FOCUS

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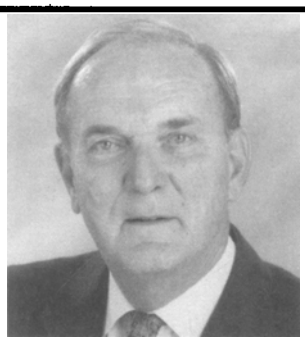
In This Issue

Remembering John Neff

David R. Stone



John Neff

John Neff, who died suddenly last October, was an extremely active member of the MAA. He served in numerous leadership roles in the Southeastern Section, and received the Section's Awards for Service and for Teaching. He was Chair of the MAA Committee on Sections, a member of the MAA Executive Committee and served on many other committees, where his broad expertise, informed judgment, and common sense were most valuable. He was also an active contributor at many meetings, where he delivered delightful and interesting talks before packed rooms and supplied an endless number of marvelous anecdotes, jokes, and stories that entertained countless mathematicians and non-mathematicians alike.

John's death came when he and his wife, Mary, of Emory University, were in Cedar Rapids, Iowa, where John was attending a meeting of the Board of Trustees of Coe College, his alma mater. Even though he had recently retired from Georgia Tech, John was still "paying back" the community and any institution he had been associated with. He still kept an office and, except for not having a schedule of classes, one could hardly tell he was retired.

John's interest in mathematics extended to all levels. He became interested in K-12 mathematics education, served as President of the Georgia Council of Teachers of Mathematics, and received GCTM's Service Award. He was one of the founders of the state mathematics coalition in Georgia. He gave dozens of talks to high school stu-

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Call For Papers for Twelfth Annual MAA Undergraduate Student Paper Sessions

The Twelfth MAA Undergraduate Student Paper Sessions will take place at the MAA summer meeting in Providence, RI, from July 31 to August 2, 1999. Partial support for travel by students presenting papers will be available on a limited basis from a grant from the Exxon Education Foundation. Complete details on submission procedures and applications for travel support will be published in the April issue of FOCUS. This information will also be available on the MAA home page at http://www.maa.org/students/students_index.html. Students are advised to begin making plans now regarding participation. The deadline for student paper submissions is June 25, 1999.

Please direct inquiries to Dr. Charles Diminnie via email at charles.diminnie@angelo.edu or by phone at (915)942-2317 EXT 238.

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FOCUS

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President's Report: Parting Words

G. L. Alexanderson

Valedictories are usually boring. I gave a valedictory address once and, as an academic over many years, I've had to listen to all too many of them. But the best ones are short, so this, my final president's report, is going to be short as well.

As I write this I have been MAA President for 681 days and have another 55 days to go. (Ken Ross as President kept track of the days, too.) The first two hundred days were the hardest. As many members know, following the San Diego meetings in 1997 we were adjusting to a reorganization of the Washington office and the move of membership and publications sales to an outside firm. This change came at the same time as a computer conversion.

It will come as no surprise to many that computer conversions do not always go smoothly. So there were problems at the beginning of my term as president and they were not easy to solve. But I am happy to report that the problems, though perhaps not solved totally, are no longer pressing. I hear from a member occasionally that there has been confusion over a dues payment or an order for journals or books, but the number coming to my attention is now negligible. Some mistakes will occur in any system, however, so eliminating these service problems altogether is probably never going to happen.

The programs of the MAA continue to be strong. I shall not try to mention each of the long list of projects carried out by the MAA because I would leave something out, but I'll single out Project NExT for special attention. This is a source of considerable pride to all of us committed to the goals of the MAA and in this we have been very fortunate in having the services of the late Jim Leitzel and of the current Project NExT leaders, Chris Stevens, Joe Gallian, and Aparna Higgins.

Back on what is a familiar theme for me, I'll single out, too, the MAA's extraordinary publications, both the journals and the book series. How does the Publications Department with its numerous Editorial Boards find these authors and

G. L. Alexanderson, outgoing MAA President.

these wonderful manuscripts? It's frustrating not having time to read them all. (Maybe I will now, in my retirement. And I'll have more time to explore the always interesting MAA OnLine.)

As I move on to being a past president, I am pleased that the MAA will be in such exceptionally capable hands: Tom Banchoff, Martha Siegel, Jerry Porter, and the other members of the Executive and Finance Committees. I want to thank all of them and especially the members of the Washington staff for making the job so much fun over the past two years. I shall miss them all. But even after a total of twelve years on the Executive Committee and fifteen years on the Board of Governors, the MAA will not be rid of me yet. I'll be around, on the Executive Committee for another year, chairing the occasional MAA committee, and helping to raise necessary funds for the Association. So you'll probably be hearing from me!

