

THE SEAWAY CURRENT

Newsletter of the Seaway Section of the Mathematical Association of America

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THE SEAWAY CURRENT

The Seaway Current is published at least twice per year by the [Seaway Section](#) of the [Mathematical Association of America](#) (MAA) for the benefit of its members. Its pages are open to all members of the MAA and, by invitation to others, for the exchange of information and opinion. Contributed announcements, articles, and editorials are welcome and should be sent to the editor.

Material may be submitted to the editor by e-mail. Opinions expressed in this newsletter are those of the editor or of individual contributors and do not necessarily represent the views of the MAA or of the Seaway Section.

Editor

Elizabeth Wilcox, Assoc. Professor
Department of Mathematics
Oswego State University of NY
tel. 315-312-6586
elizabeth.wilcox@oswego.edu

On the web: maaseaway.org

Facebook: [@MAASeaway](https://www.facebook.com/MAASeaway)

All the latest SEAWAY news and announcements at your fingertips.

SPRING 2021 EVENT HORIZON

Title: Careers in Mathematics — A Panel Discussion

Date and Time: Tuesday, April 6 at 12:00 pm

Registration (free)

Come learn what you can do with a math, or math-adjacent, degree from our panelists with years of experience working with math in the business world! Our panelists will be

- Michael Fink — [Palantir Technologies](#)
- Candace Schenk — [Google](#)
- Doug Muehling — [MetLife](#)
- Corey Balcerzak — [Burd Home Health](#)

Panelists will discuss their experiences, offer advice and answer your questions. [Register](#) now!

Title: Workshop on Integrating Social Justice into Mathematics Classes

Speaker: Victor Piercey (Ferris State University)

Date and Time: Saturday, April 10 at 10:00 am

Registration (free)

From the abstract:

In this workshop, we will work on integrating social justice activities into mathematics classes. The goal will be to connect problems from standard undergraduate mathematics courses with social justice issues. We will also dedicate some time to handling controversial and complex social issues in a mathematics classroom. During the workshop, participants will outline an activity that they can use in their classes and share with others for feedback.

More information, and background, on [page 2](#).

This is your Section, become part of the program.

What events would you like to have? What events can YOU organize? The Seaway Section's Program Chair, Brad Emmons (bemmons@utica.edu), is gathering requests and volunteers to create a member-led program of free virtual events for Spring 2021. If you are organizing an event for your college or university, or want to host an event as part of your class, or want to host a workshop, get in touch with Brad. Now is the time to share resources.

WORKSHOP on INTEGRATING SOCIAL JUSTICE into MATHEMATICS CLASSES

SATURDAY, APRIL 10 at 10:00 am

Join the Seaway Section for a free workshop (**registration** required) led by **Victor Piercey** of **Ferris State University!**

Abstract: In the last several years, mathematicians have been thinking about how their work impacts the world around them. In the classroom, social justice connections raise student awareness of the role mathematics plays in complicated social issues and empowers them to identify and help solve social problems. There have been several publications about teaching mathematics for social justice (such as the PRIMUS special issue on Mathematics for Social Justice, a themed collection in the journal Numeracy - part 1 and part 2, and the AMS book Mathematics for Social Justice: Resources for the College Classroom edited by Karaali and Khadjavi with a second volume due Summer 2021), books about the social harms caused by algorithms (such as Cathy O’Neil’s Weapons of Math Destruction), and working groups dedicated to ethics in mathematics (such as the Cambridge Ethics in Mathematics Society as well as the Ethical Mathematics Project Catherine Buell and I are getting off the ground).

In this workshop, we will work on integrating social justice activities into mathematics classes. The goal will be to connect problems from standard undergraduate mathematics courses with social justice issues. We will also dedicate some time to handling controversial and complex social issues in a mathematics classroom. During the workshop, participants will outline an activity that they can use in their classes and share with others for feedback.

Speaker bio: Victor Piercey received a Juris Doctor from Columbia Law School in 2000 and Ph.D in mathematics from the University of Arizona in 2012. Since completing his Ph.D, he has been teaching at Ferris State University in Big Rapids, Michigan. His scholarship interests include the intersection of quantitative reasoning with algebraic reasoning, the use of faculty learning communities to increase the scale of innovation, and both the cognitive and affective impact of active pedagogies. His teaching interests include the integration of social justice and ethics with mathematics, the use of inquiry-based learning, interdisciplinary collaboration in course design and in teaching, and the use of role-playing simulations similar to Reacting to the Past. He has served as the chair of two Special Interest Groups in the Mathematical Association of America, one dedicated to Quantitative Literacy and the other dedicated to Inquiry-Based Learning (which he helped establish). He has also chaired the Michigan section of the Mathematical Association of America and serves on the board for the initiative for Mathematics Learning by Inquiry.

