The Wright Message, 2014-2015

University of Northern Iowa. Department of Mathematics.
Dear Department Alumni and Friends,

Summer is winding down. The new school year is well under way. The quiet and slow pace of campus life in the summer months has given way to the hustle and bustle which comes with the return of students to campus. With the excitement and promise of the new school year as a backdrop, we are delighted to once again bring to you, our alumni and friends, the 2014 edition of the department’s newsletter, the Wright Message. Our goal in this edition, as it was in previous editions, is to highlight what we believe were the most important events in the department in the 2013-2014 academic year. We hope you will find the newsletter interesting and fun to read. And as always, we welcome your comments.

Roughly speaking, we have divided the contents of this edition into several highlighted segments that feature students, alumni, donors, faculty, guests, and current news from the department. In addition, we are pleased to have included an article by Emeritus Professor Glenn Nelson about his farewell tour of classrooms of former students who are currently teaching.

The student spotlight honors went to the duo of Caryn Knight and Emily Stumpff, both of whom graduated in May 2014. The alumni spotlight went to Allysen Lovstuen and Jodi Osthus, the winners of the 2013 Yager Exemplary Teaching Recognition Award; and to Ben Wadsley, who was just promoted from Chief Actuary to Head of Product Management of the Investments & Retirement Division of Transamerica. The donor spotlight went to Robert Minch and Mary Borthwick; the faculty spotlight honor went to Professor Russell Campbell. The individuals we spotlighted have distinguished themselves in ways that we can all draw inspiration from. Kudos to them all.

In the 2013-2014 academic year, our students once again demonstrated that they had earned their chops in and out of the classroom. At the undergraduate level, 38 mathematics majors, 15 mathematics minors, and 45 elementary education majors with a mathematics minor (K-8) graduated with a BA degree. At the graduate level, 16 students received the MA in Mathematics degree and 5 students completed the Professional Science Master’s degree. Outside the classroom, our students excelled in a number of activities. The team of Benjamin Castle and Mark Ronnenberg placed a strong second in the 2014 Iowa Collegiate Mathematics Competition (ICMC). A number of our undergraduate and graduate students participated in research and presented the results of their work at professional conferences. Through these activities, the students are helping to showcase what many of us have long known, which is that when it comes to undergraduate and master’s level education in mathematics, UNI should be the destination of choice for prospective students. More details on these students are contained inside the newsletter.

The faculty, for their part, continued to excel in the academic year 2013-2014. Dr. Elizabeth Hughes received tenure and promotion to associate professor. Dr. TJ Hitchman won the 2013 MAA Iowa Section Award for Distinguished College or University Teaching of Mathematics. Dr. Shangzhen Luo, Dr. Jihwa Noh, Dr. Michael Prophet, and Dr. Suzanne Riehl received summer fellowships. Dr. Olly Steinthorsdottir received a pre-tenure summer fellowship. Dr. Vicki Oleson secured another Title II grant to support her work.
with teachers. You will find more details in the newsletter.

As has been the case for many years now, the high water mark in the department’s efforts to promote mathematics in the greater Cedar Valley area came on April 8, 2014, in the form of the Hari Shankar Memorial Lecture. The speaker this year was Dr. Henry Segerman, an assistant professor in the Department of Mathematics at Oklahoma State University. Dr. Segerman spoke about one aspect of his work which combines mathematics and art. The lecture, titled “How to Make Sculptures of 4-Dimensional Things," was a real treat. Details of the lecture are inside the newsletter.

We round out the newsletter with an interview with Dr. T.J. Hitchman, conference presentations by the faculty, and a segment we call “Around Wright Hall.” We conclude with a remembrance of a colleague, George Immerzeel, who, we recently learned, passed on in March 2012. We are grateful to Mrs. Immerzeel for helping us bring to the pages of this newsletter a piece in memory of George.