To assure the future of the MAA, we are currently forming a working group to consider the direction the MAA should be taking as we enter a new century. In many ways I would like to see the MAA remain the warm and friendly organization we have all loved over the years, with the *Monthly* (preferably blue!) appearing regularly in the mailbox, but I know that if the MAA is to remain an effective force in mathematics, we have to respond to the challenges of electronic communication and the changing needs of our members. Still, I hope that with the changes we can still feel, years from now, that the MAA is our professional home, the best place to meet colleagues and the best forum for keeping up with what is happening in mathematics and in teaching, just as it has been in the past. ■

Five Project NExT Fellows Extol Their Experiences

Joe Gallian

With funding from the Exxon Education Foundation and leadership by Christine Stevens and the late James R. C. Leitzel, Project NExT (New Experiences in Teaching) was created in 1994 to provide an overview of current issues in the teaching and learning of undergraduate mathematics and to build a network of peers and experienced mathematicians who can provide advice and professional support. The latest group of Project NExT Fellows began their participation in the program with a three day workshop in Toronto in July 1998, preceding the MathFest. (The latest class brings the total of NExT Fellows to 347.)

Since the inception of Project NExT, several MAA Sections have followed suit by creating Sectional NExT projects modeled after the national project.

Five Fellows, or one from each of the five Project NexT groups thus far, were asked to reflect on an aspect of his or her association with the project.

From the group of 1994–1995 Fellows, **Sandy Rhoades** (Keene State College), recalled the night before the Mathfest in Minneapolis when she and her group sat exhausted after three days of events. "The last speaker, Joe Gallian, takes the stage. Within minutes we are rolling in laughter. His humor drives home his point—we should each find our own niche in this profession."

A year and a half later, Rhoades received an e-mail from Chris Stevens, "asking me to run a NExT session on using writing to learn mathematics. I reply by saying this isn't my strength and suggest another NExTer. Chris reads between the lines of my reply and asks, 'Are you saying there's something else you'd like to present?' And with this perceptive question, I find my own niche." Since then, she's run three NExT short courses stressing active learning—thus "I'd taken my place in the math community, thanks to Project NexT."

John Holcomb (Youngstown State University) was in the second group of Project NExT Fellows (1995–1996). At his university, introductory statistics students worked in teams to investigate factors associated with low birth weight infants. Their assignment required the submission of a report summarizing the results of their analysis. The project was made possible by an NSF-ILI grant that provided 36 computers with sufficient chip speed and RAM to have statistical and word processing programs open at the same time.

"The grant," Holcomb recalled, "was the result of a department effort led by Project NExT Fellows Bernadette Mullins and myself. In fact, it was through NExT that we learned of the NSF-ILI program and attended workshops on grant writing strategies."

Before submitting the grant, Holcomb asked another Project NExT Fellow who had reviewed ILI grants from NSF previously to review the application. The comments "improved the application tremendously. Thus Project NExT is having a direct impact on the educational experience of mathematics and statistics students at Youngstown State University," said Holcomb.

Warren Koepp (Texas A&M University), of the Project NExT group from 1996–97, remembered the "just say yes" mantra from Joe Gallian.

"To paraphrase Joe: 'Find your niche. Find something no one else wants to do, and make it your job.'" This advice has led to his attending faculty senate meetings and the coaching of "Odyssey of the Mind" and youth soccer, "but that's not the worst of it," he said. "It seems that new assistant math professors don't really want to teach elementary teacher courses. Knowing nothing about teacher preparation, I threw caution to the wind and volunteered."

At the Sectional NExT level, Koepp spent his free time attending meetings and sending e-mails to Carol Williams, Connie Yarema, Christopher Kribs, and Heidi Staebler (among others)—"people who are well versed in the peculiarities of teacher training in Texas and willing to share their knowledge," Koepp noted.

At the national level, his colleague Judith Covington organized the NExT Teacher Exchange, which landed him in a San Diego classroom for a day. "After a year or so, I finally have some idea of what I'm doing, and I am really enjoying this new career direction. For this I thank NExT, and also Gertrud Kraut, organizer of the first Sectional NExT."

Laurie Burton (Central Washington University), a Fellow from last year's Project NExT group, recalled sitting at a sunny cafe table in Toronto.

"I found myself having an amazing conversation with Janet Andersen, an advisor to my NExT class. Inspired by 'Projects for Precalculus,' coauthored by Janet, I had been writing real world application projects for a math survey course at my university." After posting a message to the NExT Fellows' e-mail list regarding the tribulations of project writing, Janet offered to meet with Burton in Toronto to discuss the subject. "As we talked, Janet provided me with exactly what I needed: an experienced perspective, grant proposal ideas and very practical advice." Anderson also served as a mentor.

"My assigned Project NExT advisor, Mike Boardman, has also been someone in whom I could confide." The talks organized by the Project NExT leadership became a source of inspiration and ideas. These include, Burton said,

"Giving a talk?"
(That means, Number your overheads)
"Teaching students about maximum volume?"
(Have them build boxes)
"Asked to do something?"
(Just say YES!)

