Institutionalizing Collaboration

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The Institute for Mathematics & Education

- Initial funding from the University, the College of Science, and the College of Education
- Conceived as a national Institute that would provide a space within academe where there is an expectation of disciplined contributions from communities that have not always had respect for each other
- Local efforts (Math Circles, Tucson Teachers’ Circle)
- Policy retreat each Fall (currently focused mostly on state level policy)
- Four workshops each spring that bring together mathematicians, educators and teachers
- Grant-funded projects including Making Connections, ATI (MSP Institute for middle school teachers), KnoTTS (DRK–12 grant to study collaboration in the preparation of high school teachers), GK-12.
Goals

- Define scholarly norms for collaborative work (current model is ad hoc and depends on special people)
- Provide prestige and recognition for people who engage in collaborative work
- Increase the capacity of the mathematics profession to make productive and disciplined contributions to mathematics education
- Provide a place for educators interested in working with mathematicians
- Learn how to coordinate the expertise of different professions
- Provide access to policy levers at state and federal level
- Provide mathematically focused assessment of education programs
Challenges

- Maintaining the balance—carving out our own territory without being absorbed
- Including all voices while setting norms for behavior
- Funding