SAVANNAH STATE UNIVERSITY
1890

OFFICE OF ACADEMIC AFFAIRS

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April 22, 2011

Dr. Linda Noble
Associate Vice Chancellor for faculty Affairs
University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble:

It is my great honor to write this letter of support to nominate Dr. Mulatu Lemma, as a candidate for the Regents' Teaching Excellence Award 2012. Dr. Lemma is among the best and the brightest educators in academe. In my role as Vice President for Academic Affairs, I have found that Dr. Lemma demonstrates impeccable character, work ethics, and dedication. He holds a Bachelor of Science in Mathematics Education, a Master of Science degree in Applied Mathematics and a Master of Arts and doctorate in Pure Mathematics from Kent State University.

Dr. Lemma recently won the 2011 Distinguished Faculty Teaching Award at Savannah State University. He has an enviable record of achievement as an effective student mentor, master teacher, and faculty researcher. He has worked tirelessly to increase enrollment and graduation in mathematics. His students have touted their appreciation of his tutelage and mentorship. Noteworthy is one of his protégé's and recent graduate, Mr. Kelvin Frazier, who was accepted to Massachusetts Institute of Technology (MIT). Dr. Lemma's teaching philosophy is the guiding principle for his phenomenally successful teaching career; he states, "...students are as important to the teaching process as I am. I must be enthusiastic in my teaching to motivate my students as well as be prepared for class." Dr. Lemma offers valuable discussion regarding research ideas and career plans with his students. He provides support and inspires trust, both professionally and personally. He willingly gives his time to students to help them progress. According to student comments, he offers friendship, is a role model, and has acted as an advocate during difficult situations. He has directed and involved students in research wherein they have won national competitions. He epitomizes excellent student mentorship. He is a tenured, 16-year master teacher, and faculty researcher as well as an effective student mentor.

He has over 40 publications in refereed journals, participated in or facilitated workshops, seminars, and conferences. He is involved in Community Service and Outreach (Youth Taskforce). He has professional affiliations with the Mathematical Association of America (MAA), the American Mathematical Society (AMS), the National Association of Mathematicians (NAM), the Georgia Academy of Science and he is currently the Principle Investigator for the $1.5 million NSF funded PRISM grant at Savannah State University.

Savannah State University is honored to have an outstanding faculty member such as Dr. Lemma. His strong commitment to teaching and learning; his commitment to enrollment growth, research and grantsmanship, qualifies him for my unbiased recommendation. I offer my recommendation without reservations.

Sincerely,

Mary C. Wyatt

Mary C. Wyatt, Ph.D., CFCS
Vice President for Academic Affairs

SAVANNAH STATE UNIVERSITY

DEPARTMENT OF ENGINEERING TECHNOLGY & MATHEMATICS

Box 20089
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March 9, 2011

Board of Regents of the University System of Georgia
270 Washington St.
Atlanta, GA. 30334-1450

Dear Board of Regents of the University System of Georgia:

Subject: Letter of Support for Dr. Mulatu Lemma's Nomination for the Excellence in Teaching Award

I am writing this letter of support for Dr. Mulatu Lemma's nomination for the USG Excellence in Teaching Award. I have known Dr. Lemma for more than eight years now. I have known him as a colleague when I first came here to Savannah State and I now have the pleasure of knowing him as his direct supervisor within the Department of Engineering Technology and Mathematics. I cannot think of anyone else within the university that is more deserving of this award. I view Dr. Lemma as the quintessential distinguished professor and we are proud and honored to have him as part of this department, college and university. I have been in the position to observe Dr. Lemma as it pertains to student teaching, advisement, mentoring and coaching. He is extremely student focused and has a passion for teaching that one would be challenged to match. His desire and aim is to make sure that the material is presented in a manner that students can understand. If students don't understand the material, he goes the extra mile and works with the student one on one to ensure that they learn the subject matter. Dr. Lemma and I and often times have had conversations about teaching and student engagement and never has his position wavered from what he first stated to me; he believes that we must meet the students where they are academically, keep the bar raised but provide the extra support above and beyond what's required to help the student learn and to let them know that we care about them and their future.

Dr. Lemma is published extensively and well known throughout the international mathematics community. Many of the papers that he has published have been papers that he has worked on with some of his students. Dr. Lemma regularly engages students to work with him on mathematics research whether it is through a sponsored research grant or as a non funded scholarly activity through which Dr. Lemma seizes the opportunity to mentor and advise his students. Each year Dr. Lemma is known to personally allow several students to work with him on publishable papers. These students become published either with Dr. Lemma on the paper or on their own with his assistance. Dr. Lemma exhibits a selfless persona when it comes to working with his students, engaging them and encouraging them to reach higher heights and bring out the best in themselves. Also, Dr. Lemma is currently the Principle Investigator for our NSF funded PRISM grant. He has done an excellent job in ensuring that the activities carried out under the umbrella of this grant are student focused and that the results of the actual activities meet or exceed the intended outcomes from the original proposal.

It is truly an honor for me to write this letter of support for Dr. Lemma's recommendation for the USG Excellence in Teaching Award. My only hesitance is that the words I place on this paper may not do justice enough for a man that has a deep passion for his field and commitment to his students. I give my highest support to the nomination of Dr. Mulatu Lemma for the USG Excellence in Teaching Award.

Sincerely,

Dr. Jonathan P. Lambright, Chair

CURRICULUM VITAE

Dr. Mulatu Lemma, Professor of Mathematics, Department of Engineering Technology and Mathematics, Savannah State University, (912) 358-4303: lemmam@savannhstate.edu

Education:

B.S. (Mathematics Education), Addis Ababa University, Ethiopia, (1978); M.S. (Applied Mathematics) Addis Ababa University, Ethiopia, (1982); M.A. (Pure Mathematics), Kent State University, (1993); PhD, Pure Mathematics, Kent State University, (1994)

Academic Experience:

1999 – Present	Professor, Mathematics	Savannah State University
1994 – 1999	Associate Professor, Mathematics	Savannah State University
1988 – 1994	Teaching Assistant, Mathematics	Kent State University
1978 – 1988	Lecturer Mathematics,	Addis Ababa University, Ethiopia

Teaching Experience: 1994 - present:

Courses Taught: College Algebra, Pre-Calculus, Business Mathematics, Discrete Mathematics, Analytical Geometry, Calculus I, Calculus II, Calculus III, Differential Equations, Foundation of Higher Mathematics, Modern Geometry, Number Theory, Topology, Abstract Algebra I, Abstract Algebra II, Real Analysis I, Real Analysis II, Complex Analysis, Senior Seminar and Mathematical Research.

Courses Developed: Differential Equations, Number Theory, Calculus III, Abstract I & II, Real Analysis I & II, Complex Analysis, Introduction to Discrete Mathematics, and Modern Geometry.