Finally, **Kate McGivney** (University of Arizona), a 1998–99 Project NExT Fellow, summarized her involvement:

"In July, sixty-three new Project NExT Fellows descended on the city of Toronto for our first NExT meeting. Over the course of the week, we were swept into a whirlwind of numerous sessions on topics including grant writing, tenure, reform calculus, and the use of technology in teaching.

"Returning home from Toronto, I found myself rejuvenated and eager to implement an idea that I learned while attending a session on course portfolios, led by Steve Dunbar and Gavin LaRose. After hearing that such a portfolio would provide a solid basis from which to modify future versions of the course, as well as serve as a means of documenting one's teaching performance for a university review process, I decided to undertake the writing of a portfolio for my undergraduate statistics course. Having spent several years concentrating on the research requirements for my doctorate, I found that the ideas presented at Project NExT allowed me to refocus on the teaching of mathematics for which I am grateful."

Applications for Project NExT will be available in January, 1999, and are due on April 16, 1999. The Director of Project NExT is Christine Stevens, St. Louis University (stevensc@slu.edu). Joseph Gallian, University of Minnesota, Duluth (jgallian@d.umn.edu), and Aparna Higgins, University of Dayton (higgins@saber.udayton.edu), are Co-directors. Further information about NExT is available at http://archives.math.utk.edu/projnext/

Here are the 1998–99 Project NExT Fellows:

Allegheny Mountain
John F. Bukowski, Juniata College, Huntingdon, PA
Joseph P. Previte, Penn State Erie, The Behrend College, Erie, PA
Eric J. Rawdon, Chatham College, Pittsburgh, PA
Qingchuan Yao, University of Pittsburgh at Bradford, Bradford, PA

Eastern Pennsylvania/Delaware
Joseph Patrick Brewer, Lebanon Valley College, Annville, PA
Cheryl Grood, Swarthmore College, Swarthmore, PA
Lorelei Koss, Dickinson College, Carlisle, PA
Jean Mastrangeli, Immaculata College, Immaculata, PA
Linda E. McGuire, Gettysburg College, Gettysburg, PA
Denise M. Reboli, Kings College, Wilkes-Barre, PA
Elaine Audrey Terry, St. Joseph University, Philadelphia, PA

Illinois
David J. Hunter, North Central College, Naperville, IL

Indiana
Brian J. Birgen, Purdue University, Lafayette, IN
Erin Bredensteiner, University of Evansville, Evansville, IN
I. Dan Coroian, Indiana Purdue U., Fort Wayne, IN
Thomas Fox, Ball State University, Muncie, IN
Joy Denise Williams, Earlham College, IN
Carolyn Yackel, Indiana University, Bloomington, IN

Iowa
Robert Krueger, Coe College, Cedar Rapids, IA

Kentucky
C. Maeve McCarthy, Murray State University, Murray, KY

Maryland/DC/Virginia
Harel Barzilai, Lynchburg College, Lynchburg, VA
Michael Keeve, Norfolk State University, Norfolk, VA
Gideon Weinstein, American University, Washington, DC

Metropolitan New York
Ethan Berkove, U.S. Military Academy, West Point, NY

Michigan
Eric Barth, Kalamazoo College, Kalamazoo, MI
Nancy Dwyer, University of Detroit-Mercy, Detroit, MI
Aklilu Zeleke, Alma College, Alma, MI

Missouri
Craig Haile, College of the Ozarks, Branson, MO
Kimberley P. McHale, Columbia College, Columbia, MO
Kenneth Price, Truman State University, Kirksville, MO

Nebraska
Lisa A. Orlandi-Korner, University of Nebraska-Lincoln, Lincoln, NE

New Jersey
Amy Rabb-Liu, Montclair State University, Upper Montclair, NJ

Northeastern
Jean M. Burelle, Southern Connecticut State University, New Haven, CT
Thomas C. Hull, Merrimack College, North Andover, MA
Lucia Kimball, Bentley College, Waltham, MA
David Pinchbeck, Saint Joseph's College of Maine, Standish, ME
Robert Joseph van den Hoogen, Saint Francis Xavier University, Antigonish, NS, Canada

North Central
Dale R. Buske, St. Cloud State University, St. Cloud, MN
Edwin (Jed) Herman, University of St. Thomas, St. Paul, MN

Ohio
Jennifer Hontz, University of Dayton, Dayton, OH
John Prather, Ohio University - Eastern campus, St. Clairsville, OH
Elizabeth Lee Wilmer, Oberlin College, Oberlin, OH

Oklahoma-Arkansas
Jill E. Hemmati, Arkansas Tech University, Russellville, AR

Pacific Northwest
Nancy Ann Neudauer, Pacific Lutheran University

Rocky Mountain
Jeanne Nielsen Clelland, University of Colorado, Boulder, CO
Richard Clelland, University of Colorado, Boulder, CO
Jennifer Luebeck, University of Northern Colorado, Greeley, CO
Lisbeth Schaubroeck, U.S. Air Force Academy, CO

Seaway
Heather Ames Lewis, Nazareth College, Rochester, NY
Jeffrey L. Meyer, Syracuse University, Syracuse, NY

