

TPSE MAG Meeting, March 25-26, 2016: Panelist Bios

Opening Remarks

Ralph J. Cicerone is President of the National Academy of Sciences and Chair of the National Research Council. His research has focused on atmospheric chemistry, the radiative forcing of climate change due to trace gases, and the sources of atmospheric methane, nitrous oxide, and methyl halide gases. His scientific work has involved him in shaping science and environmental policy nationally and internationally. Under his leadership, the Academy has produced dozens of influential works on climate change and a host of other complex issues with science at their core. Throughout his tenure, the Academy has continued its long tradition of providing independent, expert advice to the nation – advice that is based on peer-reviewed scientific evidence. Dr. Cicerone is a member of the National Academy of Sciences, the American Academy of Arts and Sciences, and the American Philosophical Society. He is a foreign member of the *Accademia Nazionale dei Lincei*, the Russian Academy of Sciences, the Korean Academy of Science and Technology, *Accademia Sinica*, the *Real Academia de Ciencias*, and the Royal Society. He was educated at the Massachusetts Institute of Technology and the University of Illinois. He began his research career at the University of Michigan. In 1989 he joined the University of California, Irvine, where he was founding chair of the Department of Earth System Science and later Chancellor (1998-2005).

Daniel L. Goroff is Vice President and Program Director at the Alfred P. Sloan Foundation, a private philanthropy that supports breakthroughs in science, technology, and economics. His interests include behavioral economics, government regulation, reproducible research, mathematical knowledge management, as well as the economics of science and higher education. Goroff is Professor Emeritus of Mathematics and Economics at Harvey Mudd College, where he served as Vice President for Academic Affairs and Dean of the Faculty. Before that, he was a faculty member at Harvard University for over twenty years. Daniel Goroff has twice worked for the President's Science Advisor in the White House Office of Science and Technology Policy, most recently as Assistant Director for Social, Behavioral, and Economic Sciences.

Phillip A. Griffiths was part of the group that created TPSE Math in 2013, and he has served as Convener since then. He is Professor Emeritus of Mathematics at the Institute for Advanced Study, where he served as Professor from 2004-2009 and Director from 1991-2003. Prior to joining the Institute, he was Provost and James B. Duke Professor of Mathematics at Duke University for eight years. From 1972-83 he was a Professor of Mathematics at Harvard University. He has also taught at Princeton University and the University of California, Berkeley. He was a Member in the Institute's School of Mathematics from 1968-1970. Dr. Griffiths received his Ph.D. from Princeton University.

He is a member of the National Academy of Sciences and The World Academy of Sciences; a Foreign Associate of the *Accademia Nazionale dei Lincei*; and an Honorary Fellow of the Indian Academy of Sciences. He was a member of the National Science Board from 1991-1996. From 1922-1999 he served as Chair of the National Academies' Committee on Science, Engineering and Public Policy, where among other projects he oversaw the publication of *Reshaping the Graduate Education of Scientists and Engineers*.

Panel 1: Expanded Workforce Demand for Quantitative/Math Skills (Goroff, Salzman)

Sandra Black is a member of the Council of Economic Advisers. She is on leave from the University of Texas, Austin where she holds the Audre and Bernard Rapoport Centennial Chair in Economics and Public Affairs and is a Professor of Economics. Dr. Black has worked as an Economist at the Federal Reserve Bank of New York, and as an Assistant, Associate, and ultimately Professor in the Department of Economics at UCLA before arriving at the University of Texas, Austin in 2010.

She was previously the Editor of the *Journal of Human Resources*, a Research Associate at the National Bureau of Economic Research, and a Research Affiliate at the Institute for the Study of Labor. Dr. Black's research focuses on the role of early life experiences on the long-run outcomes of children, as well as issues of gender and discrimination. She received her B.A. from the University of California, Berkeley and her Ph.D. in economics from Harvard University.

Anthony Carnevale currently serves as research Professor and Director of the Georgetown University Center on Education and the Workforce, a position he has held since the Center was created in 2008. He has a wealth of experience working at the intersection of education and employment policy. Among his leadership positions, Dr. Carnevale has served as founder and President of the Institute for Workplace Learning (IWL), Vice President for Public Leadership at the Educational Testing Service (ETS) and as Director of Human Resource and Employment Studies at the Committee for Economic Development (CED). He has received appointments in multiple presidential administrations including his appointment by President Bill Clinton to chair the National Commission on Employment Policy in 1993, and his subsequent appointment by President George W. Bush to serve on the White House Commission on Technology and Adult Education. In addition, Dr. Carnevale served as Director of Political and Government Affairs for the American Federation of State, County and Municipal Employees (AFSCME), the largest union in the AFL-CIO. Carnevale co-authored the principal affidavit in *Rodriguez v. San Antonio*, a U.S. Supreme Court action to remedy unequal education benefits. This landmark case resulted in significant fiscal reforms to equalize K-12 education spending in a majority of states.