Lab Developed: Computerized Discovery Mathematics Lab was developed in fall 2009 through the PRISM grant. The lab is used for teaching, coaching, and mentoring students in STEM disciplines.

Selected Honors/Awards (out of 10)

1. 2010-11 SSU Distinguished Faculty Award	2010
2. Who's Who Among America's Teachers	2007
3. Who's Who Among America's Teachers	2006
4. Who's Who Among America's Teachers	2005
5. Who's Who Among America's Teachers	2004
6. Who's Who Among America's Teachers	2002

Selected Publications on Refereed Journals (* published with students)

1. **Mulatu Lemma and Keith Lord,** The G^2 – Translativity of Abel-Type and Logarithmic Transformations. *Southeast Asian Bulletin of Mathematics, 34(5):865-876 (2010).*
2. **Mulatu Lemma,** Taylor Transformations into G2. *International Mathematics Forum, 5(62): 3079-3093 (2010).*
3. **Mulatu Lemma and George Tessema,** The Gw Translivity of Logarithmic and Abel-Type Transformations. *International Math Forum, 5(43): 2121-2130 (2010).*
4. ***Mulatu Lemma, George Tessema, and *Michael Tessema,** Taylor Transformations into l. *Advances and Applications in Mathematics, 6(1): 103-111, (2010).*
5. **Mulatu Lemma, Nhi Vuong, and Keith Lord**, Taylor Transformations into G^2w. *Advances and Applications in Mathematics. 2(2): 249-257(2010).*
6. **Mulatu Lemma**, Logarithmic and Abel-Type Transformations into G^2w. *South East Asian Bulletin of Mathematics, 34(5): 299-307(2010).*
7. **Mulatu Lemma and Jonathan Lambright**, The G-Translativity of Logarithmic Transformations. *Advances and Applications in Mathematical Sciences, 2(1): 159-166 (2010).*

8. **Mulatu Lemma and Jonathan Lambright**, A Note on Special Abel Matrices into l. *International Mathematical Forum, 4(33):1623–1633 (2009).*
9. **Mulatu Lemma**, The G-Translativity of Abel-Type Transformations. *Sarajevo Journal of Mathematics. 5 (17): 89-97 (2009).*
10. **Richard Patterson and Mulatu Lemma**, Four Dimensional Matrix Characterization of Double Oscillation Via RH-Conservative and RH-Multiplicative Matrices. *Central European Journal of Mathematics 6(4): 581-594 (2008).*
11. ***Stacy Cobb, *Natasha Patterson, and Mulatu Lemma**, The Fascinating Mathematical Beauty of Triangular Numbers, summer 2007. *Georgia Journal of Sciences, 66(4), 158-168 (2008).*
12. * **Kimberly Jones, *Stephanie Parker, and Mulatu Lemma**, The Mathematical Magic of Perfect Numbers, summer 2006. *Georgia Journal of Sciences, 66(3), 97-106 (2008).*
13. **Mulatu Lemma**, Taylor Transformations into G. *South East Asian Bulletin of Mathematics, 31(1): 1140-1156 (2007).*
14. **Mulatu Lemma,** Logarithmic Weighted Mean Matrices. *South East Asian Bulletin of Mathematics, 29(1): 115-118 (2005).*
15. **Mulatu Lemma**, Logarithmic Matrix Transformations into Gw. *International Journal of Mathematics and Mathematical Sciences 25(3): 1309-1314 (2004).*
16. **Mulatu Lemma**, The l^2 – Translativity of Abel-Type Transformations. *South East Asian Bulletin of Mathematics, 28(1): 81-86 (2004).*
17. **Mulatu Lemma**, The Taylor Transformations into Gw Transformations. *South East Asian Bulletin of Mathematics, 28(2): 299-304(2004).*
18. **Mulatu Lemma**, The l^2 – Translativity of Abel-Type Transformations. *South East Asian Bulletin of Mathematics, 28(1): 81-86 (2004).*
19. **Mulatu Lemma**, Abel-Type Transformations into G. *South East Asian Bulletin of Mathematics, 28(1): 73-80 (2004).*
20. **Mulatu Lemma**, Logarithmic Transformations into G. *South East Asian Bulletin of Mathematics, 25(4): 643-652 (2002).*
21. **Mulatu Lemma and George Tessema**, Abel-Type Transformations into Gw. *International Journal of Mathematics and Mathematical Sciences, 28(2): 103-109 (2001).*
22. **Mulatu Lemma**, Trigonometric Integrals. *College Journal of Mathematics, 32(1): 62 (2001).*
23. **Mulatu Lemma and George Tessema**, Abel-Type Weighted Means Transformations into l. *International Journal of Mathematics and Mathematical Sciences, 23(2): 107-114 (2000).*
24. **Mulatu Lemma**, The l-Translativity of Abel-Type Matrix. *International Journal of Mathematics and Mathematical Sciences, 23(2): 189-195 (2000)*
25. **Mulatu Lemma**, Abel-Type Transformations into l. *International Journal of Mathematics and Mathematical Sciences, 22(4): 775-784 (1999).*
26. **Mulatu Lemma**, Logarithmic Transformations into l. *Rocky Mountain Journal of Mathematics, 28 (1): 263-266 (1998).*

Selected Research Papers Presented at National Conferences (out of 11):

1. **Mulatu Lemma**, The Gw- Translativity of Logarithmic Transformations, presented at MAA Southeastern Section Conference, Elon University, Elon, NC, and March 2010 .
2. **Mulatu Lemma**, Milking the Fascinating Applications of Geometric Power Series, MAA Math Fest, Madison, WI, August 2008.
3. **Mulatu Lemma**, The G- Translativity of Logarithmic Transformations, Southeastern Conference, Georgia Southern University, Statesboro, GA, March 2007.

4. **Mulatu Lemma**, l-Translativity of Abel Type Transformations, MAA Southeastern Section Conference, Montgomery, AL, March 2001
5. **Mulatu Lemma**, Logarithmic Transformations into l, MAA Southeastern Section Meeting, Atlanta, GA, March 1997.

Selected Student Research Activities Mentored (out of 35):

1. **Shayana Thomas,** Triangular Numbers are Everywhere, presented at the ERN National Conference in Washington. D.C, February 2011
2. **Robert Kiser and Chasity Fuller,** Fibonacci Numbers in Action, summer 2010. The students presented the results at the **PSLSAMP and ERN** Conferences and won third place for their oral presentation during the PSLSAMP Conference in September 2010 at the University of Georgia
3. **Earnest Baulkmon,** The Fascinating and Mysterious Fibonacci Numbers, summer 2008. The student presented the results at the **PSLSAMP and HBCU-UP** National Conferences and was awarded first and third places, respectively.
4. **Stacy Cobb, Natasha Patterson**, and Mulatu Lemma, The Fascinating Mathematical Beauty of Triangular Numbers, summer 2007. Results were presented at the HBCU-UP National Conference and were awarded second place.
5. **Kimberly Jones, Stephanie Parker**, and Mulatu Lemma, The Mathematical Magic of Perfect Numbers, summer 2006. Results were presented at **PSLSAMP National Conference** and were awarded first place.
6. **Rochelle Randall,** Search for Simple Groups Using Sylows Theorems, presented at SSU in spring 2005.