Southeastern
Stephanie Fitchett, Duke University, Durham, NC
Michael E. Johnson, Belmont University, Nashville, TN
Gail Mackin, Georgia Southern University, Statesboro, GA
Mary Hope McIlwain, Mercer University, Macon, GA
Neil Portnoy, University of Tennessee, Knoxville, TN

Southwestern
Bryce Hanlon, University of Arizona, Tucson, AZ
Katherine G. McGivney, University of Arizona, Tucson, AZ

Texas
James Baglama, Texas Tech University, Lubbock, TX
Ermelinda DeLaVina, University of Houston—Downtown, Houston, TX
James A.M. Epperson, Texas Tech University, Lubbock, TX
Robert E. Thurman, University of Texas at El Paso, El Paso, TX

Wisconsin
Kavita Bhatia, University of Wisconsin - Marshfield, WI
Cynthia L. McCabe, University of Wisconsin - Stevens Point, WI

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dents and encouraged many teachers in a myriad of ways. In every role he filled, John made a difference. As Director of Tech's School of Mathematics, he strengthened the research program while maintaining a strong emphasis on the teaching of undergraduate mathematics. As Program Chair of the GCTM annual meeting, he scheduled talks and activities to help teachers grow mathematically. In the AP Calculus program, he became Chief Reader and Chief Examiner. As a teacher, he was memorable. As an adviser to students, he aided, abetted, encouraged, prodded and empathized. John's knowledge of the mathematics community was encyclopedic; he knew people, he knew events, he knew places, he knew schools, he knew mathematics and its connections and he knew history. He had combed through all the Monthlies as part of the "Selected Papers in Calculus" project. Consequently, he used the annual Monthly reports on section activity to compile a history of the Southeastern Section. Trained in probability, his mathematical interests were universal: calculus reform, applications of mathematics, Pascal's triangle, the origins of area codes, history, the list went on and on. He loved the power of his graphing calculator in investigating and demonstrating ideas and pictures which had been heretofore unseeable and became a strong advocate for using technology in appropriate ways in the teaching of mathematics.

And John carried out all of this with ease and grace. He was relaxed and comfortable and engaging whether talking to a colleague, to a University President, to a ninth grade algebra student, to the Chair of the University System Board of Regents or to a fellow he had just met in a checkout line at the grocery store.

Etched into my memory is the moment I became really involved in the MAA: in 1983, at the MAA Southeastern Section meeting in Charleston, John and Mary Neff approached me at Coke break. "We need a Southeastern Section Newsletter Editor." "Do we have a newsletter?" "That's why we need an editor." So I agreed and eventually held several section and national offices. In other ways, John was instrumental in involving me in the professional mathematics community. He invited me to speak at the Georgia Tech Saturday math conference (I have no doubt that he knew how thrilled I'd be to give a talk in the same classroom where I had sat as an undergraduate Tech student). As Secretary-Treasurer of the Section, he knew who was doing what — I was a junior faculty member from a little school and he introduced me to one of his famous friends with "David gave this neat talk about the coconut problem." He introduced me to many mathematicians from all over the country and recommended me for a national committee.

John did this for many young mathematicians. He felt strongly that we are all parts of the mathematical community and he invited many others into that community. Tina Straley of Kennesaw State University first became an active participant within the MAA when Governor John Neff named her as departmental representative; she went on to become Newsletter Editor and Chair of the Southeastern Section and is now the Editor of the MAA Notes Series — because John also recommended that she be on the Notes Committee.

John was legendary as a story-teller extraordinaire. He had a knack for seeing usual things in unusual ways; one classic example — he coined a new measure of velocity — furlongs per fortnight — and could give examples of how fast many things really moved. He realized the humor in many everyday occurrences and was able to draw lessons from them. A classic example: he was buying a calendar and realized the store had them marked down 20%, so he picked up two. When the clerk then gave him a 40% discount, John was predictably amused ("What if I had bought five?"), but also realized how the incident served as an indicator of problems in mathematics education.

John's most enduring legacy is as a mentor. He encouraged many young mathematicians to be active in the community and found ways to involve them in professional activities and organizations. He was amazing — how did John keep us all in his head and his heart? And how did one man have such an impact by picking people for jobs he knew they could do? He "gave back" much of himself to the mathematical and academic communities — it was simply natural that the rest of us would feel the same way. By his example and by his actions, John reached out and snared the next generation and the next and was still doing it till the day he died. He was one in a million, an unforgettable person, and a personal friend to everyone he knew. He shall be missed. ■

EMPLOYMENT OPPORTUNITIES

COLORADO

METROPOLITAN STATE COLLEGE OF DENVER

Department of Mathematical and Computer Sciences

Applications are invited for two tenure track positions at the Assistant Professor level beginning in the fall of 1999 in Applied Mathematics and Theoretical Mathematics. Candidates should have a PhD in Mathematics by August 1999. Qualifications include at least two years experience teaching at the undergraduate level, and evidence of effective teaching and continued scholarly activity. Salary commensurate with education and experience. For detailed application information see: http://clem.mscd.edu/~math-cs/mscdmath.html. Send applications to: Chair, Search Committee, Department of Mathematical and Computer Sciences, Metropolitan State College of Denver, Campus Box 38, P.O. Box 173362, Denver, CO 80217-3362. Metropolitan State College of Denver is an Equal Opportunity Employer.