Daniel L. Goroff (see above under "Opening Remarks")

Hal Salzman is Professor of Public Policy at the Edward J. Bloustein School and Senior Faculty Fellow at the John J. Heldrich Center for Workforce Development. His research focuses on science and engineering labor markets, workplace restructuring, skill requirements, and globalization of innovation, engineering and technology design. Recently he has been writing on the science and technology policy implications of his research. A current project, as Principal Investigator, examines science and engineering education and careers and is funded by the Sloan Foundation. This project builds on Salzman's previous research on science and engineering education and the workforce (see, for example, "Making the Grade" in *Nature*).

His other area of research and teaching is on human capital development, firm strategy, and community sustainability in the Arctic. He is Principal Investigator of an International Polar Year grant from the National Science Foundation, Arctic Social Science Program/Office of Polar Programs.

Panel 2: Growing Demand for Quantitative Skills in Other Disciplines

Michael Faulkender is Associate Professor and Director of the Masters Program in Finance at the University of Maryland's Robert H. Smith School of Business. His research focuses on empirical corporate finance in the areas of capital structure, risk management, corporate liquidity, and executive compensation. His work has been published in the *Journal of Finance*, *Journal of Financial Economics*, and *Review of Financial Studies* and has been cited in the *Wall Street Journal*, *Washington Post*, and *The New York Times*. He was awarded the Barclay's Global Investors / Michael Brennan Best Paper Award in the *Review of Financial Studies* in 2013, was runner up for that prize in 2006, and won the Jensen Prize for Corporate Finance – Second Prize in the *Journal of Financial Economics* in 2013. Professor Faulkender teaches classes in the MS, EMBA, and the MBA programs at the Smith school, as he did prior to joining Smith, at Washington University in St. Louis and Northwestern University.

Elliot K. Fishman is a Professor in the Johns Hopkins Medicine Department Radiology and Radiological Science, Department of Oncology and Department of Surgery. He serves as Director of Diagnostic Imaging and Body Computed Tomography at Johns Hopkins. His clinical and research interests focus on medical imaging with specific emphasis on three-dimensional (3D) imaging and computed tomography (CT).

Dr. Fishman received his B.S. in 1973 and M.D. in 1977 from the University of Maryland. After a residency at Sinai Hospital in Baltimore, he completed a fellowship in CT at Johns Hopkins in 1980 and joined the Johns Hopkins faculty in 1981 as an Assistant Professor. In 1986, he became Associate Professor and, in 1991, Professor of Radiology and Oncology.

Mark Green is Distinguished Research Professor at UCLA. He helped to found and then directed the Institute for Pure and Applied Mathematics, an NSF national research institute focused on fostering collaborations between mathematical scientists and researchers in physical science, life science, engineering, medicine and social science. He served as Vice-Chair of the National Academies study, "The Mathematical Sciences in 2025." He is a member of the NRC's Board on Mathematical Sciences and Applications. He is a Fellow of the American Academy of Arts and Sciences, the American Association for the Advancement of Science and the American Mathematical Society.

Louis J. Gross is a Distinguished Professor of Ecology and Evolutionary Biology and Mathematics and Director of The Institute for Environmental Modeling at The University of Tennessee, Knoxville. He is also Director Emeritus of the National Institute for Mathematical and Biological Synthesis, a National Science Foundation-funded center to foster research and education at the interface between math and biology. He completed a B.S. degree in Mathematics at Drexel University and a Ph.D. in Applied Mathematics at Cornell University, and has been a faculty member at UTK since 1979. His research focuses on applications of mathematics and computational methods in many areas of ecology, including disease ecology, landscape ecology, spatial control for natural resource management, photosynthetic dynamics, and the development of quantitative curricula for life science undergraduates. He led the effort at UT to develop an across trophic level modeling framework to assess the biotic impacts of alternative water planning for the Everglades of Florida. He has co-directed several Courses and Workshops in Mathematical Ecology at the International Centre for Theoretical Physics in Trieste, Italy, served as Program Chair of the Ecological Society of America, as President of the Society for Mathematical Biology, President of the UTK Faculty Senate, Treasurer for

the American Institute of Biological Sciences, Chair of the National Research Council Committee on Education in Biocomplexity Research and on the National Research Council Board on Life Sciences.