MAA MathFest: August 4 - 7, 2021 ONLINE



ELECTION RESULTS NOTICE

Congrats to Jeff Johannes!

Jeff Johannes, of the **State University of New York at Geneseo**, is our new Seaway Section Representative to the MAA Congress. Jeff was elected this past winter in a MAA-managed electronic election. He will serve a 3-year term starting this summer, at the 2021 MAA MathFest.

Thanks, Jeff, for your willingness to serve and represent the Section!



*Mike Gage
University of
Rochester*



Thank-you for all you do!

PROFESSOR MIKE GAGE of the Math Department at University of Rochester is retiring after 37 years at the University. He earned his PhD in mathematics at Stanford University in 1978 under the supervision of Robert Osserman and joined the faculty at the University of Rochester in 1984. He has held visiting positions at Michigan State University, the University of Delaware, the University of Pennsylvania, Case Western Reserve University, l'Institut des Hautes Études Scientific (Paris) and the University of California at San Diego.

He is well-known for his work in differential geometry, including the proof of Gehring's conjecture on linked spheres using integral geometric methods, and the Gage-Hamilton-Grayson theorem, which describes the behavior of any smooth Jordan curve under the curve-shortening flow, and which formed the basis for many subsequent developments in the field of geometric evolution equations.

Professor Gage and Professor Arnold Pizer are well-known as the original developers, in 1996, of the open source online homework system WebWorK, which is now used by more than 1000 colleges and universities worldwide. Together, they were given the 2016 American Mathematical Society's Award for Impact on the Teaching and Learning of Mathematics for the creation and development of WebWorK and the community that supports it.

Professor Gage won the Distinguished Teaching Award of the Seaway Section of the Mathematical Association of America for the year 1996-1997 and the University of Rochester's prestigious Goergen Award for Distinguished Achievement and Artistry in Undergraduate Teaching in October 1997.

He has actively promoted co-curricular activities throughout his career, including being the faculty advisor to the University of Rochester undergraduate math club SUMS from its inception until 2001, and serving as the Department liaison to the MAA. He has been a frequent attendee and contributor to the Seaway Section of the MAA over the years.

He will be emeritus at the University of Rochester, so we will continue to value his contributions to the Department for a long time. He also plans to enjoy more time visiting his grandchild.

SEAWAY APPRECIATION COLUMN:

Know a Seaway Section member who is retiring? Or who has won an award? Maybe they just said a few encouraging words at the right time? Or, they're the quiet person who is always in the background and never in the foreground?

Submit a short note to the Seaway Appreciation column! Send Elizabeth Wilcox (elizabeth.wilcox@oswego.edu) an email (Subject Line: Seaway Appreciation) with the person's name and a sentence or two (or a few more!) about their contributions.

A word from . . .
Stephen Kennedy
(MAA Press Acquisitions)

Dear Seaway Section Colleagues,

Your newsletter editor is an old friend and former student. When she invited me to contribute something and suggested I write something on the topic of MAA textbooks, I realized she had presented me with an opportunity to learn something. You probably don't know this, but I have a (not so) secret plan to wrest control of the mathematics textbook market from the commercial publishers. (See the forthcoming April-May 2021 MAA FOCUS for details.) I strongly believe that MAA-AMS should do this. Our members write the books, edit and review the books, and adopt the books. The AMS owns a printing press. Why, exactly, do we need commercial publishers?

One of the practices of commercial publishing I am appalled by is the constant edition updating that, I have long assumed, is designed to kill the used-book market. So, I was surprised recently when a friend in publishing said to me, "Market research shows that faculty want a constant stream of new editions with new exercises. Partly just as a refreshing of what they are doing, but also partly to combat online solutions. Updated editions are a service to faculty needs."

This was a new one to me. Should I believe it? The fact that it so conveniently aligns with the publishers' desire to churn out new editions in pursuit of profit makes me skeptical. As did the fact that I was hearing this, for the first time in a 30+ year teaching career, from a publisher and I've never heard it from a faculty member. So, do you believe it? (I should point out that my friend in publishing actually believes it, but she's never been a faculty member.)