CONNECTICUT

SAINT JOSEPH COLLEGE

Mathematics Position

Saint Joseph College, CT., Department of Mathematical Sciences invites applications for a full-time tenure track position beginning August 1999. Candidates must have a Doctorate degree in mathematics, have knowledge and experience in current reform efforts, be familiar with the use of technology in the classroom, and demonstrate a strong commitment to and potential for excellence in teaching. Duties include teaching undergraduate mathematics (abstract algebra and geometry essential) and computer science courses, student advisement and committee service. The Department offers BS degrees in mathematics, math/computer science, math/economics and math/physics.

Interested applicants should send a letter of application and statement of teaching philosophy, vitae and names of three references to Human Resources, Mathematics Search Committee, Saint Joseph College, 1678 Asylum Avenue, West Hartford, CT. 06117-2791. Review of applications will begin February 1, 1999 and will continue until the position is filled. Inquiries may be made to (860) 232-4571 x390 or e-mail rcaldwell@sjc.edu. Saint Joseph College, located in residential West Hartford, CT., midway between Boston and New York City, provides a rigorous liberal arts and professional education for a diverse student population while maintaining a strong commitment to developing the potential of women. An EOE/M/F/D/V employer. Women and minorities are encouraged to apply.

MARYLAND

FROSTBURG STATE UNIVERSITY

Assistant Professor of Mathematics

Frostburg State University seeks a full-time, tenure-track Assistant Professor of Mathematics to begin Fall 1999. Salary commensurate with experience and qualifications. RESPONSIBILITIES: Teach 12 credits of undergraduate mathematics per semester and share departmental responsibilities; teach mathematics content courses to elementary education majors as part of the normal course load. MINIMUM QUALIFICATIONS: Doctorate in mathematics or mathematics education; background in modeling and/or technology is welcome. Teaching experience and quality of teaching is of prime concern. Direct questions to Dr. Richard Weimer (301) 687-4384 or rweimer@frostburg.edu. Send letter of interest; resume; transcripts; and three letters of recommendation not later than February 1, 1999 to: Frostburg State University, Office of Human Resources, ATTN: Assistant Professor of Mathematics (Position #99-1023), Frostburg, MD 21532.

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TOWSON UNIVERSITY

Assistant Professor Position in Mathematics Education In the Mathematics Department at Towson University

Entry-level tenure track assistant professor, mathematics education, starting in fall 1999. Doctorate in mathematics education or closely related field is required. Applicants must have a commitment to teaching in secondary and/or elementary mathematics education. Preference will be given to applicants with a strong research program and/or experience in obtaining grants. Teaching assignment is NINE contact hours per semester. The salary is commensurate with that of an entry-level position.

The Towson University Mathematics department (www.towson.edu/math/) offers bachelor's degree programs in various concentrations including secondary education, a master's degree program in applied mathematics and a master's degree program in mathematics education starting in fall 1999.

Submit (1) a cover letter, (ii) vita, (iii) graduate and undergraduate transcripts, and arrange for three letters of recommendation to be sent directly, by February 1, 1999 to:

Dr. William Moulds, Chair
Search Committee
Mathematics Department
Towson University
8000 York Rd.
Towson, MD 21252-0001

Towson University is an equal opportunity employer.

MASSACHUSETTS

WILLIAMS COLLEGE

Department of Mathematics

Williamstown, MA 01267

Tenure-eligible position in statistics, beginning Fall, 1999, probably at the rank of assistant professor. In exceptional cases, however, more advanced appointments may be considered. Excellence in teaching and statistics, including scholarship and consulting, and Ph.D. required. Applicants with emphasis in operations research will also be considered.

Please have a vita and three letters of recommendation on teaching and research sent to Hiring Committee. Evaluation of applications will begin November 15 and continue until the position is filled. An EEO/AA employee, Williams especially welcomes applications from women and minority candidates.

MICHIGAN

WESTERN MICHIGAN UNIVERSITY

Department of Mathematics and Statistics

Western Michigan University seeks applications for two tenure-track assistant professor positions in algebra to begin in August 1999, pending budgetary approval. A doctorate degree, excellent teaching ability, and a strong commitment to research are required. Preference will be given to applicants with research interests in one of the areas of representation theory of finite groups, group algebras, group rings, or algebraic number theory. Outstanding applicants will be considered at the associate professor level. Salary and fringe benefits are competitive. Western Michigan University, a Carnegie Classification Doctoral I Institution and equal opportunity employer, has an affirmative action program, which encourages applications from underrepresented groups.