In the last several years, the US economy has experienced some very serious challenges. Yet, through it all, you, our alumni and friends, have continued to stand with us and provide much needed support to us and to the students we serve. On behalf of the department, I wish to extend a heartfelt thanks to those of you who made contributions to our UNI Foundation accounts in the past year. In all, we received $304,883 between July 1, 2013, and June 30, 2014. Most of the money goes to fund scholarships, but some goes to accounts that cover other expenses (equipment, faculty and student travel to conferences). The department awarded $113,751 in scholarships to undergraduate and graduate students in the last academic year, an increase of 98% over the previous year. (The amount stated in last year’s newsletter - $51,778 - did not include graduate scholarships in the amount of $5,800.)

Given the significant debt load that many students carry at graduation, an average of over $25,000, the need for scholarship support can’t be overstated. We are appealing for your help again this year. If you are able to, please use the enclosed form to direct your contribution to the account of your choice. Again, thank you for your support. I hope this past year was good to you and that the current year will be even better.

Around Wright Hall

Student Awards

UNI Mathematics majors Benjamin Castle and Mark Ronnenberg placed second at the 2014 Iowa Collegiate Mathematics Competition (ICMC). This annual contest is a three-hour mathematics problem solving competition designed for teams of three students. The ICMC is sponsored by the Iowa Section of the Mathematical Association of America (MAA). This year the contest was to be held at UNI, but weather forced all to stay home and take the exam on their own campuses. Ben and Mark scored an impressive 89 out of 100 possible points. (The first place team had three members and scored 97/100, and the third highest score was 58/100.) There were 18 teams from 10 participating Iowa colleges and universities. Congratulations, Ben and Mark, on your impressive performance in this competition.

Midwest Undergraduate Mathematics Symposium (MUMS) 2014

The eleventh annual Midwest Undergraduate Mathematics Symposium (MUMS) was held on April 11-12, 2014 at Simpson College. Every year, the symposium attracts a large number of undergraduate students from Iowa universities and colleges who present their research to an audience consisting of students and faculty. This year, four undergraduate students from our department gave talks at MUMS.
Student Projects

Three undergraduate students majoring in mathematics participated in summer-long research projects sponsored by the College of Humanities, Arts, and Sciences and by the Department of Mathematics. Those students were: Benjamin Castle, mentored by Dr. Adrienne Stanley, project title: Meta-Undelof Scattered Spaces and D-spaces; Mark Ronnenberg, mentored by Dr. Bill Wood, project title: Discrete Extremal Length; and D-spaces; Mark Ronnenberg, mentored by Dr. Suzanne Reihl, project title: Student Strategies. To Proportional Reasoning: Exploring

Student Strategies.

Guided Instruction Leadership Team on “Five Practices for Orchestrating Productive Mathematical Discussions”.

AMTE (Association of Mathematics Teacher Educators) and NCSM (National Council of Supervisors of Mathematics) have collaboratively invited a team of 20 Mathematics Educators to participate in a working group for “Connecting Formative Assessment to Instructional Frameworks, Tools and Approaches.” Dr. Elizabeth Hughes has been invited to participate as an expert with the Mathematical Tasks Framework. The working group met in October, 2014, in Ann Arbor, MI.

Dr. Syed Kimani offered a course in Applied Statistics at Shanghai Dian J University, Shanghai, China, j une 16, 2014 – july 11, 2014.

Between j une 22 – july 4, 2014, Dr. Douglas Shaw offered a graph theory class for the Michigan Math and Science Scholars (MMSS) program. MMSS is a summer enrichment program hosted by the University of Michigan. The program is designed to introduce high school students to current developments and research in the sciences and to encourage the next generation of researchers to develop and retain a love of mathematics and science.

Dr. Theron Hitchman and Dr. Angie Hodge from Univerity of Nebraska - Omaha co-organized the program for the 2014 Legacy of RL Moore meeting which took place on j une 19-21, 2014 in Denver, CO. This is an annual conference for the Inquiry-Based Learning community. This year, the meeting’s theme was Engaging with Inquiry-Based Learning. There were approximately 220 attendees and over 60 talks given.

In july 2014, Dr. Theron Hitchman gave a day and a half workshop (together with Dr. Dana Ernst from Northern Arizona University) on Inquiry-Based Learning during the Innovations in Higher Education Workshop at Cardiff University in Cardiff, Wales. There were over 40 attendees, mostly from the UK, but even two from the US. According to Dr. Hitchman, “it felt like a long trip to meet someone from Nebraska.”

