MAA Section Teaching Award Guidelines and Criteria

Preamble Describing the Crawford Award

Each year, the Mathematical Association of America (MAA) honors outstanding educators from each section with the MAA section award for excellence in undergraduate teaching. As of fall 2024, the name of this award will expand to honor Dr. Carol Crawford of the US Naval Academy, as her generous bequest supports this award being given yearly to one faculty member in each of the 29 sections of the MAA.

Section teaching awards will normally be called either the *MAA {{Section Name}} Section Carol Crawford Award for Excellence in Undergraduate Teaching* or the *MAA {{Section Name}} {{Section-specific name, if applicable}} Section Award for Excellence in Undergraduate Teaching, supported by the Carol Crawford Teaching Award fund*. These language options allow sections to adopt the Crawford title directly, or to continue their tradition of honoring another individual (such as EPaDel's James P. Crawford Award or Seaway's Clarence Stephens Award) while acknowledging the monetary support from the Crawford fund.

Regardless of the award title variations noted above, for simplicity we will refer to this award as the *Crawford Award* throughout the remainder of this document.

While each section oversees their own nomination processes and determination of a recipient in a given year, the guidelines for nominations and criteria of evaluation for the Crawford Award are common across all sections.

Awards for each recipient and their nominator(s)

A recipient of the Crawford Award receives a monetary award (provided they meet eligibility criteria described in the next section) and the honor is publicly announced at the section's spring meeting. Crawford Award recipients then become eligible for

consideration for the national level MAA teaching award, the Deborah and Franklin Tepper Haimo Awards for Distinguished College or University Teaching of Mathematics.

To acknowledge the effort put forth by colleagues who nominate someone for the Crawford Award at the section level, the nominator(s) of a section award recipient will receive a recognition from their section in the form of a small gift (determined by the section). Examples of acknowledgements might include covering registration or banquet fees for a regional section meeting, or offering a discount code for the purchase of MAA publications. Normally, this gift will be paid for by the section out of their operating budget.

Eligibility for the Section-Level Crawford Award

Nominees must:
- Be college or university instructors who teach mathematical science courses at least half-time during the academic year in either the United States or Canada.
- Have seven or more years of experience teaching in the mathematical sciences at the college or university level.
- Be appropriately categorized based on the following MAA membership criteria: For a nominee to receive the monetary award from the Crawford fund, they must hold a current membership in the Mathematical Association of America.

If a section nominee for the teaching award is not a current MAA member, the section may reach out to that nominee and ask them to join the MAA to receive the monetary honor of the Crawford Award. If the section nominee is not an MAA member by the time the award is to be presented, they are not eligible to receive the monetary award associated with the Crawford Award.

Guidelines for Nomination and Criteria for Evaluation

Nominees should:
- be widely recognized as extraordinarily successful in their teaching. "Teaching" is to be interpreted in an expansive sense, not necessarily limited to classroom teaching.
- have teaching effectiveness that is documented.
- have had identifiable influence in their teaching beyond their own institution. This influence can involve things like impact on alumni, publications that

advance mathematics pedagogy, or contributions to professional organizations in the area of teaching.
- foster curiosity and generate excitement about mathematics in their students.

It is the responsibility of the nominator to make an evidence-based case for why the nominee's teaching record merits this recognition.

Nominator(s) should:
- Write a one-to-two page letter of nomination that provides context and evidence supporting their nomination as related to the criteria above.
- Include some information about their relationship to the nominee.
- Attach any supporting materials they would like to submit (nominee's CV, links to other information/documentation, student testimonials, etc.) as part of their nomination package.

For comparison, the current specifications for the Haimo Award are given at the end of this document.

Support for Crawford Award Winners in applying for the Haimo Award

Upon receiving the Crawford-funded MAA section award, a winner is eligible for consideration for the Deborah and Franklin Tepper Haimo Award.

As "anyone may nominate" someone for the Haimo as per the award specifications, the nominator(s) could be some subset of the nominator(s) for the section award, executive committee members from the honoree's section, regional colleagues, or the honoree themself.

Upon receiving the Crawford Award, it is not clear who takes the lead in crafting a Haimo nomination. If it is the honoree, it would be nice to have some scaffolded support structure that encourages them to apply and helps them submit the strongest possible package. The same is true for regional colleagues who are willing to put in this effort to nominate a section winner for the national award.

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

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 (see f1).
- Through their teaching, have had an influence beyond their own institution (see f2).
- Have increased participation and advancement in mathematics and higher education especially by members of communities marginalized by systemic discrimination (see f3).

f1 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.

f2 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.

f3 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.

Haimo Nomination Forms/Directions:
https://maa.org/deborah-and-franklin-tepper-haimo-award-for-distinguished-college-or-university-teaching-of-mathematics/