On reflection, I realized that updated editions are not even the right solution to this problem. (If, in fact, it even is a problem.) The right solution — the solution that a friendly publisher truly concerned with faculty and student needs would come up with — is simple. Build a website where the textbook author could continuously issue updated problems for the people who have adopted the book. It would be easy enough to password-protect such a site to make it accessible only to faculty adopters of the textbook. Heck, you could even make it interactive so that those faculty could contribute their own new problems and even have conversations about teaching the course out of the textbook. For example, "Does anyone know a good example to show the necessity of condition X in Theorem 5.2?" Or, "Does anyone have a nice exam question that gets at the difference between concepts Y and Z ?" The possibility . . . (Cont. on p. 5)

WHAT TEXTBOOKS DOES THE MAA PUBLISH?

Find the complete list on the [website](#), along with list prices and member discounted prices. But, here are some titles to get you started . . .

- *Bridge to Abstract Mathematics*
by Ralph W. Oberste-Vorth, Aristides Mousakitis, Bonita A. Lawrence
- *Calculus Deconstructed: A Second Course in First-Year Calculus*
by Zbigniew H. Nitecki
- *Calculus for the Life Sciences: A Modeling Approach*
by James L. Cornette and Ralph A. Ackerman
- *Calculus From Approximation to Theory*
by Dan Sloughter
- *Calculus in 3D: Geometry, Vectors, and Multivariate Calculus*
by Zbigniew Nitecki
- *College Calculus: A One-Term Course for Students with Previous Calculus Experience*
by Michael E. Boardman and Roger B. Nelson
- *Combinatorics: A Guided Tour*
by David R. Mazur
- *Common Sense Mathematics: Second Edition*
by Ethan D. Bolker and Maura B. Mast
- *Complex Numbers and Geometry*
by Liang-shin Hahn
- *Differential Equations: From Calculus to Dynamical Systems: Second Edition*
by Virginia W. Noonburg
- *Distilling Ideas: An Introduction to Mathematical Thinking (Graphs, Groups, Calculus)*
by Brian P. Katz and Michael Starbird
- *Elementary Mathematical Models: An Accessible Development without Calculus, Second Edition*
by Dan Kalman, Sacha Forgoston, and Albert Goetz
- *Elementary Mathematical Models: Order Aplenty and a Glimpse of Chaos*
by Dan Kalman
- *Fourier Series*
by Rejendra Bhatia
- *Fourier Series, Fourier Transforms, and Function Spaces: A Second Course in Analysis*
by Tim Hsu
- *Functions, Data, and Models: An Applied Approach to College Algebra*
by Sheldon P. Gordon and Florence S. Gordon
- *Geometry Illustrated: An Illustrated Introduction to Euclidean and Hyperbolic Plane Geometry*
by Matthew Harvey
- *Geometry: The Line and the Circle*
by Maureen T. Carroll and Elyn Rykken
- *Graph Theory*
by Daniel A. Marcus
- *The History of Mathematics: A Source-Based Approach, Vols. 1 & 2*
by June Barrow-Green, Jeremy Gray, Robin Wilson
- *Interacting with Ordinary Differential Equations*
by Stephen H. Saperstone and Max A. Saperstone
- *Invitation to Complex Analysis*
by Ralph P. Boas

(Continued from page 4.)

...exists that a real community of practice could grow around such a website to the benefit of everyone — the faculty teaching out of the book, the students they are teaching, the friendly publisher hosting the site.

Of course, I work for a publisher that I believe is friendly and concerned with faculty and student needs. So, I'm wondering, am I crazy? (Don't answer that.) Is this something that, in fact, people would find useful? Should I try to build a community-of-practice website around one of the MAA textbooks as a test? Would such a community potentially be valuable to you?

I would love to hear your thoughts and reactions. I'm easy to find (kennedy@maa.org). Please let me know what you think and any ideas you have for making such a community useful to you.

