Deborah and Franklin Tepper Haimo Awards for
Distinguished College or University Teaching of Mathematics

Eligibility

Nominees must:

- Be college or university teachers who teach mathematical science courses at least half-time during the academic year in either the United States or Canada. Those on approved leave (sabbatical or other) during the academic year in which they are nominated qualify if they fulfilled the requirements the previous year.
- Have more than seven years of experience in teaching mathematical sciences.
- Hold membership in the Mathematical Association of America.

Guidelines for Nomination and Criteria for Evaluation

The MAA's core values are community, inclusivity, communication, and teaching and learning. Accordingly, inclusivity is a key consideration in the evaluation of nominations for this award. To reflect the diversity of our profession and the diversity to which it aspires, the MAA especially encourages nominees from communities marginalized by systemic discrimination.

The Haimo Award recognizes individuals who, through their extraordinary teaching, move our society towards valuing the power and beauty of mathematics and recognizing mathematics as a tool to promote human flourishing. Nominees should, in the context of their institution:

- Have extraordinary and widely recognized teaching success that can be documented[1].
- Through their teaching, have had an influence beyond their own institution[2].
- Have increased participation and advancement in mathematics and higher education especially by members of communities marginalized by systemic discrimination[3].

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[1] Teaching is interpreted in its broadest sense, not necessarily limited to classroom teaching. It may include activities such as preparing students for mathematical competitions at the college level like the Putnam Prize Competition or the Mathematical Contest in Modeling, attracting students to major in a mathematical science or to become Ph.D. candidates, working with pre-service or in-service teachers, etc.

[2] Influence beyond the nominee's institution can take many forms, including demonstrating lasting impact on alumni, advancing the profession through curricular revisions in college mathematics teaching with wide-ranging impact, or authoring influential publications or innovative books concerned with the teaching of college mathematics, etc.

[3] Addressing inequity in the mathematics community in a substantial way may also be accomplished in many ways, including support of students in the nominee's institution, work with projects or groups that seek to address these issues, conducting significant outreach, working to improve in the instruction and/or the environment in the nominee's department, institution, or region in ways that positively affect students from marginalized groups, etc.