Professor Tom Wilson

Professor Emeritus 2015

Professor Tom Wilson has been a member of the Mathematics faculty at Sinclair for 27 years, from 1985 to 2012. He has influenced many faculty members during his time and has left behind a legacy of ideas and principles that still shape the work of the Mathematics Department.

Within the department Tom was engaged with a number of curriculum projects. He volunteered to teach in the interactive classroom where he taught face-to-face students while students at remote locations watched him on TV in real time; he was one of two faculty to produce the Elementary Algebra video course; along with 2 other colleagues he helped develop the first version of the online Intermediate Algebra course; he was part of the Mat 101 Pilot project funded by a Learning Challenge Grant that combined lecture with hands-on computer instruction with the goal of improving success and retention of course content; he was a member of a team that authored a stand-alone Geometry module for use by the Mathematics and other departments; helped create the content for the three Teacher Prep courses that Sinclair currently offers.

In addition Tom served on the Colloquium committee; he initiated the idea of a department retreat and then served as chair of the Retreat Committee for many years.

Outside of the department Tom served as the coordinator of the Ohio Fellows Student Leadership Program for 5 years; was a member of the board of Dayton Ministries in Higher Education (part of Campus ministry) for 9 years and served as president for 5 years; was coordinator of the Lincoln School Mentor program; and served for a number of years on the International Education Committee.

Outside of Sinclair, as part of a teaching exchange Tom taught in England during the 2001-2002 academic year; was a member of a delegation of 20 math educators who visited China for two weeks in the fall of 2000 to learn about approaches and issues related to math education; helped in the planning and implementation of the Dayton Mathematics Collaborative—with representatives from U.D. and Wright State-- which set up internships.
for high school math and science teachers in various local industries. Each teacher was to produce a detailed application related to the experience that could be used in the classroom.

In terms of teaching Tom tried different approaches and developed a number of handouts for each class he taught; for several years he required students to do a math journal; for College Algebra he offered an Honors contract and for a few years required that students write a paper dealing with an application of a function that was studied in the course. Tom composed a letter entitled “Dear Ideal Student” to let students know his expectations of them and in response students were to write a letter “Dear Ideal Instructor” to share their expectations of him. This exchange helped create a positive learning environment and encouraged everyone to strive for greater excellence.