employment opportunity and affirmative action employer. Women, minorities, people with disabilities, and veterans are strongly encouraged to apply.

Emory University
Mathematics Department - Discrete Math

Emory University's Mathematics Department invites applications for an open rank tenure-track or tenured faculty position in Discrete Mathematics, to begin in Fall 2022.

Applicants must demonstrate outstanding research ability and have a PhD in mathematics or a closely related field. Applicants should also have strong records, or promise, as undergraduate and graduate teachers. Ideal candidates will have interests that complement and enhance Emory's current research strengths in discrete mathematics, notably in probabilistic and extremal combinatorics, graph theory and theoretical computer science.

Applications materials must include a cover letter, CV, research and teaching statements, three letters of recommendation directly from recommenders, and a separate statement reflecting upon your experience and vision regarding the teaching and mentorship of students from diverse backgrounds. Applications can be submitted to Interfolio via `https://apply.interfolio.com/94640` For details on Emory's expectations on research, teaching, and service duties, see

`http://college.emory.edu/faculty/documents/faculty/faculty-responsibilities.pdf`

Screening begins November 5, 2021; applications received by December 6, 2021 will be given full consideration. Review will continue until the position is filled. For additional information about the department and university, see `http://www.math.emory.edu` Emory University is an equal employment opportunity and affirmative action employer. Women, minorities, people with disabilities and veterans are strongly encouraged to apply.

Emory University
Mathematics Department - Lecturer

Emory University's Mathematics Department invites applications for a full-time faculty position as Lecturer to begin in Fall 2022.

Applicants should have a PhD in Mathematics or a related discipline, and outstanding teaching, advising, and service credentials (or potential) related to undergraduate programs. Responsibilities include 1) teaching five courses per year; 2) advising undergraduate students; 3) mentoring graduate student instructors; and 4) supporting the educational mission of the College through committees and program participation.

Applications consisting of a cover letter, CV, statement of teaching philosophy and career goals, evidence of teaching excellence, a minimum of three letters of recommendation, and a separate statement reflecting upon your experience and vision regarding the teaching and mentorship of students from diverse backgrounds, should be submitted via Interfolio: `https://apply.interfolio.com/94298`. Screening begins November 5, 2021; applications received by December 6, 2021 will be given full consideration. Review will continue until the position is filled.

For additional information about the Department and University, see `http://www.math.emory.edu`

Emory University is an equal employment opportunity and affirmative action employer. Women, minorities, people with disabilities and veterans are strongly encouraged to apply.

Berry College
Mathematics Department

APPLIED MATHEMATICS (TENURE -TRACK POSITION)

Berry College is seeking a new colleague (tenure-track Assistant Professor) in Applied Mathematics to play an integral role in teaching and mentoring students. The Mathematics Department at Berry College is a department that is known for innovative pedagogy, collaborative projects and a successful candidate will be supported in applying for Project NExT or other professional development programs. We are particularly interested in receiving applications from members of underrepresented groups and strongly encourage women and persons of color to apply. Find out more about this position and Berry College at `https://berry.interviewexchange.com/jobofferdetails.jsp?JOBID=137417`.

University of Washington
Department of Mathematics

The UW Dept of Math invites applications for a full-time, open-rank tenure-stream position. Applicants are required to have a PhD, or foreign equivalent, and an established and strong research record in mathematics. The candidate's research must be in geometry, interpreted broadly as the study of manifolds with structure; or topology, including algebraic, geometric, low-dimensional, and/or combinatorial topology. Review of applications will begin on **November 15, 2021**, and continue until the position is filled. We will request letters of recommendation from selected candidates, and once requested, those must be received by **November 29, 2021**. For the full job description and application, please visit `https://apply.interfolio.com/92912`.

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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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Fall 2021