Best,

Steve

- *Mathematical Interest Theory: Third Edition*
by Leslie Jane Federer Vaaler and Shinko Kojima Harper
- *Mathematical Modeling in Economics and Finance: Probability, Stochastic Processes, and Differential Equations*
by Steven R. Dunbar
- *Mathematical Modelin in the Environment*
by Charles R. Hadlock (with a separate Supplementary Material and Solutions Manual)
- *Math through the Ages: A Gentle History for Teachers and Others, Expanded Second Edition*
by William P. Berlinghoff and Fernando Q. Gouvêa
- *Number Theory Through Inquiry*
by David C. Marshall, Edward Odell, and Michael Starbird
- *An Open Door to Number Theory*
by Duff Campbell
- *Ordinary Differential Equations: From Calculus to Dynamical Systems*
by Virginia W. Noonburg
- *A Radical Approach to Real Analysis: Second Edition*
by David Bressoud

- **An Invitation to Real Analysis**
by **Luis F. Moreno** (SUNY Broome!)
- *Journey into Discrete Mathematics*
by Owen D. Byer, Deirdre L. Smeltzer, and Kenneth L. Wantz
- *The Lebesgue Integral for Undergraduates*
by William Johnston
- *Lectures on Differential Equations*
by Philip L. Korman
- *Learning Modern Algebra: From Early Attempts to Prove Fermat's Last Theorem*
by Al Cuoco and Joseph J. Rotman
- *Lie Groups: A Problem-Oriented Introduction via Matrix Groups*
by Harriet Pollatsek
- *Linear Algebra and Geometry*
by Al Cuoco, Kevin Waterman, Bowen Kerins, Elena Kaczorowski, and Michelle Manes
- *Linear Algebra: Concepts and Applications*
by Przemyslaw Bogacki
- *Mathematics for Second School Teachers*
by Elizabeth George Bremigan, Ralph J. Bremigan, and John D. Lorch
- *Resources for the Study of Real Analysis*
by Robert L. Brabenec
- *Student Solution Manual for Mathematical Interest Theory: Third Edition*
by Leslie Jane Federer Vaaler and Shinko Kojima Harper
- *Teaching Statistics Using Baseball: Second Edition*
by Jim Albert
- **A TeXas Style Introduction to Proof**
by **Ron Taylor and Patrick X. Rault** (formerly of SUNY Geneseo!)
- *Thinking Algebraically: An Introduction to Abstract Algebra*
by Thomas Q. Sibley
- *Thinking Geometrically: A Survey of Geometries*
by Thomas Q. Sibley
- *Topology Now!*
by Robert Messer and Philip Straffin
- *Topology Through Inquiry*
by Michael Starbird and Frances Su
- *Understanding Our Quantitative World*
by Janet Anderson and Todd Swanson

Convergence: Where Mathematics, History, and Teaching Interact

by Toke Knudsen

Dear colleagues,

I want to share a friendly reminder about a great classroom resource: **Convergence** is the MAA's free online journal about the history of mathematics and its use in teaching. Aimed at teachers of mathematics at both the secondary and collegiate levels, *Convergence* covers many topics from grades 8-16 mathematics: algebra, combinatorics, synthetic and analytic geometry, trigonometry, probability and statistics, elementary functions, calculus, differential equations, and linear algebra.

From one-minute warm-ups to classroom projects using primary sources, ...

(Cont. on [page 6.](#))

(Continued from page 5.) . . . there are many interesting and fun resources on the *Convergence* website:

