

Service, Leadership, and Mentoring

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Beyond my research and teaching, I have taken on several departmental and mentoring responsibilities as a graduate student at the University of Rochester. These are described below.

1. Departmental and Professional Leadership

- **President, AMS Graduate Student Chapter**

American Mathematical Society Student Chapter, University of Rochester

I serve as president of the university's AMS graduate student chapter, the primary professional organisation for mathematics graduate students in the department. My responsibilities include organising the chapter's calendar of academic and professional development events, coordinating with the national AMS and with the department on funding and logistics, communicating opportunities (conferences, fellowships, travel grants) to the graduate cohort, and building community among students across research areas and year groups.

- **Organiser, Graduate Student Seminar**

Department of Mathematics, University of Rochester

I run the graduate student seminar, a weekly forum in which graduate students present their research and expository work to their peers. I manage the speaker schedule across the semester, recruit and encourage speakers — particularly students giving a talk for the first time — handle room booking, announcements, and refreshments, and work with speakers to pitch their talks at the right level for a mixed audience. The seminar gives students low-stakes practice at speaking before they present at conferences or in specialised seminars.

2. Mentoring and Undergraduate Research

- **Research Mentor — Undergraduate Research Project**

Liam Hillis, University of Rochester

I supervise an undergraduate research project with Liam Hillis on directed polymer models in a random environment. The project introduces the polymer measure and its partition function, and develops the probabilistic tools — martingale convergence, the second moment method, and random walk overlap estimates — needed to understand the weak- and strong-disorder phases. My role includes setting the reading programme, meeting regularly to work through the background material and the student's own computations, guiding the choice of a tractable research question, and advising on writing up and presenting the results.
