

Nan Hutchins Bailey
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Current Position: Mathematics Instructor, The University of Texas at Tyler

Subjects taught: College Algebra, Trigonometry, Intermediate Algebra, Contemporary Mathematics I and II, Concepts of Mathematics I, Logic

Education:

- B.A. from Hollins University in 1974, graduating Cum Laude with majors in mathematics and French
- M.S. from George Mason University in 1977 in mathematics

Years of Teaching Experience: 24

- 1 year teaching 8th grade mathematics at Sterling Middle School in Sterling Park, VA (74 – 75)
- 2 years as the Mathematics Department teaching assistant teaching 8 college courses at George Mason University (75-77)
- 1 year substitute teaching for the Department of Defense and teaching 1 night course in college algebra for American servicemen through LA Community Colleges overseas at Kadena Air Base on Okinawa, Japan (77 – 78)
- 2 years teaching math. at Carlsbad High School in Carlsbad, CA (79 – 81)
- 2 years teaching in Crooked Oak High School in Oklahoma City, OK (81-83)
- 1 year teaching in Chapel Hill High School (83-84)
- 2 years teaching part time at Tyler Junior College (97-98)
- 1 year teaching full time and 1 year part time at the University of Texas at Tyler (84-85)
- 8 years teaching math at John Tyler High School, serving 4 years as senior class sponsor, 6 years teaching International Baccalaureate math., 4 years working with AP Strategies to align Tyler ISD's mathematics curriculum (2002-2006).
- 3 years teaching at The University of Texas at Tyler as Lecturer in Mathematics (06–09).

Other Experiences:

- In 1972 while studying for a year at the Sorbonne in Paris, I passed the Premier Degre, a French language test administered by the French government.
- In 1992, I was appointed by Governor Richards to serve a six year term on Texas Woman's University's Board of Regents, serving two years as the Board Chair. We survived the selection of a new University President, 3 legislative sessions, and our decision to allow men into the general programs of the university. A keynote address, which I delivered to Honors Convocation in 1997, was published in the August 1997 issue of Vital Speeches of the Day, an international publication.
- I am the proud mother of two college students, Laura Elizabeth Bailey and Katherine Conner Bailey.
- I have been involved in the UTT and Region VII Mentor programs from 2000-2006.

- I have worked during July 2002, 2003, 2004, 2005, 2006 and 2007 at St. Hugh's College, Oxford University in a summer school program run by Oxford for advanced high school juniors and seniors.
- I am a member of the Mathematics Association of America and the Association of Women in Mathematics.

Professional Development:

- United Nations International School I.B. training in mathematics, 24 hours (July 99)
- TISD Gifted and Talented Training, 30 hours, (July 99)
- MYP training in mathematics in San Diego, CA, 16 hours (March 99)
- AP Statistics training, UT Arlington, 30 hours (June 2000)
- AP Calculus training AB and BC, UTT, 30 hours each (June 2002, 2003, 2004, and 2005)
- I.B. training in Theory of Knowledge in Vancouver, BC, 24 hours each (Jan 2002 and November 2004)

Awards:

- 2002 Tyler Independent School District's Secondary Teacher of the Year
- 2002 J.B. Whitehead Coca Cola Educator of Distinction
- 2003, 2004, 2005 2006 and 2007 Who's Who Among American Teachers
- AAUW 2003, 2004, 2005 Significant Educator
- 2006 Channel 19 Golden Apple Award for Teaching Excellence
- Recognition of Commitment to Academic Excellence at the UTT Student Athlete of the Year Banquet 2008

Philosophy of Teaching: There is tremendous power in admitting that we are individually responsible for what we want to change - that our lives are in our hands. This is why I consider it of utmost importance that educational goals be defined in terms of individual responsibility. We as teachers are individually responsible to do our best work every day in an effort to nurture, challenge, and inspire students to learn. Similarly, administrators, parents, and students are each individually responsible to do their parts to the best of their abilities.

Being individually responsible, however, does not mean that we are alone. The illusion of being alone harms us all. We are all a piece of the fabric of learning. Everything we do counts; everyone contributes materially. We must accept and embrace the contradiction of being both individually responsible and an integral part of something much bigger and more important than each of us - the human fabric of a learning community.

Mathematics should be approached as a study of the development of the most intensely human aspect of us all, our mind. Students today have the opportunities to grasp and use concepts that have taken humankind centuries to develop. Learning powerful concepts and ideas from the great intellects of the past is the heart of mathematics.

This type of learning is time-consuming and intensive. In thermodynamic terms, if it's going to happen, we have to put some work into it. Yet the excitement and vitality that results from actually learning how to think critically and responsibly cannot be overstated. It implies an ability to engage reality and to discover what the truth really is, rather than descending into skepticism and inertia. It is the development of reason itself, and it is worth our best efforts.