Society of Actuaries’ Outreach team visited the UNI Actuarial Science Club on November 19, 2013. The team had a lively interactive session with the club members. The five-member outreach team included Judith Knight, BA (UNI 2003), FSA, who is a Senior Actuary at Wellmark Blue Cross Blue Shield, Des Moines, IA.

Tenure Stream Faculty

2014 – 2015

Russel Campbell
Mark Ecker
Aidan Feldhaus
Heather Galvan
Joel Haak
Theron Hitchman
Elizabeth Hughes
Syed Kimani
Min Lee
Bin Liu

Maureen Stoss, who has been an adjunct instructor in our department since 2007, left UNI at the end of the Fall 2013 semester. Maureen and her family relocated to the Quad Cities area. We will miss Maureen, her husband Ken, and their children.
Dr. Douglas Muparsiri

The 2014 Hari Shankar Lecture

The Hari Shankar Mathematics Lecture Series is an annual event hosted by the Department of Mathematics which features a lecture intended for general audiences given by a distinguished personality in the Mathematical Sciences. This year’s guest speaker was Dr. Henry Segerman of Oklahoma State University.

Dr. Segerman grew up in Manchester, UK. He earned his MSc in Mathematics from Oxford University (2001) and PhD in Mathematics from Stanford University (2007). He held two postdoctoral positions, one at the University of Texas in Austin (2007-2010) and the other at the University of Melbourne (2010-2013), before moving into an Assistant Professor position at Oklahoma State University.

Though a young mathematician at the beginning of his career, Dr. Segerman is already widely known in the scientific community both for his cutting edge mathematical research in topology and three-dimensional geometry and for his strong interest in mathematical art and recreational mathematics, including 3D printing. “I was in graduate school (at Stanford) when I became clear that, within the speculations of mathematics, the thing that I could do better than all the geniuses around me was the visual stuff” says Dr. Segerman. Around the time he picked topology as his main research area, Dr. Segerman got involved with the pioneering online virtual world “Second Life.” He used this virtual world to design and create various 3D objects. However a while after he exhausted the possibilities of what he could do within that medium and encountered physical limitations when showcasing his work: “If you build something in a virtual space and someone wants to see it, their computer has to download all the data of the object, which could be a very large file. There are also constraints on the objects you could do” says Dr. Segerman. For these reasons, his attention turned from virtual worlds to 3D printing because, as Dr. Segerman says, “the bandwidth of the real world is very good. If I want to make this part of my professional life, then [a 3D print-out] is something that I can show somebody immediately.”

Dr. Segerman’s attraction to art traces back to his childhood: “I was always into art. When I was in high school I thought I wanted to be an architect.” Often his artistic vocation meets mathematics and is expressed in the form of various 3D printed sculptures, autologlyphs, or a variety of non-3D creations like book covers, posters, or T-shirt designs. We reproduce a couple of them here. More can be found on Dr. Segerman’s personal website: www.segerman.org. However, Dr. Segerman says: “I think of myself as more of a mathematical illustrator than an artist. One of the things I am trying to do is to take a mathematical idea, express it in its cleanest possible way, and bring it out of the abstract world into the physical realm so that people can get some sense of what it is.”

Dr. Segerman is actively showcasing his mathematical art work. He has given numerous invited talks at conferences and meetings. Most recently, the Simons Center for Geometry and Physics at Stony Brook University hosted, between June 19 and August 1, 2014, an exhibition entitled “Illustrating Geometry Art Exhibition”, featuring 26 pieces and various posters designed and created by Dr. Segerman and one of his collaborators, Dr. Saul Schleimer of the Mathematics Institute at the University of Warwick. In addition, Dr. Segerman maintains a very popular YouTube channel http://www.youtube.com/user/henryseg that features, among other things, videos about his 3D printed sculptures. One of these videos, called “Sphere Autologlyph”, counts over 500,000 views!