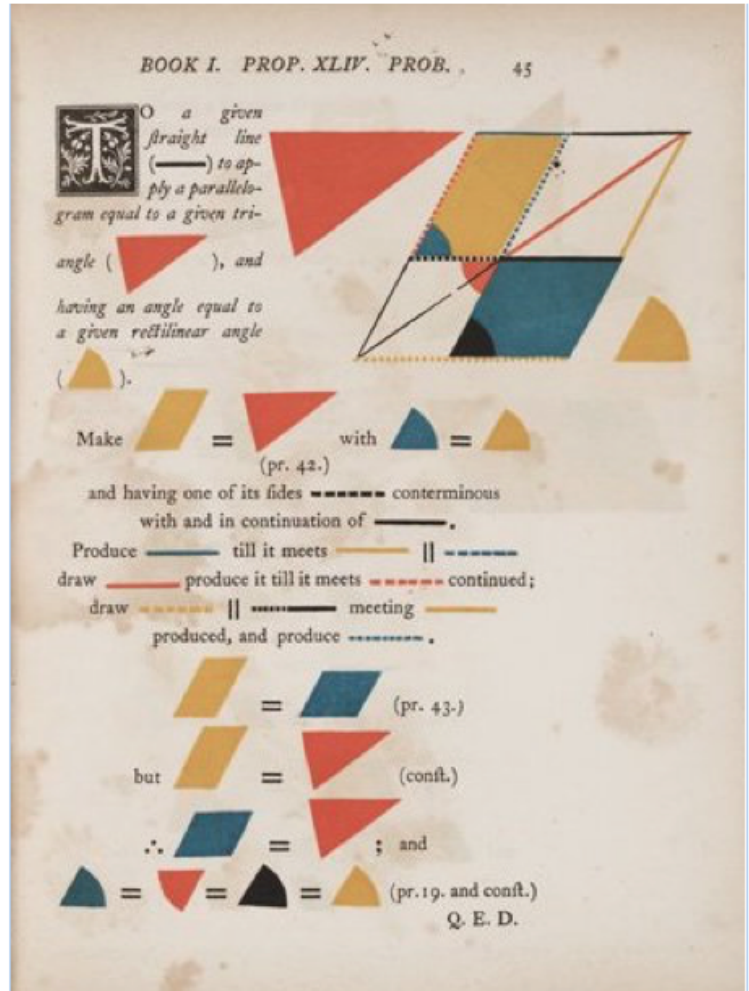
- **On This Day:** Three or four historic mathematical events that happened on each date. There is also a Quotation for the Day.
- **Problems from another time:** Math problems from throughout mathematics history, as well as articles that include problem sets for students.
- Hundreds of **articles**, searchable by topic (algebra, fractal geometry, statistics), type (activity, demonstration, problem set, project), and format (Maple, spreadsheet, JavaScript). Or you can use these **searching tips**. There are also indices of **article series**, **award-winning articles**, and **translations**.
- **Reviews** of new and old books, websites, and other teaching aids that focus on utility in the classroom.
- A **calendar** of meetings and events involving the History of Mathematics.
- And lots more: **Mathematical Treasures**, a **Portrait Gallery**, . . .

You can become involved in *Convergence* in several ways:

- Use teaching tools such as one of our projects in your classroom and **tell us about your experiences**.
- Develop teaching tools and modules for your classroom based on articles in *Convergence* and **share them with us**.
- Write an **article!**
- Become a *Convergence* referee. Please **contact** *Convergence* editors Amy Ackerberg-Hastings and Janet Heine Barnett to let them know what topics and types of articles you would prefer to review.

Please feel free to reach out to me with questions. I currently serve as an associate editor of *Convergence* and I am a member of the Seaway Section. I am eager to facilitate our section's engagement with *Convergence*. For example, if you are interested in contributing an article, I can offer help with the process.

Best wishes,
 Toke Knudsen (SUNY Oneonta)
toke.knudsen@oneonta.edu



A Mathematical Treasure: Oliver Byrne, *The Elements of Euclid* (London, 1847). Courtesy of Columbia University.

INTERESTING LINKS

- [MAA Seaway Section](#)
- [MAA MathValues Blog](#)
- [Math in the Media](#)
- "2 Win the Abel Prize . . ." – NYT
- [MathPrograms.org](#)
- [Park City Math Institute](#)
- [MAA Project NExT](#) - deadline: 4/15!
- [inclusion/exclusion](#) - AMS Blog
- [MathJobs.org](#)
- [Math Podcast Discussion!](#) on Stack-Exchange
- [AMS Opportunities](#)
- [ResearchSeminars.org](#)
- [ScienceNews - Math](#)

SECTION NOTES - SPRING 2021

To submit a Section Note about your department, organization, or even just yourself, send [Elizabeth Wilcox](#) an email. Your Note will be published in the next edition of the Current. If you subscribe to the Seaway Liaison email list (get in touch with Jeff Johannes, johannes@geneseo.edu) then you'll receive emails that call for Section Notes and state deadlines (usually about 1 week later) for your Note to be published in the upcoming edition.

St. John Fisher College

Congratulations to Dr. Bruce Evan Blaine of the Math/Computer Science/Statistics Department at St. John Fisher College for winning Best Article in the scholarly journal supported by the Council on Undergraduate Research (CUR)! Dr. Blaine also serves as a Councilor for CUR.

The SPUR Best Article subcommittee of the Scholarship and Practice of Undergraduate Research Editorial Board has selected the following honorees in the inaugural SPUR Best Article Awards:

Best Article: Bruce Evan Blaine (Dept. of Mathematical and Computing Sciences, St. John Fisher College), "Toward Greater Reproducibility of Undergraduate Behavioral Science Research" (SPUR, vol. 3, no. 1, fall 2019)".

