

SAUM

Project Steering Committee

Peter Ewell, project evaluator, is vice president of the National Center for Higher Education Management Systems (NCHEMS) in Boulder, Colorado. Ewell's work focuses on assessing institutional effectiveness and the outcomes of college; he has consulted with over 375 colleges and universities and twenty-four state systems of higher education on topics including assessment, program review, enrollment management, and student retention. Ewell has authored six books and numerous articles on the topic of improving undergraduate instruction through the assessment of student outcomes. In 1998 he led the design team for the National Survey of Student Engagement (NSSE) and currently chairs its Technical Advisory Panel. A graduate of Haverford College, Ewell received a PhD in political science from Yale University and subsequently served on the faculty of the University of Chicago.

Bonnie Gold, case studies editor, is professor of mathematics at Monmouth University, West Long Branch, New Jersey. Co-editor of *Assessment Practices in Undergraduate Mathematics* (MAA, 1999), Gold is currently editing a book on current issues in the philosophy of mathematics from the viewpoint of mathematicians and teachers of mathematics. Formerly Gold served as chair of mathematics departments at Wabash College (Indiana) and Monmouth University and has directed Project NExT (New EXperiences in Teaching) programs in both Indiana and New Jersey. Originator of MAA Online's Innovative Teaching Exchange, Gold has received an Open Faculty Fellowship from the Lilly Foundation and McLain-Turner-Arnold Award for Excellence in Teaching from Wabash College. A graduate of the University of Rochester, Gold received an MA from Princeton University and a PhD in mathematical logic from Cornell University.

William E. Haver, workshop coordinator, is professor of mathematics and former chair of the mathematics department at Virginia Commonwealth University in Richmond, Virginia. Haver is currently director of a Mathematics and Science Partnership program to prepare teachers to serve as full-time mathematics specialists/coaches in Virginia's elementary schools. The program has a large research component to help determine the impact of these teachers on student learning. Haver currently chairs the subcommittee on Curriculum Renewal Across the First Two Years (CRAFTY) of the Mathematical Association of America. Previously, he served as a senior program director at the National Science Foundation. A graduate of Bates College, Haver received a master's degree from Rutgers and a PhD in mathematics from SUNY-Binghamton.

Laurie Boyle Hopkins, case studies editor, is vice president for academic affairs and professor of mathematics at Columbia College in Columbia, South Carolina. Previously Hopkins served as chair of the department of mathematics and as chair of the faculty. In addition to assisting with SAUM workshops, Hopkins' work on assessment includes a presentation to the Southern Association of Schools and Colleges on using assessment to improve general education. Hopkins also participated in the Foundations of Excellence Project sponsored by the National Center for the First Year Experience and has been a leader in use of data from the National Survey of Student Engagement (NSSE). Hopkins holds a PhD degree in mathematics from the University

of South Carolina and has pursued additional graduate work in computer science.

Dick Jardine, case studies editor, is chair of the mathematics department at Keene State College in Keene, New Hampshire. Jardine has been a member of the Mathematical Association of America's Committee on the Undergraduate Teaching of Mathematics (CUTM) and is currently on the Subcommittee on the Instructional Use of the History of Mathematics. He is co-editor of *From Calculus to Computers* (MAA, 2005), a compendium of 19th and 20th century sources and examples selected to help college instructors use the history of mathematics to enhance teaching and learning. In addition to serving as a SAUM workshop leader, Jardine was a keynote speaker at the State University of New York General Education Assessment Conference in April of 2005. Jardine earned his PhD in mathematics at Rensselaer Polytechnic Institute.

Bernard L. Madison, project director, is professor of mathematics at the University of Arkansas where he previously served as Chair of Mathematics and Dean of the J.W. Fulbright College of Arts and Sciences. During 1985-89, Madison directed the MS2000 project at the National Research Council, including the 1987 Calculus for a New Century symposium. Madison has served as Chief Reader for AP Calculus and as a member of the Commission on the Future of AP. Currently he heads the National Numeracy Network, leads workshops dealing with the mathematical education of teachers, and studies the articulation between school and college mathematics. Madison majored in mathematics and physics at Western Kentucky University and subsequently earned masters and doctoral degrees in mathematics from the University of Kentucky.

William A. Marion, case studies editor, is professor of mathematics and computer science at Valparaiso University in Valparaiso, Indiana, where he has taught for over twenty-five years. In 1991, Marion helped develop MAA's first policy statement on assessing undergraduate mathematics programs. Subsequently, he joined Bonnie Gold in editing *Assessment Practices in Undergraduate Mathematics* (MAA, 1999) and in directing several related mini-courses. Recently Marion co-chaired a national initiative on discrete mathematics for computer science students; conducted workshops for undergraduate mathematics faculty who teach such courses, and spoke on this work at the quadrennial World Conference on Computers in Education in South Africa. Marion holds a DA degree in mathematics from the University of Northern Colorado and has undertaken more than two years of graduate-level study in computer science.

Michael Pearson, principal investigator (2002-05), is associate executive director and director of programs and services at the Mathematical Association of America. His responsibilities include oversight of professional development activities for the Association, including SAUM. Prior to joining the Washington office of the MAA, Pearson served as associate head of the Department of Mathematics and Statistics at Mississippi State University. He also served in a variety of capacities in the Louisiana-Mississippi Section of the MAA. Beginning in the mid-1990's, Pearson became involved with the calculus reform move-

ment and, through several NSF-funded projects, explored various strategies for assessing student learning. In 1989 Pearson received his PhD in harmonic analysis at The University of Texas at Austin.

Thomas Rishel, principal investigator (2001-02), is professor of mathematics at Weill Cornell Medical College in Qatar. Previously, he served two years as associate director of the Mathematical Association of America, where he helped launch the SAUM project. Rishel came to MAA from Cornell University where he was a senior lecturer in mathematics and director of undergraduate teaching. He also taught at Dalhousie University, Tokyo Kyoiku Daigaku, the University of Pittsburgh, and the University of Oregon. In addition to writing several papers on topology, Rishel is author of *Teaching First: A Guide for New Mathematicians* (MAA, 2000) and co-author of *Writing in the Teaching and Learning of Mathematics* (MAA, 1998). Rishel has a bachelor's degree from Youngstown State, and a master's and PhD from the University of Pittsburgh.

Lynn Arthur Steen is professor of mathematics and special assistant to the provost at St. Olaf College, in Northfield, Minnesota. Steen is the editor or author of many books on mathematics and education, including *Math and Bio 2010: Linking Undergraduate Disciplines* (2005), *Mathematics and Democracy* (2001), *On the Shoulders of Giants* (1991), and *Everybody Counts* (1989). His current work focuses on the transition from secondary to tertiary education, notably on the mathematical and quantitative requirements for contemporary work and responsible citizenship. Steen has served as executive director of the Mathematical Sciences Education Board (MSEB), as chairman of the Council of Scientific Society Presidents (CSSP), and as president of the Mathematical Association of America (MAA). Steen received his PhD in mathematics in 1965 from the Massachusetts Institute of Technology.