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Caleb B. Larson* (caleb.b.larson@ndsu.edu). *Gender equity in mathematics*. Preliminary report.

The situation is arising where it is socially acceptable to be deficient in the area of mathematics, a situation that needs addressing by those who work in the field of math. In order to understand the roots of this problem, we must address individual issues as related to society's disposition towards mathematics. One such issue is that of gender equity. Equity is the concept of fair and impartial treatment towards individuals. Literature and personal evidence suggest that there is a bias held among members of academia that math is a male domain, a bias that must be eliminated if we hope to achieve gender equity in mathematics and give all students of math an equal opportunity to succeed. For a beginning to the study, literature has been reviewed to determine the factual existence of this problem and to consult prior studies on the results found in this area. Results discussed surround: beliefs of students, teachers, and parents, statistical effects of gender on achievement scores, and statistical effects of gender on pursuit of further education in math. To further understand the problem, primary sources in the form of interviews with men and women in the mathematical community will be summarized and survey results from North Dakota high schoolers will be presented. (Received February 22, 2016)