Shirley Malcom is head of Education and Human Resources Programs at AAAS. In this position she works to improve the quality and increase access to education and careers in STEM fields as well as to enhance public science literacy. Dr. Malcom is a trustee of Caltech and a regent of Morgan State University. She is a former member of the National Science Board, the policymaking body of the National Science Foundation, and served on President Clinton's Committee of Advisors on Science and Technology. Malcom, a native of Birmingham, Alabama, received her PhD in ecology from The Pennsylvania State University, masters in zoology from UCLA and bachelor's with distinction in zoology from the University of Washington. She holds 16 honorary degrees.

Malcom chaired the NAS Committee on Barriers and Opportunities to 2-Year and 4-Year STEM Degree Completion. She serves on the boards of the Heinz Endowments, Public Agenda, the National Math-Science Initiative and Digital Promise. Internationally, Malcom is a leader in efforts to improve access of girls and women to education and careers in science and engineering and to increase use of S&T to empower women and address problems they face in their daily lives. She serves as co-chair of the Gender Advisory Board of the UN Commission on S&T for Development and Gender InSITE, a global campaign to deploy S&T to help improve the lives and status of girls and women. In 2003, Dr. Malcom received the Public Welfare Medal of the National Academy of Sciences, the highest award given by the Academy.

Don Saari is a Distinguished Professor of Mathematics and Economics and the Director of the Institute for Mathematical Behavioral Sciences at the University of California, Irvine (UCI). After earning his Math PhD from Purdue and spending a Post Doc in the Yale Astronomy Department, Don moved to the math department at Northwestern University where his research emphasized dynamical systems and the behavior of the Newtonian N-body problem. It was by trying to discover why graduate students from other disciplines needed advanced math courses that he developed what started as a side interest in the mathematics of the social and behavioral sciences. In 2000 he was recruited to UCI to become director of the Institute for Mathematical Behavioral Sciences. He is a member of the National Academy of Sciences and the American Academy of Arts and Sciences.

Panel 3: Lessons from Postsecondary Reform in Other STEM Disciplines

Robert C. Hilborn is Associate Executive Officer of the American Association of Physics Teachers. After several decades as a physics faculty member at Oberlin, Amherst, and the University of Texas at Dallas, Hilborn joined AAPT in 2011. He had served as President of the American Association of Physics Teachers and on the Advisory Committee for the Mathematical and Physical Sciences Directorate of the National Science Foundation, on the Board of Advisors for the College of Science, Engineering, and Technology of Jackson State University, the American Association of Medical Colleges (AAMC) and Howard Hughes Medical joint Committee on the Scientific Foundations for Future Physicians, and the AAMC MR5 MCAT review committee. He is also the leader of the Physics and Astronomy New Faculty Workshops, funded by National Science Foundation, that have introduced over 1800 new physics and astronomy faculty members to the latest science pedagogy and the research that supports that pedagogy. Working with a team of K-12 teachers of physics, he led the American Association of Physics Teachers' formal response to the Next Generation Science Standards. His physics research has focused on atomic and molecular physics tests of fundamental symmetries, nonlinear dynamics and chaos, and computational modeling of gene regulatory

networks. He is the author of *Chaos and Nonlinear Dynamics* (Oxford University Press, 2nd Edition, 2000).