(Submitted by Don Muench)

State University of New York at Geneseo

Cesar Aguilar, Associate Professor of Mathematics, received Outstanding Reviewer award from the IEEE. The Editorial Board of the IEEE Control Systems Letters for 2020 recognizes a small number of outstanding reviewers for their great job by showing a high level of technical ability in the field.

(Submitted by Ahmad Almomani)

State University of New York at Potsdam

The SUNY Potsdam Math Department is sad to say goodbye to Angelynn Alvarez who is leaving for a position at Embry-Riddle Aeronautical University in Prescott, Arizona. We wish her well in her new position and we will be thinking of her in January 2022, while shoveling snow.

Through an NSA grant, the SUNY Potsdam/Clarkson REU will be convening again in the summer of 2021 (either in-person or virtually). Guangming Yao will lead a group studying stochastic differential equations and Joel Foisy will lead a group studying emedded graphs.

(Submitted by Joel Foisy)

REPORTS & MINUTES SINCE SPRING 2020

1. THE EXECUTIVE COMMITTEE MEETING — 2:00 pm on June 15, 2020

Present: Cheryl Chute Miller, Gary Raduns, Elizabeth Wilcox, Leah Bridgers, Brad Emmons, Charlie Ragozzine, Gary Towsley, Gordon Craig, Steve Kilmer, Ryan Gantner, Cesar Aguilar, Jeff Johannes.

Minutes of the Fall 2019 Executive Committee meeting were approved.

The treasurer noted a correction to the date on his report. Most of the change to the balance is due to the Section's donation to Project NEXt and costs associated with the Distinguished Lecturer Program.

The Executive Committee discussed issues related to the transition to a new treasurer with no resolution.

Elizabeth Wilcox, Program Chair, noted some of the speakers that had been planned for the cancelled Spring 2020 meeting and that the student posted session will tentatively be planned for Spring 2021.

The motion was made and seconded, following discussion of the Fall 2020 meeting plans for Siena College, to release Siena College from hosting the Fall 2020 Seaway Section meeting and to replace the fall meeting with a series of online events. The motion passed.

Cheryl Miller also noted that Bob Rogers was not able to complete the lectures planned in the Distinguished Lecturer series. We will not solicit a new Distinguished Lecturer for the 2020-21 Academic Year. Bob is willing to travel if we are able to resume part way into the year.

The Website and Registration committee provided a written report. Cheryl has appointed Cesar Aguilar as co-webmaster with the objective to move our website to a private server and charged the committee to begin the transition/migration of the website.

Several reminders:

- (a) Distinguished Teaching Award nominations will be due in January.
- (b) Please review the Committee List.

Respectfully submitted,

Gary L. Raduns, Jr. (Roberts Wesleyan College), Seaway Section Secretary

2. THE EXTENDED EXECUTIVE COMMITTEE MEETING — 2:00 pm on June 17, 2020

Hearing no corrections or comments, the minutes of the Fall 2019 Extended Executive Committee Meeting were taken as approved.

In attendance: C. Miller, G. Raduns, G. Craig, S. Kilner, R. Gantner, E. Wilcox, B. Emmons, L. Bridgers, C. Ragozzine, C. Aguilar, C. Uhl, M. Brown, J. Johannes, R. Rogers, D. Brown, K. Dow, J. Cushman. The Chair introduced new executive committee members: Leah Bridgers (Chair Elect), Brad Emmons (Program Chair), and Elizabeth Wilcox (At-Large Member).

Report of the Executive Committee:

- (a) The Section will be using a commercial web hosting service. Cesar Aguilar will become Webmaster (Anurag Agarwal responded earlier today that he would back out after the transition).
- (b) Programming change for the Fall. There will be no Fall Meeting at Siena College. Instead, we will organize a series of virtual events.

Keiko Dow, Student Programming Chair: The program for fall was to include a student poster session. The student program committee will explore possibilities for conducting these events online.

Blair Madore, Randolph Lecture Committee: They had not yet planned the Randolph Lecture for the fall meeting. Further, we still have merchandise with the section logo and may need to order more and/or a different variety. There is interest in online sales but we may need to obtain a Tax ID for this.

Gehman Lecture Committee: No report, but noted the Penny Hacksell had been invited for Spring 2020. Perhaps we re-invite for Spring 2021?

Venue Committee: Bob Rogers asked whether St. Bonaventure was still on board to host Spring 2021 and what the dates would be. He suggests asking Waterloo to host Spring 2022 and Siena to consider Fall 2021.

