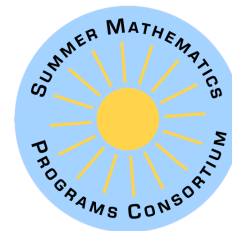


Summer Mathematics Programs Consortium: Members and Affiliates



Members

Summary of Membership Criteria

- Your organization runs an in-person summer program in the United States for middle and/or high school students;
- All participants at your program do intensive mathematics with a focus on enrichment, not acceleration, and build a community;
- Your program/organization is non-profit or college/university-based, and provides need-based financial aid;
- Your program has been in operation for at least one summer already and plans to continue in future summers.

How to Become a Member Program

Each fall, a committee will review membership applications. Organizations who qualify for membership will then be invited to fill out a member agreement form. Membership renewal happens on an annual basis, and is a natural opportunity to update the list of individuals who will be representing your program in the Consortium.

Benefits and Responsibilities of Membership

Member programs gain access to our email list and Slack workspace (including members-only sections); are invited to our annual conference; have their programs automatically included in our directory; help set the direction of our Consortium through their work in committees; and can participate in Consortium projects and make use of Consortium resources.

There is no membership fee, but rather we ask each program to designate individuals to commit time to the Consortium's activities: e.g., serving on committees, building out our resource library, or providing mentorship. We ask each program to contribute to at least one committee.

Further Details about Member Eligibility

Summer vs. year-round. Every member organization must include a summer program: it's a setting that lends itself to intensive mathematical exploration, and the historical origin of the consortium. (Many of our members will also run year-round programming.)

In-person vs. online. Our members typically run in-person summer programs, though many of us pivoted temporarily to online-only programming during earlier years of the pandemic. The Consortium's intention is to support organizations that operate at least one in-person summer program (which may be supplemented or joined by online programming as well).

Intensive enrichment curriculum. The key elements are that the curriculum must offer mathematics that students would otherwise not encounter in their K–12 education, and it must be mathematically deep and rigorous. Examples of topics that would *not* generally be included would be: courses geared towards acceleration through the high school curriculum, games and puzzles without more underlying mathematical theory, or STEM topics that use only high school math, even if the content is generally not available in high schools. Note also that this is not about a particular "level" of mathematics, but rather about coherent, deep mathematical content that is otherwise not available in students' schools.

Focus. Our member programs do extracurricular enrichment mathematics and develop the capacity of students to understand deeply and eventually create mathematics. Academically, our member programs do not focus on competition math. Logistically, member programs meet intensively over the summer (as opposed to sporadically), and work with a coherent curriculum (as opposed to presenting one-off topics).

Math-only vs. math and science. Many, but not all, of our member programs focus exclusively on mathematics. Programs that include intensive math alongside other topics are eligible, as long as all students at the program have access to the mathematics curriculum and the mathematics portion of the curriculum is substantial. For example, a program where *all* students spend a third of their academic time on math (and two thirds of their time on other topics) would be eligible to be a member program. However, a program where *some* students study math but other students study a foreign language would not be eligible as a member program; a multi-track program of this nature would be a natural candidate to be an affiliate (see below).

Summer schools vs. summer programs. Our goal is to serve programs where students do mathematics in a community; an institution that only offers classes or lectures is not eligible.

Residential vs. day or commuter. Many of our members' programs are residential, but day/commuter programs that include community building among participants are also eligible.

Financial aid. In order to support broad access to intensive mathematics, all member programs either offer need-based financial aid or are entirely free to participants.

Selectivity. In order to effectively deliver a mathematical curriculum with intensity and rigor, member programs typically do have selection processes that assess students' mathematical background and preparation. However, we do not specify admissions criteria for programs to be eligible as Consortium members.

Middle and high school. Our members' programs serve middle and/or high school students, namely students in grades 6 through 12 (or the equivalent in their school system).

Commitment to diversity, equity, inclusion, and outreach. The Consortium's mission includes increasing access to deep, challenging, and meaningful mathematical experiences, and our member programs demonstrate values that are aligned with this mission. In the application process, we ask each organization to describe their current DEI work; once an organization has been approved for membership, we will ask them to affirm their commitment to the Consortium's mission in their member agreement form each year.

Organizations vs. individuals as members. Organizations are members; individuals who are not associated with a program are welcome to apply to be affiliate members. We ask that a person in leadership (or otherwise with authority to speak on behalf of the organization) fill out the membership application. Once membership is approved, each organization will specify which individual leaders in their program will serve as Consortium contacts for the annual membership period.

Affiliates

Summary of Affiliate Criteria

"Affiliate" is meant to describe fellow-traveling individuals and organizations whose work is aligned with the Consortium's work, and programs that are closely aligned but do not meet all of the membership criteria.

Programs that are good candidates for Affiliate status would meet the following criteria:

- At least some of the students are engaged in intensive enrichment mathematics;
- The program participants form a community (as opposed to simply attending classes);
- The program is aligned with Consortium's commitment to diversity, equity, and inclusion.

For example, natural candidates would include: a program that would be member-eligible but is not based in the US; serves a younger population of students; is online only; or offers a track for studying mathematics as well as other tracks (so not all students are engaging in math).

Benefits and Responsibilities of Affiliates

Affiliates gain access to our email list and Slack workspace (except for members-only spaces), may opt to be included in the Affiliates directory, and can apply to participate in the annual conferences (with priority over non-affiliates). As appropriate, Affiliates can volunteer time to Consortium committees and projects and thereby gain access to Consortium resources and activities.

Affiliates are not represented on the Steering committee, and do not have decision-making or direction-setting authority within the Consortium.

Applications for Affiliate status are reviewed on the same cycle as membership applications.