John R. Jungck is a Professor of Biological Sciences and holds joint appointments in the Department of Mathematical Sciences, the Bioinformatics/Computational Biology Program, and the Delaware Environmental Institute at the University of Delaware. He is Director of the Dupont Interdisciplinary Science Learning Laboratories. His awards/honors/offices include AAAS Fellow, Honorary Doctorate from the University of Minnesota, ASCB Bruce Alberts Award, AIBS Education Award, EDUCOM Educational software and curriculum awards, Honorary Life memberships in AIBS, SICB, and ACUBE, former Chairperson of the Education Committee of the Society for Mathematical Biology, former president of the Association of College and University Biology Educators, Phi Beta Kappa, and a Fulbright Scholar in Thailand. He is the immediate past Vice President of the International Union of Biological Sciences, immediate past President of the IUBS Commission on Biology Education, and former Chairperson of the U. S. National Academy of Science's National Committee of IUBS. His international commitments include long-term relations with NECTEC in Thailand, the Allan Wilson Centre for Molecular Evolution and Ecology in New Zealand, and BIOMAT – a consortium of South American mathematical biologists. In 1986, he founded the BioQUEST Curriculum Consortium (<http://bioquest.org>) and continues to serve on its Advisory Board. Currently, he is the Editor of The BioQUEST Library and serves on the Editorial Boards of several journals including the *Bulletin of Mathematical Biology*, *Evolutionary Bioinformatics*, *CBE Life Science Education*, and the *American Journal of Undergraduate Research*. He is the former Editor of three journals: *Biology International*, *Bioscene: Journal of College Biology Teaching*, and the *American Biology Teacher*. He is a leader in biology education reform, a mathematical molecular evolutionary biologist, and a computer software developer of biological simulations, tools, and databases. His research interests are in mathematical and theoretical biology (bioinformatics, origins of genetic codes, image analysis and simulation of patterns in nature, and evolutionary analysis of complex data sets), and interdisciplinary education. He is the Principal Investigator (PI) of several major funded initiatives: BEDROCK (Bioinformatics Education Dissemination: Reaching Out, Connecting, and Knitting-together), Cyberlearning at Community Colleges, the SELECTION Working Group of the National Evolutionary Synthesis Center (NESCent), the Biological ESTEEM (Excel Simulations and Tools for Exploratory, Experiential Mathematics) Project, and of a subcontract for NUMB3R5 COUNT! (Numerical Undergraduate Mathematical Biology Education ...).

Kim Kastens' training and early career were in marine geology, focusing on the geological evolution of the Mediterranean region and the structure and tectonics of transform faults. About twenty years ago, she shifted her focus towards improving the public's understanding of the Earth and environment, through training of environmental journalists, development of instructional materials, professional development for teachers, innovative use of information technology, and science of learning research. As a contributor to the reform of geoscience education, she has worked on the *Digital Library for Earth System Education*, the *Synthesis of Research on Thinking & Learning in the Geosciences*, and the *InTeGrate* project, and was a participant in *Bringing Research on Learning to the Geosciences*, *Cutting Edge*, and the *Summit on the Future of Undergraduate Geoscience Education*. She has served on three National Research Council study committees: *Learning to Think Spatially* (published 2006), *NOAA's Education Program: Review & Critique* (2010), and *Discipline-based Education Research: Understanding and improving learning in undergraduate science and engineering* (2012). Kastens holds a bachelor's degree in Geology & Geophysics from Yale University, and a PhD in Oceanography from Scripps Institution of Oceanography, University of California at San Diego. Since 1981, she has been a research scientist and research professor at the Lamont-Doherty

Earth Observatory of Columbia University; her current position is Special Research Scientist. In addition, from 2012 to 2014, she was a Distinguished Scholar at the Education Development Center, an education research and development non-profit in Massachusetts.

Susan Rundell Singer is Division Director in the Division of Undergraduate Education at NSF and Laurence McKinley Gould Professor, in the Biology and Cognitive Science Departments at Carleton. She is a nationally recognized leader in undergraduate education and plant biology. In addition to a PhD in biology from Rensselaer, she completed a teacher certification program in New York State. A developmental biologist who studies flowering in legumes and also does research on learning genomics, Susan is an American Association for the Advancement of Science (AAAS) fellow and received both the American Society of Plant Biology teaching award and Botanical Society of America Charles Bessey teaching award. She directed Carleton's Perlman Center for Learning and Teaching, was a National Science Foundation (NSF) program officer in Biology, and is a co-author of the *Vision and Change in Undergraduate Biology* report, as well as two introductory biology texts. She has served on numerous boards, including the NSF Education and Human Resources Federal Advisory Committee, Biological Sciences Curriculum Study Board, the American Society of Plant Biology Education Foundation, and the Botanical Society board of directors; was a member-at-large for the AAAS Education Section; participates in the Minnesota Next Generation Science Standards team; and was a member of the National Academies' Board on Science Education. She has participated in six National Academies studies, including chairing the committees that authored *America's Lab Report*, *Promising Practices in STEM Undergraduate Education* and *Discipline-based Education Research: Understanding and Improving Learning in Undergraduate Science and Engineering*. Currently she is improving undergraduate education through her leadership at NSF and across Federal agencies, implementing the undergraduate goals of the *Federal Science, Technology, Engineering, and Mathematics 5-year Strategic Plan*.