Send letter of application, vita, statement of research plans, academic transcripts, and three letters of recommendation to:

John W. Petro, Chair
Department of Mathematics and Statistics
Western Michigan University
Kalamazoo, MI 49008-5152
Internet: <john.petro@wmich.edu>
Phone: 616-387-4551, fax 616-387-4530.

For information about the Department see http://www.wmich.edu/math-stat/. Applications will be accepted until the positions are filled.

MINNESOTA

SOUTHWEST STATE UNIVERSITY

Mathematics

Southwest State University invites applications for a probationary full time Assistant/Associate Professor of Mathematics to begin August 18, 1999. The faculty member will teach a full range of mathematics courses and participate in department and university activities including, but not limited to, curriculum development, program review and outreach in both mathematics and mathematics education. Doctorate in mathematics or mathematics education is required. The applicant must have a strong commitment to teaching at the undergraduate level and to working with mathematics education students in addition to having excellent written and oral communication skills. Preference will be given to the applicant who is able to teach a broad range of courses in mathematics and who has an interest in mathematics education. Experience in computer science or computer use in teaching mathematics is desirable. Letter of application addressing position qualifications, vita, teaching evaluations, official transcripts and name, address, and phone numbers of three references should be submitted to: Office of Human Resources, Southwest State University, 1501 State Street, Marshall, MN 56258. Review of the applications will begin on February 15, 1999 and will

continue until position is filled. **Southwest State University is an equal opportunity educator and employer. Applicants must be able to lawfully accept employment in the United States.**

NEW HAMPSHIRE

UNIVERSITY OF NEW HAMPSHIRE
Mathematics Education Position

The Department of Mathematics at the University of New Hampshire seeks applications for a tenure-track position in mathematics education beginning August, 1999. QUALIFICATIONS: A doctorate in mathematics education with graduate work in mathematics or statistics, or a doctorate in mathematics with extensive experience in mathematics education research is required. Experience with precollege teaching or on-going work with precollege teachers is highly desirable. RESPONSIBILITIES: Duties and responsibilities include teaching undergraduate and graduate courses in mathematics education, teaching undergraduate courses in mathematics, advising undergraduate and Ph.D. students in mathematics education, and developing a mathematics education research program that ultimately can support graduate students. In addition, opportunities exist for teaching/advising students in the Department's summer Master of Science for Teachers program, and for collaboration with local schools and teachers in research and teacher education efforts. RANK AND SALARY: Rank is open but preference will be given to candidates at the assistant professor level. Salary is competitive and commensurate with qualifications and experience. DEPARTMENT AND PROGRAMS: The Department of Mathematics offers bachelors degree programs in mathematics and three bachelors degree options in mathematics education, masters programs in mathematics, a summer Master of Science for Teachers program for experienced teachers, and Ph.D. programs in mathematics and mathematics education. In addition, the Department collaborates with the Education Department in supervising field experiences for prospective teachers, teaching content and methods courses for students seeking elementary certification, serving on masters and doctoral committees, and serving on committees as part of the Unit for Professionals in Education. The Department has 24 full-time faculty, including 4 in mathematics education. The research interests of the mathematics education faculty include calculus learning, evaluation of calculus reform, change and reform in K-12 mathematics education, learning of probability and statistics, and development of curriculum for prospective teachers. GENERAL INFORMATION: The University of New Hampshire is located in Durham, New Hampshire. This small New England town is within easy access to Boston, the beaches, and the White Mountains. The University enrolls more than 10,000 undergraduate and 1,700 graduate students. Learn more about the Department and UNH by visiting the home page at http://www. math.unh.edu/. Candidates should send a letter of interest, vita, transcripts, and three letters of recommendation to: Professor Karen Graham, Department of Mathematics, Kingsbury Hall, University of New Hampshire, Durham, NH 03824-5091. Phone: (603) 862-3621, Fax: (603)862-4096, e-mail: kjgraham@hopper.unh.edu. Review of applications will begin February 1, 1999 and will continue until the position is filled. UNH supports diversity among its faculty and strongly encourages women and minorities to apply.

NEW YORK

DAEMEN COLLEGE
Dept of Mathematics & Computer Science

Applications invited for tenure track Assistant Professor position beginning 8/99. Duties include teaching 12 credit hours/semester including Computer Science courses.

Ph.D. in Mathematics or Statistics, teaching experience and a strong commitment to quality teaching and research required.

Daemen College is a private, co-educational institution offering Baccalaureate & Master's level degree programs. Located on a scenic, suburban campus in Western New York, Daemen College is a dynamic, independent institution with 2000 students. For additional information see the College's Home Page at www.daemen.edu.

Review of candidates begins 2/15/99 and will continue until a qualified candidate is identified. For consideration send a letter of application including statement of teaching & research philosophies, transcripts and 4 letters of reference to Daemen College, Personnel Dept., 4380 Main St., Amherst, NY 14226. AA/EOE.

