



MATHEMATICAL ASSOCIATION OF AMERICA

DEBORAH AND FRANKLIN TEPPER HAIMO AWARDS FOR DISTINGUISHED COLLEGE OR UNIVERSITY TEACHING OF MATHEMATICS

IN 1991, the Mathematical Association of America instituted the Deborah and Franklin Tepper Haimo Awards for Distinguished College or University Teaching of Mathematics to honor college or university teachers who have been widely recognized as extraordinarily successful and whose teaching effectiveness has been shown to have had influence beyond their own institutions. Deborah Tepper Haimo was president of the Association, 1991–1992.

CITATION

Dave Kung

St. Mary's College of Maryland

Dave Kung is recognized for outstanding teaching and mentorship, and his leadership in making mathematics more inclusive at St. Mary's College of Maryland (SMCM) and beyond. A belief that every person can meet high standards and achieve greatness guides Dave as he makes mathematics an accessible and joyful experience for all. Inquiry and teamwork are fundamental to Dave's teaching, and he integrates mathematics into life experiences through both the development of innovative and popular courses and diverse collaborations with music, athletics, labor, and many other components of collegiate, public, and private life. His energy is contagious, inspiring passion for mathematics, teaching, fun, fairness, and humanism.

Throughout his career, Dave has worked to build a supportive culture in which students learn from one another, and he has facilitated outstanding experiences for students from groups historically underserved by the mathematics community. He co-founded a departmental emerging scholars program (ESP), which he then helped expand to the other STEM disciplines in his college. He ran MAA PREP workshops to guide other institutions in planning ESP programs of their own. He has served as PI in multiple summer REU programs at SMCM for under-represented students in mathematics. He also founded the local Southern Maryland Math Circle for 7th–12th graders, focusing on the poorest areas of the community. He affords all of his students a wide variety of opportunities according to

their interests, such as research in mathematics education, training in actuarial science, and participating in the Putnam exam.

In addition to developing his craft on an on-going basis, Dave empowers large numbers of diverse colleagues to embrace evidence-based best practices in teaching. He cultivates fabulous teaching in his department, his college, and around the country, from sitting on 30 hiring committees in his department to initiating college-wide programs like a New Faculty Seminar and a Teaching Excellence Workshop on Culturally Sensitive Teaching, to giving talks all around the country, to organizing meetings, to his work with professional development for new faculty, and to reaching a wide audience with Great Courses video series. He has sparked the creation of programs for graduate student professional development nationally, starting as a co-PI on the project Video Case Studies for Professional Development of Teaching Assistants and now as a consultant on the College Mathematics Instructor Development Source. He has held leadership roles in the Young Mathematicians' Network, various MAA committees, and TPSE-Math. He co-wrote the book *What Could They Possibly Be Thinking!?! Understanding Your College Math Students*, which brings the research of the mathematics education community to college math teachers. Promoting inclusivity in the classroom, he inspired the removal of the name of Moore, a documented racist, from the Inquiry Based Learning conference.

The MAA recognizes Dave Kung for the profound impact he has had on his students and for the bridges he has built between the mathematics-education and broader mathematics communities to improve teaching and cultivate diverse participation in mathematics and mathematics teaching. The MAA is honored to present him with the Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching of Mathematics.

Biographical Note

Dave Kung earned his Bachelors, Masters, and Doctorate from the University of Wisconsin–Madison, studying Harmonic Analysis with Andreas Seeger. In addition to being a professor of mathematics at St. Mary's College of Maryland, where he has taught since 2000, he serves as the director of MAA Project NExT, and as the director of strategy and implementation for Transforming Post-Secondary Education in Mathematics (TPSE-Math).

Dave Kung had nearly every advantage imaginable for someone wishing to make it in the mathematics community. In addition to being a White/Asian cis-gender male, both his parents taught the subject at the post-secondary level. From being marked as gifted early on to being asked to give important addresses around the country, to being nominated for teaching awards based on student evaluations, doors have opened for him in part based on unearned positive assumptions others made about him and his work.

Response from Dave Kung

I am honored to be given this award by the MAA, humbled to join the amazing list of recipients, and excited to see that recent additions to that list have made it more closely resemble the diversity we all claim to value.

I have always strived to inspire students the way my teachers have inspired me. My deepest gratitude goes out to the many teachers who had the patience to deal with a headstrong, brash kid who thought he knew it all, even as he kept learning more. Thanks also to my close friends who have helped me (sometimes reluctantly) gain at least a little more self-awareness.

None of the accomplishments listed in the citation were done alone. Thanks to the many collaborators who worked tirelessly on these projects, including the support staff vital to that work.

Thanks to the activists within the math world who constantly push us all to be better, to be more equitable, to reach populations long forgotten by our community, to see power structures more clearly, and to dismantle those structures that only serve privilege and power. The arc of the moral universe doesn't bend toward justice on its own.