The Hari Shankar lecture given by Dr. Segerman was entitled “How to make sculptures of 4-dimensional things.” In the spirit of this lecture series, Dr. Segerman’s talk was accessible to a wide audience. After reviewing briefly several types of projections (orthogonal, stereographic, perspective), Dr. Segerman discussed how to 3D print a regular polytope called the 120-cell. An article about the 120-cell may be found at http://arxiv.org/abs/1310.3549. In addition, he engaged the audience in hands-on activities designed to illustrate some of the challenges encountered when building a sculpture with quaternion symmetry group called “As much fun as a hypercube of monkeys.” An article about this sculpture is available at http://archive.bridgesmathart.org/2014/bridges2014-143.html The interested reader may watch the entire lecture online at https://www.youtube.com/watch?v=47Tu-EINuKr.

The Hari Shankar lecture series is made possible through a donation from the late Hari Shankar, with additional support provided by the UNI Department of Mathematics and the College of Humanities, Arts and Sciences.

Dr. Henry Segerman and Dr. Douglas Muparsiri

New Faculty: Heather Gallivan

Heather earned her B.S. in Mathematics Education 7-12 from SUNY College at Buffalo, M.S.E. in Applied Mathematics and Statistics from Johns Hopkins University, and Ph.D. in Mathematics Education from the University of Delaware. Her research interests focus on culture and race in mathematics teaching and learning. In particular, she is interested in the preparation of prospective teachers in learning to teach mathematics using pedagogies that integrate teaching mathematics for conceptual understanding with students’ home/community and cultural knowledge and experiences. Heather’s Ph.D. dissertation focused on (1) determining the progress prospective teachers can make in their conceptions of teaching mathematics to socio-culturally diverse students and students in urban, high-needs schools, (2) the progress prospective teachers can make in their performance revising a high-level mathematics task to be culturally relevant for one socio-culture by different middle school student; and (3) the relationship between their conceptions and their performance.

Heather’s goals include continually improving her own teaching of preservice mathematics teachers and contributing to research on mathematics teacher education for diverse student populations. She is passionate about preparing prospective teachers to teach mathematics for conceptual understanding to all students, particularly historically underrepresented and minority students. Her research is closely tied to her practice as a mathematics teacher educator. Heather believes that UNI will provide her with an opportunity to become a better mathematics teacher educator and researcher by being able to work closely with undergraduate prospective teachers as well as other UNI faculty through teaching and research.

In her spare time, Heather likes to crochet and read. She is also a big fan of watching Buffalo’s football and hockey teams since Buffalo is her hometown.

As much fun as a hypercube of monkeys

Sphere autologlyph (the word sphere appears 20 times!)
Faculty Spotlight

Russell Campbell

Ever since elementary school, Russell has enjoyed mathematics and has been very good at it. His interest in mathematics is, to a good extent, inherited from and fostered by his father whose career was also related to mathematics: he started off as an actuary but, after World War II, switched to personnel where he continued to work in employee benefits (which is closely related to the actuarial field). After graduating from high school, Russell went to Brown University to pursue a bachelor degree in applied mathematics. In college, his passion for mathematics intensified. He did so well in the applied mathematics program that graduate study was a natural next step for him. He went on to pursue a PhD in mathematics at Stanford University.

Russell became interested in mathematical population genetics as an undergraduate student at Brown. “Brown was definitely a center of mathematical population genetics for the period of time I was there.” At Stanford, he continued his work in that area of mathematics. He wrote his PhD dissertation under the direction of the renowned mathematician Samuel Karlin. Over the years, Russell’s research interests have expanded to include mathematical evolution theory. His research has resulted in 33 articles published in some of the most prestigious mathematical and biological journals.

In 1963, after spending four years at Purdue University as a faculty member, Russell came to UNI in a tenure-track Assistant Professor position. His impact on our academic programs was felt shortly after his arrival. The structure of the mathematics curriculum was such that the linear algebra class had been a requirement (today it is the other way around). Moreover, the old linear algebra was a required course for mathematics secondary teaching majors, who could graduate without learning how to multiply two matrices. Russell was a pioneer in advancing a curriculum change that eventually brought linear algebra in the mathematics core curriculum. During his first years with the department, Russell was in the avant-garde of teaching using technology. He was the first faculty member in our department who used a computer connected to a TV in the classroom to construct graphical images of numerical integration for his students. Russell also taught his students how to find numerical solutions of differential equations using a pen plotter.