Educational Policies Committee. Jane Cushman noted that the Michigan Section adopted a statement on diversity and solidarity with Black Lives Matter. Having obtained permission from the Michigan Section to use this statement

(with attribution), the Seaway Committee adopted the following statement:

The Seaway Section of the Mathematical Association of America stands in solidarity with #BlackLivesMatter and with those protesting racial injustice. Racial injustice is not limited to policing. Systemic racism permeates all of our society, and mathematics teaching and research are not immune. We stand united in calling for the systems of racism and oppression to be dismantled. One year is too long, and four centuries is horrifying.

If you are wondering what you can do within your sphere of influence to fight for justice, here are some suggestions:

Make Your Classrooms Inclusive

- (a) Start with your own implicit biases. Read [implicit bias texts](#). Commit to overcoming your implicit biases both in the classroom and out.
- (b) Incorporate social justice into your mathematics teaching. As a good first step, consult Gizem Karaali and Lily Khadjavi's excellent volume of easy-to-adopt modules — [Mathematics for Social Justice: Resources for the College Classroom](#). A second volume is due out by the end of this year or early next year.
- (c) Read the literature about the connections between pedagogy and equity. For example, you could read the literature on culturally responsive pedagogy. Rubel and Chu's 2012 article "[Reinscribing Urban: Teaching High School Mathematics in Low-Income, Urban Communities of Color](#)" contains a nice introduction to a framework for culturally responsive pedagogy and cites foundational work on the subject.

Educate Yourself And Others

Read, organize a reading group, or participate in a reading group. Some books to think about are:

- (a) Books on race and ethnicity in mathematics:
 - [Rehumanizing Mathematics for Black, Indigenous, and Latinx Students](#)
 - [Interrogating Whiteness and Relinquishing Power: White Faculty's Commitment to Racial Consciousness in STEM Classrooms](#)
- (b) General books on teaching equitably:
 - [Becoming a Student-Ready College: A New Culture of Leadership for Student Success](#)
- (c) General books on race:
 - [White Fragility: Why It's So Hard for White People to Talk About Racism](#)
 - [How to Be an Anti-Racist](#)

Join and Donate to Organizations

There are several organizations dedicated to racial justice and equity within the mathematics community. Join them, donate to them, and convince your administrators to purchase institutional memberships.

Some of these organizations are:

- (a) [National Association of Mathematics](#)
- (b) [Association for Women in Mathematics](#)
- (c) [TODOS: Mathematics for All](#)
- (d) [Society for the Advancement of Chicanos/Hispanics and Native Americans in Science \(SACNAS\)](#)
- (e) [American Indian Science and Engineering Society](#)
- (f) [Spectra: The Association for LGBT Mathematicians](#)
- (g) [Math Alliance](#)

In addition, there are organizations dedicated to using data analysis to fight for racial justice. One such organization is Data 4 Black Lives, to which you can join and donate.

Many of our suggestions are not easy, but doing the right thing is often difficult. Reach out to your colleagues, including those in the section and in the MAA. As a community, we can make the future better than the past.

Distinguished Teaching Award Committee: Keary Howard called for nominations for the DTA.

Nominations Committee: Ryan Gantner reported for the Nominations Committee

- (a) Suggests use of electronic voting for future (contested) elections.
- (b) Upcoming vacancies: Two Year College Representative (Spring 2021) and Section Representative (term expires June 2021).

Seaway NExT, Dan Vischer sent a report noting the plan for the Spring 2020 workshop was to be math placement. He hopes to reschedule that topic. He also notes that traffic on the Seaway NExT listserv is up.

Distinguished Lecture Committee, David Brown reports that the committee saw no sense in naming a speaker for 2020-21 and will put the program on hiatus for the fall. He will call upon the previous two speakers to be available for potential lectures in spring 2021, perhaps considering virtual delivery (online discussion suggested since the desire was for a more personal experience focused on the individual institution, that online delivery of the Distinguished Lecturer Program was probably not realistic).

Website and Registration, Ryan Gantner, reported that we implemented a section-run registration system for the meeting that was to have occurred at Waterloo.

Liaison Coordinator, Jeff Johannes report included note that he removed about 15 inactive e-mail accounts, that liaisons do not consistently forward information to their colleagues, and that it remains difficult to find a liaison where there is no longer an active liaison.