Finally, thanks to my daughter Ellie who inspires me to make the world a better place, and to my parents who have provided more love and support than I could ever have reasonably asked for.

CITATION

David Austin

Grand Valley State University

David Austin is recognized for his record of exemplary mathematics teaching at Grand Valley State University and his support and expansion of programs to build relationships between indigenous communities and the broader mathematical community through mathematical creativity. In and out of the classroom, David brings math alive by showing how it can answer questions of interest to the average person, about topics such as traffic jams or Pixar's animation. In his classes, his writing, and his professional development workshops, he presents math as an active agent in answering socially relevant questions, and technology as a key tool within that mathematical exploration. His engaging columns for AMS, often accessible to a first-year college student, highlight the many ways mathematics appears in everyday life.

David has engaged with and disseminated uses of technology within math, to make "the computer as invisible to the students as possible so that the mathematics stands out more clearly." With his easy-to-use tools, students can explore mathematical ideas without worrying about programming syntax. As a result, students can see math in action and interact with it to discover new

insights. David has played a major role in developing his department's applied mathematics courses and its new applied mathematics major, and has offered annual workshops in teaching linear algebra to Project NExT participants. He has also run multiple summer schools on mathematical graphics and served as a mentor for a local robotics team.

David has made important contributions to the engagement of indigenous students in mathematical inquiry and inclusivity within the mathematical community. In his role as a director for the Alliance for Indigenous Math Circles (AIMC), he has helped to organize and run summer camps for indigenous students and their teachers, as well as nurtured connections between the AIMC and the American Institute of Mathematics, one of the NSF-funded mathematics institutes. He also helped found a chapter of the American Indian Science and Engineering Society at the University of British Columbia.

The MAA recognizes David Austin for his impact on the mathematical community and its pedagogy through technological innovation, lively communication, and engagement in indigenous communities, and is honored to present him with the Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching of Mathematics.

Biographical Note

David Austin

Growing up in Oklahoma City, David Austin learned to love mathematics at an early age while maintaining the certainty that he never wanted to teach. He received a B.A. in mathematics and physics from Rice University before finishing a Ph.D. at the University of Utah under the supervision of Ron Stern. After a postdoctoral position at the Institute for Advanced Study, David joined the mathematics faculty at the University of British Columbia, where he slowly began to discover his voice as a teacher. After nine years at UBC, he moved to Grand Valley State University and feels grateful every day for colleagues who encourage experimentation, reflection, and collaboration; being part of a department whose default response is "let's find a way to make that happen" is truly a gift. In addition, David is a long-time contributor to the American Mathematical Society's online Feature Column, promotes and authors open educational resources to improve access to higher education, is a director of the Alliance of Indigenous Math Circles; and mentors 7–12th grade students in math and programming within the FIRST robotics program.

Response from David Austin

I'm deeply honored to be selected for this award and accept it with the humility that comes from recognizing the many people who have shaped me into the teacher I've become. My parents continually wove life-long learning and service

to others into our family, and I often think of my aunts, beloved teachers in small Oklahoma towns who touched many lives. One day, my high school algebra teacher, Charlotte Smith, showed our class a proof that an additive identity is unique, and I felt, in a single moment, that a world of possibility had been opened for me. I began my teaching career at the University of British Columbia where I discovered the joy of collaborating with colleagues who continually innovate and question everything. I'm also extremely grateful for my many colleagues at Grand Valley State who continue to nurture a department that lives its mission to support our students and colleagues. Thank you to the MAA for providing this place where we can have discussions about how to improve as teachers and as a community. And, most importantly, thank you to all my students who have shared a part of their mathematical journey with me. Real learning requires vulnerability, and I'm so grateful to all those who have trusted me and helped me understand this deeply human profession.

CITATION

Elaine Kasimatis

California State University, Sacramento

Elaine Kasimatis has a long and exemplary record of accomplishments that attest to her devotion to teaching and student learning. She is the rare mathematician who holds a Ph.D. in pure mathematics as well as an MA in Mathematics Teaching and a teaching credential. Elaine is recognized as a thoughtful and inspiring teacher and a deeply caring mentor whose support builds her students' penchant for persevering to make sense of the mathematics they are exploring. Her broad and deep work through regional, state, and national efforts has profoundly influenced not only students, but also generations of mathematics teachers and, in turn, their students.

Early in her career, Elaine recognized the need for programs to better support future teachers of mathematics. She developed a course to engage future elementary school teachers in genuine mathematical processes—exploration, conjecture, and proof. The course has influenced thousands of teachers as well as the dozens of mathematics faculty members who have taught the course over the past 30 years. Elaine developed a capstone course connecting real analysis and abstract algebra content to high school curricula, revamped the university's curriculum for remedial mathematics, created professional development programs for faculty teaching remedial mathematics, and developed a course to train tutors, among other projects. Much of this work has now appeared in more widely distributed programs and curricula, and in every case, Elaine was years ahead of the trends to create such programs. Elaine played a major role in developing the first program in California to integrate mathematics content with teacher preparation. Since the program's inception in

2001, she has carefully mentored and supervised every student teacher. Teachers from the program are in high demand regionally because of their exceptional preparation. Many teach in communities with large numbers of students from historically underserved groups. Her direct support of K–12 teachers also extends beyond their college and university experience, as she developed the California Math Project, a home for K–12 teachers of mathematics that, for over two decades, has enhanced the professional lives of thousands of teachers.