Karl A. Smith is Emeritus Professor of Civil Engineering, Morse-Alumni Distinguished University Teaching Professor, Executive Co-Director, STEM Education Center, and Faculty Member, Technological Leadership Institute at the University of Minnesota. He also is the Cooperative Learning Professor, School of Engineering Education, College of Engineering, Purdue University.

Dr. Smith's research and development interests include building research and innovation capabilities in engineering education; faculty and graduate student professional development; the role of cooperation in learning and design; problem formulation, modeling, and knowledge engineering; and project and knowledge management. Karl has over 30 years of experience working with faculty to redesign their courses and programs to improve student learning. He adapted the cooperative learning model to engineering education, and in the past 15 years has focused on high-performance teamwork through his workshops and book *Teamwork and Project Management* (2014). His bachelor's and master's degrees are in metallurgical engineering from Michigan Technological University and his Ph.D. is in educational psychology from the University of Minnesota.

Panel 4: Role and Perspectives of Administrators

Linda Braddy is Vice President for Academic Affairs at Tarrant County College (TCC) Northeast Campus. She previously served as Deputy Executive Director of the Mathematical Association of America (MAA) in Washington, D.C. (2012-2016), where she oversaw MAA programs, public policy efforts, the Competitions Department, and the Meetings and Facilities Department. While at MAA, she increased the externally funded programs portfolio from \$8 million to \$14.5 million. She served as dean of the

Division of Health and Natural Sciences at TCC's South Campus from 2009-2011, during which time she assisted with the transition of the Nursing program to the Trinity River Campus, and subsequently served as dean of the Division of Mathematics and Natural Sciences on South (2011-12). Immediately prior to her tenure at TCC, she was chair of the Department of Mathematics at East Central University (ECU) in Ada, Oklahoma, as well as a tenured, full professor. Throughout her tenure at ECU, she directed professional development programs for K-12 mathematics teachers and other grant-funded initiatives to improve the teaching and learning of mathematics, directed initiatives to redesign courses and programs, and won multiple teaching awards at the local and regional levels. She received her Ph.D. in mathematics from the University of Oklahoma and her research area is undergraduate mathematics education.

Freeman A. Hrabowski, President of UMBC (University of Maryland, Baltimore County) since 1992, is a consultant on science and math education to national agencies, universities, and school systems. He was named by President Obama to chair the President's Advisory Commission on Educational Excellence for African Americans. He also chaired the National Academies' committee that produced the report, *Expanding Underrepresented Minority Participation: America's Science and Technology Talent at the Crossroads* (2011).

Named one of the 100 Most Influential People in the World by TIME (2012) and one of America's Best Leaders by U.S. News & World Report (2008), he also received TIAA-CREF's Theodore M. Hesburgh Award for Leadership Excellence (2011), the Carnegie Corporation's Academic Leadership Award (2011), and the Heinz Award (2012) for contributions to improving the "Human Condition." UMBC has been recognized as a model for inclusive excellence by such publications as U.S. News, which the past seven years has recognized UMBC as a national leader in academic innovation and undergraduate teaching.

William E. (Brit) Kirwan is a nationally recognized authority on critical issues shaping the higher education landscape. Prior to his 13 years as chancellor of the University System of Maryland, Kirwan served as president of Ohio State University for four years and president of the University of Maryland, College Park for 10 years. He was also a member of the University of Maryland faculty for 24 years.

Kirwan chairs the National Research Council Board of Higher Education and Workforce, and he serves on the Business-Higher Education Forum. He is a member of the boards of the Maryland Chamber of Commerce, Greater Baltimore Committee, Economic Alliance of Greater Baltimore, Maryland Business Roundtable for Education, and other organizations. He received his bachelor's degree in mathematics from the University of Kentucky and his master's and doctoral degrees in mathematics from Rutgers, The State University of New Jersey.

Peter March is Executive Dean of Arts and Sciences and Distinguished Professor of Mathematics at Rutgers University. His research interests center on probability theory and its applications.

He received a B.A. from Dalhousie University in 1978 and a Ph.D. in mathematics from the University of Minnesota in 1983. He joined the faculty at Ohio State in 1988 after a series of postdoctoral positions, including the Courant Institute of Mathematical Sciences (New York University) and the Institute for Mathematics and its Applications (University of Minnesota).

March was chair of the Ohio State mathematics department from 1998 to 2006 and also served for

two years as an associate director of the Mathematical Biosciences Institute. From 2006 to 2010 he was Director of the Division of Mathematical Sciences at the National Science Foundation and subsequently served as dean of natural and mathematical sciences at Ohio State from 2010 to 2014.