Seaway Current Editor, Elizabeth Wilcox highlighted two issues of the Current since the last meeting. The first issue, a Pandemic Edition noted nominations and cancellation of the spring meeting, announced Xiao Xiao as the recipient of the 2020 Clarence Stephens Distinguished Teaching Award, and included an article on the Museum of Mathematics. The second introduced new members of the Executive Committee, announced summer workshop series, and included reflections on the move to online.

Public Information Officer, Christine Uhl, noted our Facebook is more or less active, and encouraged others to submit posts and to offer suggestions for ways to increase our social media presence.

The meeting adjourned at 3:31 PM.

Respectfully submitted,

Gary L. Raduns, Jr. (Roberts Wesleyan College), Seaway Section Secretary

3. THE EXTENDED EXECUTIVE COMMITTEE MEETING — 10:00 am on January 13, 2021

Present: Cheryl Chute Miller, Gary Raduns, Jane Cushman, Darren Narayan, Brad Emmons, Gary Towsley, Keiko Dow, Ryan Gantner, Christine Uhl, Blair Madore, Steve Kilmer, C. Aguilar, Jeff Johannes, Elizabeth Wilcox, Gordon Craig, Leah Bridgers.

Cheryl introduced recently elected officers: Leah Bridgers as chair-elect and Brad Emmons as the Program Chair.

Report from the Executive Committee meeting:

- (a) We are not planning for either a Spring 2021 or Fall 2021 meeting, but hope to resume with our usual in-person meeting in Spring 2022 at University of Waterloo. No formal events except a puzzle/game night for students are planned for Spring, but the program chair and Section will help to promote your virtual events. For instance, Blair offered to invite others to participate when his senior seminar students present papers from MAA journals.
- (b) The Section will elect a new Section Representative to the MAA Congress. Nominees have already been submitted to the Association.
- (c) Gordon Craig, treasurer-elect, has not yet been able to get checking authorization due to travel restrictions between the US and Canada.
- (d) Leah Bridgers raised the possibility of a virtual Business meeting during the spring semester. There is general support that we should have one, and there was discussion in the Ext. Exec. Committee in favor of earlier in the semester.

Student Activities Committee (Keiko Dow):

Keiko reports that the virtual Graduate School Q&A panel held in the fall went well and they are looking into another panel related to careers in mathematics. The committee is also considering a virtual student

presentations session for the spring. They will coordinate dates with Brad.

Randolph Lecture Committee (Blaire Madore):

The committee has not been seeking a speaker since the timing of our next conference is undecided, but they will start looking for Fall 2022 (or perhaps an online presentation for this fall).

Gehman Lecture Committee (Darren Narayan)

Penny Hacksell was to be the Gehman lecturer in Spring 2020 at Waterloo. If we return to Waterloo for Spring 2022, they will invite her again.

Educational Policies Committee (Jane Cushman): No report.

Distinguished Teaching Award Committee (Keary Howard):

No nominations have been received yet; they are due in a month.

Nominations Committee (Gary Towsley)

We will be seeking nominees for the Two-Year College Representative for election in Spring 2021.

Seaway NExT:

The spring event (2020 and 2021) were cancelled but their List Serve has been more active.

Distinguished Lecture Committee (Dan Brown)

The program is on hold. They will try to use the existing lecturers for Spring 2022.

Website and Web Registration (Ryan Gantner)

The committee has not been very active. Registration was through Cognito forms site. Ryan has raised the question of the Association's data governance policy and the need for the Section to adopt such a policy.

Webmaster (Cesar Aguilar)

The new website is up and running at maaseaway.org. Users can be added to allow, for example, the ability to add articles. Hosts can also be added as content creators — the plan is to provide forms/templates for their use. Elizabeth notes that she currently has access, but it seems a little complicated. Jeff noted that at the time of this meeting the Association currently links to the site at RIT which re-directs to the new site.

Moved and approved by unanimous consent to thank Cesar for creating the new site and to extend our thanks to Anurag Agarwal for his twelve years service as Webmaster.

Liaison Coordinator (Jeff Johannes)

There is little new to report. He receives about 30 rejected message notifications when he sends messages and there about 50 institutions in the Section for which we do not have a liaison.

Summer workshops

We observed participation and registration for institutions not regularly represented at our meetings (somewhat notably from Canadian institutions). Advertising through: Liaisons lists, Seaway NExT email list, Facebook page, and possibly a listing with Ontario College Mathematics Association.

Respectfully submitted,

Gary L. Raduns, Jr. (Roberts Wesleyan College), Seaway Section Secretary