Russell was selected to Sigma Xi (the scientific research society) as an undergraduate and, shortly after joining UNI, he became president of the UNI Sigma Xi club which had been established just before he came to UNI. While president of the UNI Sigma Xi club, Russell oversaw upgrading the organization from a club to a chapter.

Among the things Russell likes most at UNI are the collegiality and the size of our university. He appreciates the high level of faculty interaction with students which is possible in a school like UNI. In addition, Russell finds Cedar Falls a great place to live: “The cost of living is a lot lower here than in many other places” says Russell. “There is also very strong support for the community from the university.”

Over the years, Russell has taught a variety of courses, ranging from lower level mathematics and statistics courses, to upper division courses like advanced calculus, complex analysis, and introduction to probability. He has also contributed in the area of curriculum development and has introduced a few experimental courses, including an advanced mathematical modeling class. While he enjoys teaching many courses, he has a particular fond of teaching the linear algebra and differential equations courses.

Along the years, Russell served on countless university committees on which he has always made a significant impact. He also served on the executive board of the UNI United Faculty. Everyone who works with Russell quickly recognizes how immensely knowledgeable he is about the rules and regulations governing our university. He is one of the go-to persons whenever anyone in the department has questions about the latest curricular changes, academic regulations, and pretty much everything in between. It is certainly true that such a wealth of knowledge can only be acquired over years of experience. It is also true that experience alone is not enough. In Russell’s case, a keen eye for details and a deep interest in departmental and university governance overlaid on a long tenure of service at UNI paint the full picture.

What is truly remarkable is that, despite his absolute dedication to his profession, Russell still finds the time to enjoy things that are not work related. Russell is both an admirer and a supporter of the arts. He routinely attends various performances at the Gallagher-Bluedorn Performing Arts Center (GBPAC), the UNI School of Music, or the Cedar Falls Community Theater. He is a seat sponsor at each of these venues and serves as a volunteer usher at the GBPAC. Over the years, he has served on the board of the community support groups of the GBPAC and Theatre UNI. For many years, he was an active member of the UNI Folk Dance group.

On Russell’s office door there is a picture of him by a statue of al-Khwarizmi (from whose book the word algebra is derived) in Kiva (a town situated in Uzbekistan). Russell enjoys travelling and has visited every continent except for Antarctica. His extensive list of trip destinations includes: the Egyptian and Mayan pyramids, Machu Picchu, Tibet, Mount Kilimanjaro, and the Galapagos Islands. This past summer he traveled to Mongolia for two weeks. Russell says, with a smile, that his trips are about two weeks long because “My father once remarked: if you take a vacation, you have to go for at least one week. If you go for less than a week, things will pile up on your desk; if you go for more than a week, other people will have to cover for a number of the things you do.”

While he owns a car (he purchased his first car when he was 50), Russell prefers to ride his bike around town. If you are a UNI student, chances are you will see Dr. Campbell on campus (with or without his bike). If not, chances are you will meet someone who knows him. That is part of Dr. Campbell’s legacy after three decades of teaching, mentoring, and serving students.

UNI on the March

Offering a top-flight private college education in a public university

Following its admission in 2008 into a national higher education project known as “Foundations of Excellence® (FoE) in the First Year of College”, UNI conducted a rigorous self-study which formed the basis for the development and implementation of a number of initiatives to increase student engagement in the first year of college. Among these initiatives are:

• First-year only courses
  [http://uni.edu/first-year/first-year-cornerstone] featuring a common read
  (http://www.library.uni.edu/blog/american-way-eating-common-read-uni),
  (http://uni.edu/first-year/first-year-cornerstone)

• A year-long cornerstone course
  (http://uni.edu/first-year/first-year-cornerstone) featuring a common read
  (http://www.library.uni.edu/blog/american-way-eating-common-read-uni),
  (http://uni.edu/first-year/first-year-cornerstone)

• Living and learning communities
  See how the Academic Affairs Division (Department of Communication Studies, Department of Theatre, the Library) and the Student Affairs Division (Department of Residence) are all working together to increase student success by visiting
  http://uni.edu/first-year/
Teachers should be paid a million dollars a year! That is my major conclusion after watching many UNI graduates teaching students mathematics.