SUNY COLLEGE AT CORTLAND

The State University of New York College at Cortland is seeking an Assistant Professor of Mathematics with ability to teach a broad spectrum of undergraduate mathematics courses. Tenure-track, salary competitive, to start in the 1999–2000 academic year. Teaching responsibilities consist of full-time teaching load and student advisement. Knowledge or experience in computer programming and/or secondary mathematics education desirable.

Applicants must have a doctoral degree in mathematics or mathematics education by appointment date and demonstrated excellence in teaching. Submit three letters of recommendation, two of which address teaching; statement of teaching philosophy, and unofficial graduate transcript(s) to:

Mathematics Search Committee
SUNY College at Cortland
P.O. 2000
Cortland, NY 13045

Deadline for applications is January 7 or until position is filled. We hope to conduct interviews at the San Antonio meetings in January.

SUNY Cortland is an AA/EEO/ADA Employer. We have a strong commitment to the affirmation of diversity and have interdisciplinary degree programs in the areas of multicultural studies.

SUNY FREDONIA
Mathematics

The department invites applications for a tenure track position in mathematics at the rank of Assistant Professor; a second tenure-track position is possible. A Ph.D. in mathematics is required. The department welcomes candidates from all fields, however particular attention will be paid to those with an interest in applied mathematics. A successful candidate will show evidence of excellence in teaching and potential for scholarly growth. Review of applications will begin 15 November and continue until the position is filled. A complete application will include: vita; statement of the candidate's philosophy of teaching and research plan; unofficial transcript of graduate work; and three letters of recommendation. These materials should be sent to: Robert Rogers, Chair, Mathematics Search Committee, Department of Mathematics & Computer Science, SUNY Fredonia, Fredonia, NY 14063. Inquiries can be made at rogers@cs.fredonia.edu. For further information about the college, visit the website at www.fredonia.edu. SUNY Fredonia is an Equal Opportunity/Affirmative Action employer and encourages women and minorities to apply.

NORTH CAROLINA

CHOWAN COLLEGE

MATHEMATICS—Anticipated tenure-track position for an Assistant Professor beginning Fall 1999. Ph.D. in Mathematics required by 9/1/99. Ability to teach a variety of undergraduate mathematics courses and experience with integrating technology in the mathematics classroom expected. Ability to teach beginning computer programming courses helpful. A commitment to undergraduate teaching in a four-year liberal arts environment required. The formal review process will begin February 1, 1999. Please send letter of application, vita, copies of transcripts and three letters of reference to: Dr. Kenneth Bernard, Chairperson, Department of Mathematics, Chowan College, Murfreesboro, NC 27855. Chowan College is an Equal Opportunity/Affirmative Action Employer with a commitment to diversity.

OHIO

OHIO UNIVERSITY
Department of Mathematics
Four Tenure-Track Assistant Professor Positions

Applications are invited for four tenure-track assistant professor positions. All applicants must show exceptional promise in research and teaching. The first position is for a statistician or mathematician interested in directing the actuarial science option of our undergraduate mathematics major. The person filling this position would also be expected to be open to interaction on statistical issues with other departments within the university. The second position is for a numerical analyst. We expect the successful applicant for this position to be interested in pursuing collaborative research with our faculty members in differential equations. The successful candidate will be interested in computation and computer-related issues and will be willing to become active in the advising of graduate students enrolled in the computer science option of our master's degree program in mathematics. Applications for the remaining two positions will be considered in the areas

of computational and applied mathematics, general topology, set theory, and algebra. Preference will be given to candidates whose research interests match the staffing strategies of the department possibly complementing those of our current faculty. All positions will be effective September 1, 1999; a Ph.D. in mathematics or an equivalent degree is required for each one of them. The salary is competitive and there is an excellent fringe benefit package. A review of applications will begin January 31, 1999. Send a letter of application, resume, and three letters of recommendation to: Chair, Search Committee, Department of Mathematics, 321 Morton Hall, Athens, Ohio 45701. Ohio University is an Equal Opportunity/Affirmative Action employer.

SHAWNEE STATE UNIVERSITY
Assistant Professor of Mathematical Sciences

Shawnee State University is accepting applications for a continuing contract (tenure track) faculty positions, pending final budgetary approval, in the Department of Mathematical Sciences starting Fall, 1999. SSU is an open enrollment university offering a variety of associate and baccalaureate degrees. Teaching and learning are Shawnee State's most important functions.

We are seeking candidates with expertise in and/or demonstrated potential for excellence in teaching across all or many levels of the Department's offerings. The positions require a doctoral degree in the mathematical sciences. Candidates should demonstrate a strong commitment to the diverse roles played in the mathematical sciences in undergraduate education, including the roles of developmental mathematics, service courses, general education courses emphasizing quantitative literacy and programs in the major.

To apply, submit a letter of application which specifically addresses how your qualifications satisfy the position requirements, a vita, copies of graduate and undergraduate transcripts (unofficial or official), and three letters of reference. E-mail or faxed applications will not be accepted. Applications will be accepted until the position is filled. Submission of supporting information with the application is encouraged. Please indicate in your cover letter whether or not you plan to attend the joint MAA/AMS meeting in San Antonio in January, 1999.