Selected Grants Funded (out of 5):

Grants Funded	Agency/Source	Amount	Period
1. College Algebra Reform (PI)	West Point	$ 5000	2007 - 2009
2. PRISM(PI)	NSF	$ 1.5 million	2009 - 2014

Selected Service (out of 46):

1. Mathematics Program Coordinator	Fall 2000 to present
2. Faculty Senate Member	Fall 1993 – Fall 1995
3. Faculty Affairs Committee	Fall 2002 – 2006

Professional Service (out of 6):

1. Panelist for grant reviews at NSF	Spring 2010 & 2011
2. Referee for Georgia Journal of Sciences	2008 – present
3. Referee for MJMS Journal	2007- present
4. Co-Advisor of Mathematics In Training (MIT) at SSU	Fall 2000- Fall 2009

Selected Seminars, Workshops, and Conferences Attended or Conducted (out of 61):

1. ERN National Conference, Washington, DC	February 2011
2. PSLSAMP National Conference, Athens , GA	September 2010
3. HBCU-UP National Conference, Atlanta, GA	October 2008
4. QEM Conference, New Orleans, LA	June 2008
5. Sponsored 15 monthly seminars for PRISM Scholars	Fall 2009- Present

Membership in Professional and Honor Societies:

1. American Mathematical Society	2000-2009.
2. Mathematical Association of America	2000- present
3. National Association of Mathematicians	2002- present

REFLECTIVE STATEMENT ON TEACHING AND LEARNING:

"Fruitful teaching necessitates that we see the world through the eyes of our students." Lawrence D. Perez

Introduction:

I am a Professor and Coordinator of Mathematics at Savannah State University (SSU). I am both a teacher and a scholar. I teach and conduct research because they are what I love and enjoy doing. I have taught many math courses ranging from College Algebra to Senior Seminar and I have 34 years of experience teaching math in Africa and in the USA. Teaching math is a challenging adventure that includes dangers, successes, discouragements, and delights. Teaching math involves more than knowing and enjoying the subject. In fact, learning how to be an effective teacher is as hard as learning the math itself. We must remember that the method of instruction that is appropriate is itself a function of the strategy involved and depends on the motivation of the students.

I have attended numerous conferences and workshops that deal with the productive enrichment of teaching and learning. I always try my best to provide superior teaching methods for my students to help them foster academic success. I also try to remain active in scholarly and creative activities that are supportive of the teaching of, and the learning by, students. I am always approachable, aware of my students' backgrounds, and willing to sacrifice by going the extra mile to get students involved. In my opinion, there is no magic teaching formula that can be used for all of my courses. I am supportive of various teaching styles and I am not strongly attached to one particular type of teaching method. My teaching method varies depending on the course and the students I am teaching. The effectiveness of my teaching is measured by the number of students who are able to learn and succeed. The foundation of my teaching and learning philosophy is that my engagement of the fostering of academic success of students is in the heart of the teaching and learning process. I am guided by the following six key principles:

1. Be Aware of the Mathematical Backgrounds of Students:

The Teaching Principle states that, "Effective mathematics teaching requires understanding what students know and need to learn and then challenging and supporting them to learn it well." Our students come to us with different mathematical skills, different study habits, and different levels of fear toward math. The first task when teaching a math class is to identify the level of exposure and mastery of mathematical concepts by administrating a pre-test. In order to teach productively, we must know the mathematical skills of our students, and then be able to apply appropriate teaching methods. We also need to have a sufficient understanding of different teaching styles in order to reach a diverse population of students. In teaching, we must always make the classroom atmosphere open and welcoming for all students and must be ready to work with them regardless of the students' level of comfort with math. Once they are with us, we must have genuine interest in our students and accept the responsibility to shape and mold them. "Every student can learn, just not on the same day, or the same way". -- George Evans

2. Be Enthusiastic and Well-Prepared for Class:

Both thorough preparation and enthusiasm can inspire students to become effective learners. I frequently refer to multiple books, research papers, and computer resources in preparation for each class. Teachers must be held accountable for being well-equipped for class and for using methods that facilitate student learning and understanding. Teaching is a planned activity and advanced planning is vital. My preparation results in the confident, effective communication of the subject. I enjoy developing illustrative examples to aid in the mastery and retention of concepts. My approach has been highly regarded by students, particularly those in lower level math courses. My students have repeatedly told me that they also admire my energetic and enthusiastic approach to teaching and that they will use it as a model should they decide to teach.

3. Be Committed to Giving Frequent Homework Assignments For Practice:

For success in math, there is no substitution for frequent practice. On the first day of class, I tell my students that mathematics is only learned and mastered through frequent practice. Students who have a good grasp of math are those who have developed effective critical thinking and problem-solving skills through regular practice. I often assign and grade homework assignments. Feedback is given to students immediately. I am known for giving many homework assignments and students complain about this. In response, I always reassure my students that homework is not given to punish them; it is given because it is the best way to assess and develop their mathematical skills. Homework is a tool for them to realize whether or not they actually understand the material discussed in class.

My homework assignments are always designed to help the students clearly understand the concepts taught and to master efficient problem- solving and critical thinking skills. If they have trouble with the homework, I encourage them to come to me as soon as possible for hints. In my opinion, without doing homework and practicing, learning math is virtually impossible.

4. Be Engaged in Creating a Student–Centered, Active Environment:

In my teaching, I try to avoid the "teacher talks and students listen" model. My objective is always to generate a dynamic creative climate where students freely discuss and teach each other. Mathematical conceptual retention is best when the students are actively involved in the teaching and learning process rather than being passive receptors of knowledge. By constantly refining and changing my interactions with the students, I encourage a student-focused and dynamic classroom environment. Students are encouraged to ask questions without fear of any judgment. Students become actively involved in classroom learning by going to the board to solve problems with my assurance that they should not be concerned about making mistakes during this process. I believe that students learn from each other's mistakes also.

I also encourage my students to participate in group mathematical discussions and peer tutoring, which are great tools. I arrange students in small groups and often provide them challenging work sheets to be completed in and out of class. The active mathematical discussion in the small groups provides a positive learning environment that helps students learn and easily master concepts by teaching themselves. I have had personal success with the system when I was a student working in groups with my peers. I realized then that when we were by ourselves, arguing about the correct solution to a mathematical problem, everyone would benefit and learn from another's point of view.

