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The lack of diversity observed in our mathematics department has seemed related to a sense of disconnection from the field and isolation felt by students from underrepresented communities. One response that the UCR Mathematics Department has employed over the last three years has been a summer bridge program where students hone upper division math skills while connecting with colleagues and professionals in and beyond the department.

When COVID forced “AMP” to become RAMP: Remote Advanced Mathematics Program, the 2020 instructors and organizers took the opportunity to revisit the heart of the program and leverage new pedagogical approaches in the online format. The revised practices resulted not only in students deepening their understanding of mathematical proofs, but also fostered a sense of belonging in the department and field. In this talk we share about the asynchronous teaching strategies, differentiated instructional approaches, and journaling activities that we saw engage and empower students from diverse backgrounds even in light of the social distancing practices of the pandemic. (Received September 15, 2020)