AWM Awards Presented in New Orleans

At the Joint Mathematics Meetings in New Orleans in January 2001, the Association for Women in Mathematics (AWM) awarded the Alice T. Schafer Prize and the Louise Hay Award.

Schafer Prize

The annual Alice T. Schafer Prize recognizes excellent achievement in mathematics by an undergraduate woman. The prize is named for former AWM president and one of its founding members, Alice T. Schafer, professor emerita of Wellesley College, who has contributed a great deal to women in mathematics throughout her career.

The AWM awarded the 2001 Schafer Prize to JACLYN (KOHLES) ANDERSON, a senior mathematics major at the University of Nebraska at Lincoln. Anderson has written two research papers that grew out of her participation in summer programs for undergraduates in mathematics. She has also taken many graduate-level courses and served as a teaching assistant for honors calculus courses. Last year she received an honorable mention for the Schafer Prize. The citation includes the following quotations from her professors: her work "far surpassed that of the rest of the students," including graduate students; she is "the most talented undergraduate I have encountered in my 33 years of college teaching"; and she is "a bona fide star" with "impressive talent, drive, and enthusiasm for mathematics."

Hay Award

The annual Louise Hay Award for Contributions to Mathematics Education recognizes outstanding achievements in any area of mathematics education, to be interpreted in the broadest possible sense. The award honors the memory of Louise Hay of the University of Illinois at Chicago.

The AWM presented the 2001 Hay Award to PATRICIA D. SHURE of the University of Michigan in Ann Arbor. Each fall term at Michigan there are over 120 sections of the mainstream precalculus and calculus courses, requiring about 115 instructors (graduate students, new assistant professors, and visitors). Because around half of the instructors are unfamiliar with Michigan's mathematics program, Shure developed a successful training program called the Professional Development Program. The material she developed for the program has been published and has been used to train instructors elsewhere in the U.S. and in Canada. In addition, she ran a program to support underrepresented minority students in mathematics, and she has worked throughout her career to attract young women into mathematics. Since the early 1960s Shure has been involved in curriculum reform. At Michigan she worked on a project to design and evaluate ways to incorporate graphing calculators, writing, cooperative learning, and systematic testing of symbolic skills into first-year undergraduate mathematics courses. The citation for Shure concludes by noting Shure's "tireless commitment to improving mathematics education for countless students. Her professional contributions along with her personal commitment to improving mathematics education are noteworthy."

—From AWM announcements