5. Using the "Early Warning System" (EWS) as a Supportive Teaching and Learning Tool:

It is my strong belief that math instructors must go the extra mile and work closely with those students who need help. As a responsible and dedicated instructor, I am always concerned about the success of students in my courses. Therefore, I recently started using EWS, which is based on practical academic coaching and mentoring. It is a very effective tool that facilitates the academic success of students in need of extra help. I am a strong advocate of EWS, which is implemented as follows: If a student earns less than a C on the first test, I will write, "Please see me" on his/her test paper and will begin offering immediate, well-organized, coaching, re-teaching and mentoring. I work with the students at least two hours a week and have them practice problem solving by providing different examples to help build confidence with solving problems.

Effective use of EWS requires dedication and willingness to make sacrifices outside the classroom. Thus, I must sometimes work with students on Saturdays and Sundays. For example, I worked with eight students on Saturday 4/2/11 from 11:00 to 1:00 pm. A colleague who once witnessed me helping students on Saturday said jokingly, "Dr. Lemma, do you have time to cut the grass in your garden?" Since I began implementing the EWS, students who have taken advantage of the opportunity have improved significantly. Some students have even earned an A or B in the course. Some have also changed their majors to math. In spring 2010, a student in my Calculus III course who earned a D on the first test earned an A for the course by taking advantage of the

EWS and surprisingly changed her major from computer science to mathematics. In fall 2010, I worked with eight students and in spring 2011, I worked with ten students and all the ten students were able to pass with C. If it was not for EWS, most of these students would have dropped their courses by the midterm.

The Dean of the College of Science and Technology and the Chair of the Department of Engineering Technology & Mathematics have been very receptive to the use of this system. Some colleagues within and outside of my university have also responded favorably.

6. Be Committed to Undergraduate Mathematical Research:

A scholarly approach to teaching and learning is vital. I firmly believe that students must be involved in early mathematical research and be challenged to think outside the box. Early research exposure at the undergraduate level cultivates students to become capable researchers for our nation and is highly encouraged by the National Science Foundation (NSF). I am passionate about research and am a widely published researcher. A noteworthy accomplishment is the publication of seven of my papers in refereed journals in 2010. I inspire and invite students to conduct research with me through extensive teaching, mentoring, coaching, and advising. I create a favorable environment for success by stimulating students to develop genuine interest in the conduct of independent research by referring them to books, journals and computer resources. I am very proud that over the last 6 years, 15 students have successfully produced strong research papers and have presented their findings at national conferences. Some of these students have even published in refereed journals. I sometimes use their published papers to teach the upper level courses and this make me actually very proud. I have often shared copies of published papers with senior and junior math students.

The undergraduate research experience helps students become self-sufficient learners and facilitates their academic success. I have observed greater motivation to pursue graduate school and greater academic success among students with research backgrounds. One of my most important ongoing goals is to cultivate more African American students with interest in mathematical research and to promote greater interest in attending graduate school. In the 2010-2011 academic year, I have volunteered to coach and mentor eight students in the conduct of mathematical research. I worked with four students in fall 2010 and with the other four students in spring 2011. I hope that my commitment to these eight students will result in significant contributions to our nation and to the various disciplines of mathematics. My mentees were: Chasity Fuller, Jorris Alford, Shayana Thomas, Rhecia Goodly, Fenaria Jernigan, Elisabeth Oliver, Kenneth Cain, and Shamyra Adams. Some of these students were able to discover new, impressive, results which have potential to be published in refereed journals. As a dedicated mathematician, I view myself as both a role model and an expert who nurtures confidence and competence in future mathematicians.

Conclusion:

I am devoted to bringing distinction and honor to my profession and to demonstrating excellence in teaching. As a math instructor, I want my students to feel that they are valued members of a learning community here at SSU. I wholeheartedly believe that responsible instructors must care and make sacrifices for student learning and success. I am always committed to caring and fostering the academic success of my students. My commitment to my students is so strong that if I ever felt I no longer cared about my students' learning and advancement, I would leave the classroom immediately and seek another vocation.

SUPPORTIVE DOCUMENTS FOR EVIDENCE OF TEACHING EXCELLENCE:

1. Success of Students:

Fruitful teaching is the root of academic success of students. I have been loyal in investing my time and talent in the areas of academic coaching, retention, re- teaching, mentoring, advising, and early research activities in order to foster the academic success of students. The following are selected summaries in support of my efforts to promote the academic success of students. Some evidences of my teaching excellence are also given on my teaching philosophy above.

(a.) I have been actively involved in ensuring that the Math Program provides an outstanding teaching and mathematical research experience to prepare students for graduate school. I mentored twenty-one students in mathematical research in the last 6 years and fifteen of my students presented their research results at local and national conferences at least once. Of the nine presentation awards given; 4 were first place winners, 2 were second place winners, and 3 were third place winners. Two students also received travel awards. Two students published their papers in the *Georgia Journal of Science* (2008) and one published in the *Advances and Applications in Mathematical Sciences Journal (*October 2010), which is a tremendous success for a small teaching university. One of my non-traditional students, Rochelle Randall, who graduated with research experience in spring 2005, will receive her PhD in Math from the University of Leicester in England in summer 2011. Her first degrees were in Latin and Sociology (1969). She dedicated her Master's Thesis to me in recognition of my great support for inspiring her to return to full time study as a math major, and for efficiently mentoring her. Also, two of my former mentees, Earnest Baukman and Kelvin Frazier, began PhD programs at the Medical College of Georgia (2009) and MIT (2010), respectively.

(b.) Four of my mentees/advisees received Masters in Mathematics in the past two years.

(c.) Three of my mentees/advisees, Earnest Baukman, Kelvin Frazier, and Terry Woodford, received the Highest Academic Achievement Award of the College of Science and Technology (SSU), in fall 2009, spring 2010, and fall 2010, respectively. The Mathematics program won this award 3 consecutive times and was noted by our Dean and Department Chair. The Program is very proud of these academic achievements.

(d.) I was nominated and listed on Who's Who Among America's Teachers five times (2002, 2004, 2005, 2006, and 2007). Being able to be nominated five times indicates excellence in teaching.

(e.) In November 2010, Savannah State University awarded me the Inaugural Distinguished Faculty Teaching Award, which "recognizes a faculty member who brings distinction and honor to the profession and demonstrates excellence in teaching."

(f.) My student evaluations have always been very high, in the top 5% which I strongly believe is closely linked to successful learning.

(g.) In February 2006, I was recognized by, and given a certificate of service from, HBCU-UP for my "diligent and tireless efforts in support of student achievement."

(h.) Selected Comments from Journal Reviewers on my Students' Mathematical Research Articles.