Send all application materials to: Dr. Jerry Holt, Dean of the College of Arts & Sciences, Shawnee State University, 940 2nd. St., Portsmouth, OH 45662-4344. A more detailed position description can be viewed at SSU's Web page http://www.shawnee.edu/positions/academic.htm.

SSU seeks staff who share our commitment to students as our first priority. SSU is EOE.

OKLAHOMA

THE UNIVERSITY OF OKLAHOMA
Department of Mathematics

Applications are invited for one full-time, tenured track position beginning 16 August 1999. The position is initially budgeted at the assistant professor level, but an appointment at the associate professor level may be possible for an exceptional candidate with qualifications and experience appropriate to that rank. Normal duties consist of teaching two courses per semester, conducting research, and rendering service to the Department, University, and profession at a level appropriate to the faculty member's experience. The position requires an earned doctorate and research interests that are compatible with those of the existing faculty; preference will be given to applicants with potential or demonstrated excellence in research and prior successful undergraduate teaching experience. Salary and benefits are competitive. For full consideration, applicants should send a completed AMS cover sheet, curriculum vitae, a description of current and planned research, and have three letters of recommendation (at least one of which must address the applicant's teaching experience and proficiency) sent to:

Search Committee
Department of Mathematics
University of Oklahoma
601 Elm, Phsc. 423
Norman, OK 73019

Telephone: 405-325-6711
Fax: 405-325-7484
E-Mail: search@math.ou.edu

Screening of applications will begin on December 15,1998 and will continue until the position is filled.

The University of Oklahoma is an Equal Opportunity/Affirmative Action Employer. Women and Minorities are encouraged to apply. OU has a policy of being responsive to the need of dual-career couples.

PENNSYLVANIA

WEST CHESTER UNIVERSITY

The Department of Mathematics invites applications for a tenure track assistant professor position in statistics beginning August 1999. Responsibilities include teaching twelve hours per semester assigned from among undergraduate and graduate courses in statistics and mathematics. Candidates must possess a Ph.D. in mathematics with at least a masters degree in statistics or possess a Ph.D. in statistics. Preference will be given to candidates holding a Ph.D. in statistics as well as to those with applied statistical experience. A strong potential for excellence in teaching and proven record of excellence in scholarship are required.

To apply, submit a curriculum vitae, a brief statement of teaching philosophy, a brief research prospectus, graduate degree transcripts, and three letters of recommendation. Submission of evidence of teaching effectiveness is encouraged. Review of applications will begin immediately and continue until the position is filled. Finalists must successfully complete an interview and demonstration of teaching effectiveness. Applicants should submit all materials to Dr. Richard Branton, Chair, Search Committee, Department of Mathematics, West Chester University, West Chester, PA 19383. No applications by fax or email.

West Chester University is an Affirmative Action/Equal Opportunity Employer. Women and minorities are encouraged to apply.

VIRGINIA

EMORY & HENRY COLLEGE

Emory & Henry College invites applications for a tenure-track position in mathematics and computer science at the assistant professor level, beginning late August 1999. Doctorate in mathematics or mathematics education and at least 18 graduate hours in computer science required. A strong commitment to teaching is essential. Applicants should be able to teach a wide range of courses leading to a bachelor's degree in either field. Closing date: February 1, 1999. Apply with vita, transcripts, three letters of reference, and statement of teaching philosophy and research interests to Dr. James M. Dawsey, Dean of Faculty, Emory & Henry College, P.O. Box 947, Emory, VA 24327-0947. Further position info: Dr. Alexandra Skidmore, (540) 944-5855 or askidmor@ehc.edu

Professional Development Calendar

February, 1999

February 8–10
Large Scale Discrete Optimization in Logistics
DIMACS Center, Rutgers University
Piscataway NJ
Contact: George Nemhauser
george.nemhauser@isye.gatech. edu

March, 1999

March 25–27
DIMACS Workshop on Mobile Networks and Computing
DIMACS Center, Rutgers University
Piscataway NJ
Contact: Sanguthevar Rajasekaran
raj@cise.ufl.edu

April, 1999

April 16–18
DIMACS Workshop on Logic and Cognitive Science
University of Pennsylvania
Philadelphia, PA
Contact: Moshe Vardi
Rice University, vardi@cs.rice.edu

April 16–18
34th Annual Conference, NYSMATYC
Clarion Hotel, Niagara Falls, NY
Contact: Jane Covillion
(315) 469-2159 covillij@aurora,sunyocc.edu

May, 1999

May 22–23
Reconnecting Two Year College Faculty to the Mathematical Sciences Enterprise
DIMACS Center, Rutgers University
Piscataway NJ
Contact: Elaine Foley
(732) 445-4631
epfoley@dimacs.rutgers.edu

Additional information on professional development activities can be found on MAA Online at http://www.maa.org.