Elaine has been similarly influential beyond northern California. Her work on the NSF-funded Access to Algebra program increased the success of middle school students in Algebra 1 classes around the country. She is well-known for co-creating College Preparatory Mathematics, an innovative high school and middle school mathematics curriculum now used nationally and internationally. In 1999, it was designated one of three Exemplary Mathematics Programs by the US Department of Education. Elaine’s international efforts include her work to create a new school in Rwanda and to develop the teacher preparation program there.

For her inspiration of students, her creation of programs to develop future teachers and support current teachers, and her influential curriculum and program development, the MAA is honored to recognize Elaine Kasimatis with the Deborah and Franklin Tepper Haimo Award for Distinguished College or University Teaching of Mathematics.

Biographical Note

Elaine Kasimatis earned a handful of degrees and credentials from the University of California, Davis—her hometown university—culminating in 1986 with a Ph.D. in discrete geometry under the guidance of Sherman K. Stein, who advised her to “let the problem speak to you” and introduced her to the idea of posing questions that engage students in the “tri-ex process.” She immediately joined the faculty at California State University, Sacramento, eager to work with a diverse student body in a department that emphasized the mathematical preparation of teachers. She was fortunate to have grown up in a small community that supported its public schools and attracted highly-qualified teachers who challenged students to think and welcomed students to ask probing questions and wonder “Why?” Her love of mathematical reasoning was kindled by her Grade 4 teacher, Mrs. Briley, who unveiled the whys of fraction arithmetic. Not entirely home-grown, Elaine also spent a year of high school in Sydney, Australia, and her junior year of university at Georg August University in Goettingen, Germany, two experiences that broadened her perspective on studying mathematics. Elaine’s interest in teaching mathematics grew naturally out of her observations of classmates’ struggles and successes together with teachers’ practices that fostered confusion or understanding, and her reflections on what she did to make sense of problems. Her aspiration to effect changes

in the way mathematics was taught was ignited by Postman and Weingartner's *Teaching as a Subversive Activity* (1969) and sustained by the philosophical underpinnings and Socratic method she acquired through Project S.E.E.D. Elaine's teaching experience spans Grade 2 through the university level, and throughout her career she has continued to ponder teacher-student-curriculum interactions that influence understanding and to seek ways to nurture sense-making in the classroom. Her favorite days are when she is with students, either working on mathematics or observing student teachers. She also enjoys spending time with her daughter, working in her yard, and learning about different cultures.

Response from Elaine Kasimatis

I am deeply honored and genuinely delighted to receive the MAA Haimo Award in recognition of my contributions to the teaching of mathematics. I am truly grateful to my friend and colleague Kathy Zhong for nominating me, and to the many colleagues and former students who supported my nomination. I would never have been able to achieve any of my goals were it not for the inspiration and guidance of several outstanding mentors, the patience and spark of a multitude of students and teachers, and the on-going support of talented colleagues. The steadfast mentoring of Cal Crabill, Don Chakerian, and Sherman Stein challenged my thinking, fueled my imagination, and renewed my spirits. So, too, did my students, who trusted me to ask questions that would help them construct their understanding of mathematics, and the teachers who welcomed me and student teachers into their classrooms. Long time collaborations with Edward Bradley, Scott Farrand, Wally Etterbeek, and Warren Furumoto were instrumental in the development and fruition of new courses and experimental projects. Over the years I also received encouragement and ideas from Marjorie Enneking, Roberta Gehrmann, Tom Lester, Bill Raski, Tom Sallee, and Bob Stringall. My life has been richly blessed by all of these dedicated teachers and many more.

I am also thankful for the lack of support and the discouraging "you don't really belong" messages that I encountered throughout my career. Rather than turn me away from my goals, this opposition triggered deeper perseverance. Bumpy paths have helped me to slow down, examine surroundings more carefully, and be more uplifting of others—so defeats are also blessings. Looking ahead, I hope that mathematics departments will renew their commitment to the preparation of mathematics teachers, encouraging outstanding students to pursue careers in teaching. I hope mathematics departments will recognize the immensely positive impact that mathematicians working on-site in on-going collaboration with teachers in elementary and secondary classrooms can have on students.

Lastly, I would like to acknowledge the inspiration and joy that my daughter Katja continues to bring to my life. She grew up attending classes, conferences,

workshops, and institutes, progressing from being an infant in a sling while I led all-day professional development meetings to assist with workshops. I am proud of her and grateful for her patience, inquisitiveness, and, most of all, being herself.