(1.) "This is an excellent article giving a summary of the basic properties of Fibonacci numbers as well as some applications. This is the kind of paper everyone should have in their library for quick reference on Fibonacci numbers." (on article by student Earnest Baukman, 2009)

(2.) "Excellent paper, very informative, and easy to read, even for a beginner in number theory" (on article by students Kimberly Jones and Stephanie Parker, 2008)

(3.) "This is an excellent introductory article that can be used for a calculus course or for someone working in applications. Geometric series appear everywhere, and the authors do a good job in

showing the different aspects of it." (on article by students Alicia Ware and Shakira Spencer, 2009)

2. Significant Growth of the Mathematics Program and Students' Success:

In the opinion of the Department Chair, "Math is one of our strongest programs on the campus, and with the addition of the four or five faculty that we will hire for this fall; we will be on the rise for regional and national attention." As coordinator of mathematics, I have been instrumental to the growth of the program and have had a very active role in increasing the number of mathematics majors and graduates through effective retention, recruitment, mentoring, and coaching. The number of students attending graduate schools, as well as the number of students conducting mathematical research is steadily increasing. At present, the number of mathematics majors at SSU is close to 105, which is comparable to the number of math majors at some significantly larger universities. The number of graduates is also greatly increasing and we graduated 17 students in 2010-2011. Ten years ago, less than ten students graduated from this program and we were identified as a threshold program. Thus, there has been notable growth.

3. The PRISM Grant and Its Impact on Fostering Academic Success of Students:

In September, 2009, SSU received from the National Science Foundation, $1.5 million over five years for the Proactive Recruitment in Introductory Science and Mathematics (PRISM) Program, of which I am the PI. Under my supervision the grant provides: (1) scholarships for 30 freshman/sophomores majoring in STEM disciplines, (2) summer discovery learning and field work which includes site visits to GA Tech-Savannah Campus and to local industries, (3) enrichment of introductory STEM classes with hands-on applications, and (4) a monthly seminar series where career options and technical and professional development are offered to SSU students. In addition, an impressive, computerized mathematics laboratory with thirty computers was established in 2009. This Math Discovery Lab is used for teaching and is also a campus-wide center for tutoring in STEM disciplines. In general, I have been able to secure over $2 million in grant monies over the last six years for scholarships, courses enhancement, faculty training, and establishments of laboratories.

4. Sample of Course Syllabus (condensed):

Course Title and Number: Abstract Algebra I – MATH 4101, Spring 2011

Course Description (3 credit hours): Sets, Mappings, Relations, Binary Operations, Integers, Introduction to Groups, Subgroups, Cyclic Groups, Permutation Groups, Isomorphism, Homomorphism, Normal Subgroups, Quotient Groups, and Finite Abelian Groups.

Prerequisite: Math 3211

Instructor:	Dr, Mulatu Lemma		
Office Hours:	M-F: 9am – 10 am & 11:00am – 12:00 pm		
Office:	Herty 209		
Phone:	358-4303	**Email:**	lemmam@savannahstate.edu
Classroom:	Herty 200	**Time:**	TR 1:00 pm – 2:15 pm

Textbook: Elements of Modern Algebra, 7th Edition, by Gilbert and Gilbert

Course Objectives: The course is designed to introduce the students to abstract mathematical systems; to further develop the ability to prove; and to introduce mathematical vigor.

Teaching Method: Lecture and discussion are the primary means of instruction. Students are encouraged to be active classroom participants and not passive receptors of knowledge. Class lectures are complemented with well-prepared, illustrative examples, handouts, worksheets for small group assignments, and graded homework with immediate feedback. Warm-up problems are always given at the beginning of each class to review the previous concepts. Study guide worksheets are provided a week in advance in preparation for each test and for the final examination. A special academic coaching session is also held the day before each

test and final. Re- teaching and re-testing are sometimes necessary and provided when the concept being taught is a bit challenging to most students.

Most of the examinations require students to prove concepts using theorems given in class. The examinations require good problem- solving and critical thinking skills. Selected samples of examination problems are: (1) Prove that every cyclic group is abelian. (2) Prove that every group of order prime is cyclic. (3) Prove that the center of a group is a normal subgroup. (4) Prove that the group G is abelian $\Rightarrow$ the quotient group G/H is also abelian. (5) Show that the converse to problem 4 above is false. (6) Let f: A$\Rightarrow$ B be a group monomorphism. Prove that if B is ableian $\Rightarrow$ A is abelian.

. **Assessment Tools:** *All dates are tentative and may be changed

Requirement	*Date	Weight
Homework & Quizzes		**20%**
Test 1	**January 27**	**15%**
Test 2	**February 24**	**15%**
Test 3	**March 10**	**15%**
Test 4	**April 21**	**15%**
Final Exam		**20%**
Total		**100.00%**

COURSE OVERVIEW:

- Quizzes are given every Thursday unless a test is being administered on that day.
- Four tests and a comprehensive final examination will be given. A study guide will be provided a week prior to each test.
- There are no make-ups for tests and quizzes without an official excuse.
- Homework will be collected and graded.
- Students are strongly encouraged to ask questions in class.
- Students are encouraged to attend classes regularly and to be punctual. Habitual late-comers may be refused entrance, as this tends to disrupt students' concentration.

Grading Scale:

Letter Grade	A	B	C	D	F
	100 – 90	**89 - 80**	**79 - 70**	**69 - 60**	**59 - 0**

Disability Accommodations:

If a student has a documented and declared disability, reasonable accommodations will be provided if requested by the student according to the recommendations of the Office of Counseling and Disability Services (CDS) (912) 356-2285/ (912) 303-1650/ (912) 356-2202.