Rick Miranda received his bachelor's degree from the College of the Holy Cross and his Ph.D. from the Massachusetts Institute of Technology. He joined the faculty at Colorado State University as an Assistant Professor in 1982. He became Chair of the Department of Mathematics in 1997 and dean of the College of Natural Sciences in 2002. Since 2009 he has served as Provost and Executive Vice President.

As Provost and Executive Vice President, Dr. Miranda oversees academic programming and faculty affairs on campus. The responsibility of the Office of the Provost and Executive Vice President is to provide academic vision and leadership to fulfill the land-grant mission of Colorado State University. The Office will articulate, communicate, and facilitate the development of fundamental values basic to the University's mission and administer academic programs and policies with utmost respect for and attention to our constituents' needs.

Panel 5: New Pathways

Dean Allison is Professor of Mathematics and Director of the School of Mathematical Sciences at the University of Northern Colorado. He has been Director since 2007 and a faculty member at the University of Northern Colorado since 1992. Dr. Allison is Chair of the Colorado Math Pathways Task Force, which is a state-wide faculty task force working to ensure that all public institutions of higher education in Colorado have appropriate and high quality gateway mathematics and statistics courses that align well with programs of study for all postsecondary students. Dr. Allison received his Ph.D. in Mathematics from the University of Missouri-Columbia.

Tristan Denley earned his PhD in Mathematics from Trinity College Cambridge, and held positions in Europe and North America before becoming Vice Chancellor for Academic Affairs at the Tennessee Board of Regents in August 2013. Throughout his career, he has taken a hands-on approach in a variety of initiatives impacting student success. He is presently involved in implementing a wide variety of system scale initiatives surrounding college completion stretching from education redesign across the disciplines and institutional transformation, to the role of predictive analytics, data mining and behavioral economics in higher education.

Karen Saxe is DeWitt Wallace Professor of Mathematics at Macalester College. Karen joined the Macalester faculty in 1991, served as Department Chair 2007-2013 and is currently Acting Chair. She teaches calculus (all levels), real analysis, complex analysis, functional analysis, and interdisciplinary courses on game theory and mathematics in politics. She has been awarded the Mathematical Association of America North Central Section's Distinguished Teaching Award, and the Macalester College Excellence in Teaching Award. She has been very active with several of the professional societies (AMS, AWM, and MAA); she has served as Second Vice President of the MAA (2014-2016), is PI on the Common Vision project, and is Editor of the MAA's Anneli Lax New Mathematical Library. Karen has been a resource in Minnesota on redistricting, consulting with city governments, and served on the Minnesota Citizens' Redistricting Commission, created to draw congressional districts following the 2010 census. On her most recent sabbatical she served as the 2013-2014 AMS/AAAS

Science and Technology Policy Congressional Fellow. Karen is married and has three kids, all in college.

Philip Uri Treisman is professor of mathematics and of public affairs at The University of Texas at Austin. He is the founder and executive director of the University's Charles A. Dana Center, an organized research unit of the College of Natural Sciences. His research and professional interests span mathematics and science education, education policy, social and developmental psychology, and community service and volunteerism.

He was the E.M. Lang Visiting Professor of Mathematics and Social Change at Swarthmore College and a senior leader of the Professional Development Program—an initiative of the Special Opportunity Program of the University of California Academic Senate, Berkeley Division.

Uri received a B.S. in Mathematics, summa cum laude, from the University of California at Los Angeles, after studying horticulture and mathematics in several Los Angeles-area community colleges. He received an interdisciplinary Ph.D. from the University of California at Berkeley, where he studied both mathematics and education. He is an advocate for equity and excellence in education for all students.

Michelle Younker is Chair of the Mathematics Department in the School of STEM at Owens Community College in Ohio. She was formerly Associate Professor of Mathematics at Terra State Community College. She has had more than two decades of teaching experience in Ohio's two- and four-year institutions. She currently co-chairs the Communications, Outreach, and Engagement Subcommittee of the Ohio Mathematics Initiative and serves on the Ohio Transfer Module Mathematics, Statistics and Logic review panel with the Ohio Department of Higher Education. Chelle is the current Midwest Region representative to the American Mathematical Association of Two-Year Colleges' (AMATYC) Placement and Assessment Committee and was recently named to the Steering Committee for AMATYC's Beyond Crossroads Revisited project.