5. Student Evaluation of Instruction (2007–2010):

Evaluation criteria	Statistical Analysis	Spr 07 N=71	Fall 07 N=55	Spr 08 N=64	Fall 08 N=54	Spr 09 N=77	Fall 09 N=82	Spr 10 N=43	Fall 10 N=38	3-yr Avg.
Clearly stated course objectives	Mean SD	**4.72** **0.54**	**4.58** **0.63**	**4.38** **1.06**	**4.80** **0.56**	**4.69** **0.61**	**4.68** **0.66**	**4.70** **0.56**	**4.92** **0.38**	**4.68**
Knowledgeable of the course content	Mean SD	**4.83** **0.41**	**4.78** **0.46**	**4.84** **0.37**	**4.87** **0.44**	**4.88** **0.36**	**4.93** **0.34**	**4.88** **0.39**	**4.84** **0.55**	**4.86**
Enthusiastic about the subject	Mean SD	**4.70** **0.54**	**4.58** **0.69**	**4.42** **0.85**	**4.69** **0.64**	**4.65** **0.68**	**4.48** **0.79**	**4.72** **0.59**	**4.89** **0.31**	**4.64**
Effective use of class time	Mean SD	**4.73** **0.48**	**4.71** **0.53**	**4.64** **0.72**	**4.81** **0.52**	**4.82** **0.45**	**4.83** **0.49**	**4.81** **0.45**	**4.95** **0.22**	**4.79**
Present and on time for class meetings	Mean SD	**4.76** **0,49**	**4.72** **0.53**	**4.76** **0.47**	**4.83** **0.43**	**4.61** **0.46**	**4.86** **0.38**	**4.81** **0.45**	**4.82** **0.56**	**4.77**
Makes good use of examples	Mean SD	**4.66** **0.70**	**4.67** **0.61**	**4.67** **0.86**	**4.85** **0.36**	**4.75** **0.52**	**4.77** **0.64**	**4.81** **0.45**	**4.92** **0.27**	**4.76**
Presents course material effectively	Mean SD	**4.62** **0.72**	**4.64** **0.56**	**4.52** **0.69**	**4.80** **0.49**	**4.70** **0.56**	**4.63** **0.79**	**4.76** **0.53**	**4.90** **0.31**	**4.70**
Encourages class participation	Mean SD	**4.76** **0.49**	**4.73** **0.49**	**4.61** **0.73**	**4.78** **0.54**	**4.79** **0.47**	**4.74** **0.56**	**4.74** **0.49**	**4.90** **0.38**	**4.76**
Reasonable evaluation of student's work	Mean SD	**4.68** **0.58**	**4.67** **0.55**	**4.70** **0.58**	**4.85** **0.45**	**4.77** **0.48**	**4.87** **0.38**	**4.72** **0.67**	**4.90** **0.31**	**4.77**
Returns tests within a reasonable time	Mean SD	**4.72** **0.51**	**4.75** **0.44**	**4.70** **0.61**	**4.85** **0.41**	**4.77** **0.51**	**4.88** **0.36**	**4.72** **0.59**	**4.85** **0.37**	**4.78**
Helps students with questions and problems	Mean SD	**4.76** **0.46**	**4.71** **0.50**	**4.59** **0.75**	**4.91** **0.29**	**4.82** **0.42**	**4.85** **0.47**	**4.65** **0.61**	**4.90** **0.31**	**4.77**
Well prepared for class	Mean SD	**4.76** **0.49**	**4.71** **0.46**	**4.42** **0.85**	**4.87** **0.39**	**4.65** **0.66**	**4.83** **0.44**	**4.81** **0.45**	**4.89** **0.39**	**4.74**
Shows respect for student's ideas/opinions	Mean SD	**4.65** **0.66**	**4.62** **0.87**	**4.59** **0.75**	**4.87** **0.44**	**4.81** **0.43**	**4.76** **0.78**	**4.65** **0.87**	**4.90** **0.31**	**4.73**
Rate the instructor as excellent overall	Mean SD	**4.74** **0.58**	**4.66** **0.61**	**4.55** **0.66**	**4.87** **0.34**	**4.82** **0.45**	**4.71** **0.64**	**4.67** **0.64**	**4.95** **0.22**	**4.75**

SD: Standard Deviation; N = Number of students

The 3-year average mean for all variables ranges from **4.64-4.86 (93.0% -97.0%).** In general, my student evaluations are always in the top 5% and are therefore considered excellent. This clearly indicates excellence in teaching, which I strongly believe is also closely linked to successful learning.

6. **Fostering the Academic Success of Students through Outside of Classroom Activities :**

(a.) As Co-Advisor of Mathematics in Training (MIT), the student mathematics club, I spend a lot of time interacting with students and participating in their activities. I also try my best to encourage the development of a strong work ethic. I emphasize to students that studying must come first.

(b.) I have accompanied students to national conferences to present papers at least twice a year.

(c.) As PI of the PRISM grant; I am actively involved with weekly mentoring and advising of PRISM scholars. Through PRISM, we also offer monthly seminars that help foster student academic success.

(d.) I work closely with students in recruitment and retention. Recently, the mathematics program has improved its retention rate, in large part because of out of class academic supports.

(e.) I actively participate in all mathematics student research presentations at SSU and provide relevant comments that encourage development.

(f.) I offer special out-of-class coaching the day before each exam including the final examination. Students really appreciate this supportive extra help and have even requested that all other math instructors do the same.

(g.) I worked with 21 students in mathematical research over the last 6 years.

(h.) My advocacy for student success is also evident through the assistance I provide to those seeking summer internship and graduate school opportunities. Recently, some of my students were invited to participate in summer internships sponsored by NASA.

7. **The following selected remarks from several individuals reflect my distinction and honor in the profession and demonstrate excellence in teaching:** The remarks have played a great role in encouraging me to be more effective in teaching and more productive in research.

(a.) From Dr. Carlton Brown, Former President of SSU:

(1) "Congratulations on your recent publication. In addition to enhancing the overall scholarly image of Savannah State University, your work clearly gains international attention." April 25, 2005

(2) "Congratulations on receiving funding for your Teaching and Learning Grant proposal. I understand that the competition was very stiff this year. Thus, your accomplishment is noteworthy. I look forward to opportunities to hear more about your research and work as you progress." January 18, 2001

(3) "Congratulations on your selection and placement in the latest publication of *Who's Who Among American Teachers, 2002*. This recognition and honor is excellent testimony to your instructional prowess as recognized by this University community. Of course, honor to a member of the faculty is an honor to the university. May your good works continue?"

(b.) From Dr. Joseph Silver, Former Vice President of SSU:

(1) "Thank you for sharing the good news about your two recent publications. You are to be commended for this scholarly achievement. I will include this noteworthy achievement in the 2004-2005 Faculty Publication Magazine. In the meantime, I will share the good news with your colleagues via email." May 26, 2004

(2) `"Join me in congratulating Dr. Mulatu Lemma on his recent publications. He has one article published in the *International Journal of Mathematics and Mathematical Sciences*, and two in the *Southeast Asian Bulletin of Mathematics*. We are proud of this stellar achievement."

July 28, 2004

(3) "Thank you for sharing your most recent publication with me. You are to be congratulated for this scholarly output. Your peers join me in wishing you the best as you continue to pursue academic excellence." May 22, 2004

(c.) From Dr. Chellu Chetty, Associate Vice President of Sponsored Research at SSU:

(1) "Thank you Dr. Lemma. I deeply appreciate your efforts to move the Mathematics Program to the next level. In recent years mathematics majors have made significant [progress] in the scholarly activities. I strongly feel that we will be able to move further with the NSF- PRISM grant under your leadership. Keep up the good work. Thank you again." July 8, 2009

(2) "Dr. Lemma. Glad to know that your papers have been published in prestigious journal. Please accept my hearty congratulations." August 13, 2002

(d.) From Dr. Harpal Singh, Former Chair of the Department of Natural Sciences & Math:

(1) "This is an exemplary accomplishment for others to follow. You did this in addition to other responsibilities and teaching. Congratulations keep up the splendid work."

(2) "Dr. Lemma: Congratulations on the award and please keep the nice work for engaging students in mathematics research." October 15, 2007

(e.) From Dr. Gupta, Former Chair of Math at SSU:
"Dr. Lemma is an excellent professor and he takes pride in his work." Jan. 4, 2001.

(f.) From Alicia Ware, Former Student:
"Dr. Lemma is a well–distinguished professor and highly regarded by students and faculty. He interacts well with his fellow co-workers and is a role model for minority students." October 8, 2010.

(g.) From Dr. John V Aliff, Editor of Georgia Journal of Science:
"Thanks, Mulatu for a fine review." October 6, 2008. (I edited research papers for the journal)

(h.) From Dr. Derek Dunn, Dean of College of Science and Technology at SSU:

(1) "Please continue the excellent work you do on the behalf of the university." August 24, 2010 (for a paper published on prestigious journal).

(2) "Congratulations on your recent publications. Please keep up the excellent work you do on behalf of SSU and its students." February 02, 2011.

(i.) From Professor Dorothy Murchison, former colleague, but now retired:
"Congratulations on your scholarly endeavor. You are truly a role model professor."

(j.) Dr. B. Familoni, Former Dean of College of Science of SSU:
"Congratulations Dr. Lemma: Whether anyone notices or not, I encourage you to persist in this type of endeavors." June 20, 2008 (for my scholarly activities with students)

(k.) Comment from Sierra Robinson, Former Student:
"Awesome teacher! I have enjoyed being in your class this semester. I really learned a lot. Thank you." May 1, 2006.

(l.) Comment from Kahntinetta Pr'Out, Current Student:
"He is an excellent educator. I look forward to registering in the course he teaches."

(m.) Comment from Jorris Alford, Former student who graduated on 5/7/11:

"His special tutorial to help students is highly admired by me and other students. I strongly believe that if every math teacher provides caring extra help like Dr. Lemma, learning math would have been simple and fun for students taking math anywhere." March 5, 2011.

(n.) From Andrea Glover, Former student who graduated on 5/7/11:
"Words cannot express how appreciative I am to have had a teacher like you during my matriculation here at Savannah State University. Thanks so much for all you've done." May 3, 2011.

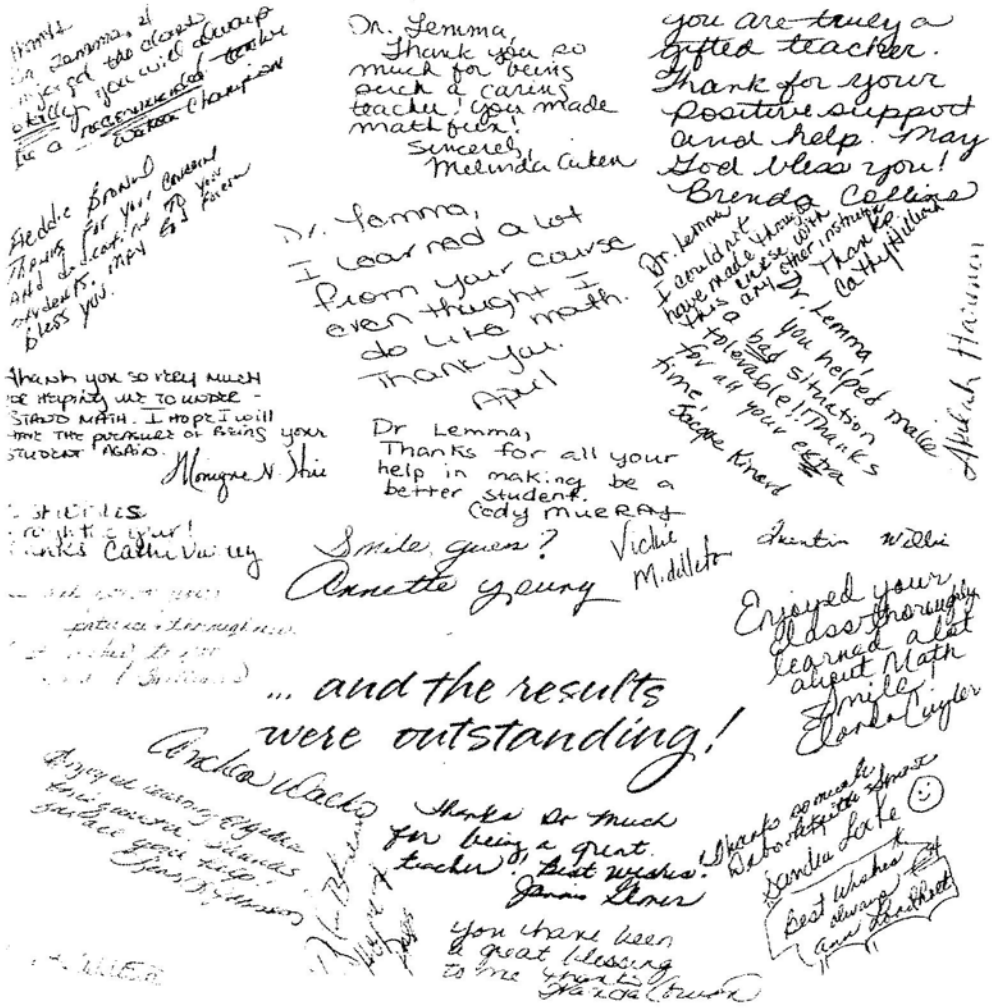
(o.) From Earnest Baulkmon, Former Student:
"Thanks for all the help and support over these past three years. You have been one of the most influential teachers I have ever had." December, 2009

(p.) From Dr. Earl Yarbrough, Former President of SSU:
"Dr. Lemma's role as Coordinator of Mathematics has yielded impressive results." April 6, 2011

(q.) The following comments clearly indicate excellence in teaching. The comments were given by Math 1113 students on the card given to me. The picture to the right includes the former SSU president with my mentee/advisee, Kelvin Frazier, who graduated in spring 2010. He was the SSU President's Second Mile Award recipient of 2010. Kelvin is in graduate school at MIT as of fall 2010. I am deeply rewarded by his great success and I am very proud of him. He is a good role model and we will continue producing many like him in the future.

"A teacher affects eternity; he can never tell where his influence stops." -Henry Adams

MATH 1113 Class



Thank you so much for everything you have done for me. You were always there when I needed advise and I am glad to have had you as my advisor. Double majoring in Chemistry and Math was the best decision I made at SSU. It is all because of you.
God Bless,
Kelvin

Chellu S. Chetty, Ph.D.
Box 40289; Savannah, GA 31404
P: (912) 358 - 4277
F: (912) 353 - 3093
E: chettyc@savannahstate.edu

March 23, 2011

Dr. Linda M. Noble
Board of Regents of University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334-1450

Dear Dr. Noble and Review Committee:

Ref: USG Excellence in Teaching Award - Dr. Mulatu Lemma

I am writing this letter in support of Dr. Mulatu Lemma's nomination for the USG Excellence in Teaching Award. Dr. Lemma's educational background, professional experience and contributions to undergraduate student development at SSU make him uniquely qualified for this prestigious award. I have known Dr. Lemma since 1994, with close contact and knowledge of him as a math faculty and as participating faculty in the NSF-MAGEC-STEM program directed by me. I interacted with him on a regular basis in both curriculum and student developmental aspects of mathematics program. As a coordinator of mathematics he has contributed to the significant increase in enrollment of math majors which was increased by 3-fold (29 2003 to 105 in 2010) especially in the last 7 years. I also had an opportunity to meet his students or judge the posters of the students mentored by her at the national conferences. As a research scientist he has exhibited a high sense of integrity in carrying out research work.

At SSU Dr. Lemma has established an enviable record of achievement as an effective student mentor, master teacher, and faculty researcher. Now in the sixteenth year of an active career of productive scholarship, distinctive and distinguished service, and faculty leadership, Dr. Lemma has combined active involvement and engagement in departmental and university service to the larger community, undergraduate instruction, and student development. He has published 40 papers in peer-reviewed journals and mentored over 20 math majors in their undergraduate research in the last 5 years. These students have presented their research at both the regional and national conferences and received best paper awards. I have had the privilege of observing Dr. Lemma interacting with his students at these conferences whose lives he has touched over the years. His attention and his tireless dedication to excellence are legendary. Students regard him with great respect and admiration and openly acknowledge him as their mentor. Always emphasizing close interaction with his students, Dr. Lemma has exercised understanding, patience and flexibility as well as perceptive sensitivity in "mentoring" his students and generally in the discharge of his teaching duties. A close adherent to the "advisement-as-learning" philosophy, this gifted teacher has found time, in spite of his many and sundry duties to orchestrate the *placement of several of his students in the last 5 years in summer research internships and graduate programs at major research universities.*

Recently, the NSF has awarded him $1.5 million PRISM award for 5 years to build undergraduate innovations in lower divisions in STEM disciplines, and curriculum enhancements of the introductory math courses. He has established a new discovery learning lab in partnership with Georgia Tech to provide mentoring and tutoring for the STEM majors. No doubt, Dr. Lemma's excellence in teaching and mentoring serves as a model of leadership for his colleagues. I am confident that as he continues in his combined roles of professor, scholar, facilitator, faculty leader and mentor, he will continue to serve SSU with the same dedication and distinction which has been hallmarks of his illustrious career. I support this nomination with much enthusiasm.

Sincerely yours

Chellu S. Chetty, Ph.D.
Regents Distinguished Professor of Biology &
Associate VP for Research & Sponsored Programs

Date: March 31, 2011
Dr. Linda M Noble
Board of Regents of the University System of Georgia
270 Washington Street, SW
Atlanta, GA 30334- 1450

Dear Dr. Noble and Award Selection Committee:

It gives me great pleasure to strongly recommend Dr. Mulatu Lemma for the 2012 Excellence in Teaching Award. He is, without doubt, the best teacher I have had. He presents material in a way that can be understood and answers questions patiently and clearly. He cares about his students and is always willing to help and encourage them. In my case, I am what is politely referred to as a non-traditional student as I returned to school at the age of 53 to take Calculus I. It was so much fun, I continued taking one course a semester (I was working at the time.) When I took Calculus III, Dr. Lemma was my teacher. He very patiently and persistently encouraged me to "major in mathematics". If he had not done so, it would never have occurred to me to apply for another degree. In 1969 I graduated from Albion College with a B.A. in Latin and Sociology. At the time I wanted to be a social worker. As a result of various circumstances, I ended up on Tybee Island working at a rental office taking vacation reservations. Dr. Lemma was my teacher for Calculus III, Abstract Algebra I and II, Topology, Differential Equations, Complex Variable Analysis, Foundations of Higher Math and a couple of seminar courses. He provided me with an excellent foundation for my continuing studies. After graduating from Savannah State, I went to Georgia Southern where I earned my M.S. in mathematics and dedicated my master's thesis to Dr. Lemma. Currently, I'm in England at the University of Leicester working on my Ph.D. in mathematics. I expect to finish within the next 6-9 months. If Dr. Lemma had not persisted in encouraging me to apply for a second degree, I would most likely still be taking one math class at a time at Savannah State University and working at the rental office. Instead, I am about to embark upon a new career, teaching math at university. Therefore, it is my great pleasure to recommend him for the 2012 Excellence in Teaching Award.

Sincerely, Rochelle Randall, Ph. D. student Rochelle Randall

03/31/2011

2012 USG Teaching Excellence Award

Dr. Linda M. Noble

Board of Regents of the University System of Georgia

270 Washington Street, SW

Atlanta, GA 30334-1450

Dear Dr. Noble and Selection Committee:

I am honored to recommend Dr. Mulatu Lemma, Director of Mathematics at Savannah State University, for the *2012 USG Teaching Excellence Award.* Dr. Lemma is the epitome definition of not only a professor but also a mentor. That's why I write this letter to express my wholehearted support and appreciation for Dr. Lemma to receive such a prestigious award. I honestly believe he is the best candidate for this award based on his ability to inspire his students to view their potential and see that they can achieve anything as long as they put forth the effort to achieve such goals.

I've only known Dr. Lemma since January 2010, and during this short period of time, he has inspired me to never give up and not let my age be an obstacle while achieving my educational goals. I am a non-traditional junior, majoring in Mathematics here at Savannah State University, and a major obstacle for me was adjusting to the fact that I am older than most of the students. Dr. Lemma has helped me recognize my potential and love for Mathematics. When I entered his Calculus III class, in Spring 2010, after being away from school for more than 9 years; I was more than impressed with his teaching ability and the fact that he made my transition back into the classroom an easy one. Under the instruction of Dr. Lemma, I excelled in my studies to receive the highest grade in the class as well as an invitation to take a Senior Mathematical Research class under his advisement. Having Dr. Lemma as a mentor has been an affirmative design to my goal of becoming a great mathematician. Under his advisement of my research on *"Triangular Numbers are Everywhere"* ; I was bestowed a travel award and an invitation as a presenter at the Emerging Researchers National (ERN) conference this year in Washington DC; as well as, an invitation to the summer program at the Mathematical Sciences Research Institute. As I transition into my senior year, we have begun to focus more on the next step, graduate school. He constantly offers any information that will help make this become a manageable move. We talk almost every day about different career goals and paths that will be beneficial for me. This open door policy makes students comfortable to just sit and talk to him without the pressure of being judged.

Dr. Lemma's passion for Mathematics has been displayed through his teaching abilities and through his guidance of his students. He is dedicated to the learning and achievement of his students, while constantly assuring them to recognize their potential and to take full advantage of all opportunities. Dr. Lemma encourages his students not to fear any obstacle that comes their way, but to view it as a challenge that will be conquered. Dr. Lemma is more than a professor; he is a teacher, mentor, leader, and *my inspiration*. With such genuine qualities displayed by Dr. Lemma, it is my honor and commitment to support Dr. Mulatu Lemma for the *2012 USG Teaching Excellence Award.* He has truly earned it.

Shayana Thomas

Class of 2012

Savannah State University