When I retired from the University of Northern Iowa and the Department of Mathematics last year, I undertook a “Farewell Tour,” going to classrooms of former students who are currently teaching. It has been a most enjoyable experience.

Observing Kindergarten to College math classes led by former UNI students, I have been impressed by the high-quality mathematics instruction they all have displayed, in every type of challenging setting. Even more impressive than the delivery of well-designed instructional tasks–focused on investigation, discussion and understanding–has been the teachers’ knowledge of each student’s abilities and needs, and their utilization of the former to meet the latter.

Effective teaching is comprised of a very complex set of skills. From content knowledge, to educational knowledge, to awareness of each student’s needs, to employment of multiple interpersonal skills, to classroom management–time, space, students, and instructional flow–good teaching is very complicated and undertaking. Like superstar athletes who make difficult plays on the field look routine, the UNI trained teachers I observed make great teaching look easy. We all realize that it is not.

All of these teachers shared fond memories of their time at UNI and professors who inspired and impacted them. We professors try to model good teaching for our preservice teachers in an attempt to help them develop a solid foundation upon which they can build as in-service teachers. However, I believe we don’t do much more than launch these soon-to-be great teachers on their way. Good teaching is something that great teachers achieved over a far longer period of time than the four years they spent in college – they have a work ethic that is not forced but rather an integral part of their being, they have resourcefulness, they have a sense of professional responsibility – that is, they display a profound “sense of duty”, and it shows. For example, those teachers who graduated a decade or two ago are now employing newly identified and highly-effective teaching strategies that I know were not explicitly presented to them. They have learned these largely through their own efforts.

I feel fortunate to have taught for thirty-nine years in the Department of Mathematics at the University of Northern Iowa with knowledgeable colleagues and to have met so many bright, hard-working, wonderful students. My Farewell Tour has convinced me that our former students are fortunate to have such great teachers.

The Center for Teaching and Learning Mathematics (CTLM) continues to invest heavily in the research and development of our Making Sense Professional Development courses. These courses deepen teachers’ understanding of mathematical content and increase their ability to implement research-based best practices. Thanks to support from UNI’s Center for Educational Transformation (CET) Bill Townsend, UNI math faculty member, will study data collected by the CTLM through both the Math Science Partnership (MSP) Title II– supported courses and our math coaching contract with Waterloo Community School District (WCSD). This important work will help us to analyze and report on the results of our efforts here at the CTLM. Townsend will be part of an evaluation team led by CTLM director, Vicki Oleson.

In addition, this year marks an exciting expansion of the CTLM courses. A recently acquired MSP Grant for Special Education Math Professional Development (SPED Math PD), submitted by Oleson, will enable CTLM to address the achievement gap between students with an Individual Education Plan (IEP) and students without an IEP. The first course, Teaching Mathematics to Struggling Students: Building Your Confidence, is in current development and will be delivered to twenty WCSD special education teachers beginning January 2015. The oversight of these courses is an immense undertaking and is handled by CTLM assistant director Karis Townsend; her student assistant, Kaylee Title; and UNI’s Continuing and Distance Education.

To assist in the training of new facilitators, the CTLM team continues to develop Book Facilitator Guides. Writing Coordinator Julie Creeden, writes the content for these guides based on videotaped sessions facilitated by Connie Toney, math consultant at Green Hill AEA, and Lynn Seiring, math consultant at Great Prairie AEA. In an attempt to model best practice for new facilitator training, Creeden also chooses video clips from these sessions, which are embedded in the iBooks by Jon Chamberlain, multi-media producer at the center. Dana Lengthenberg, CTLM aid director, takes this content and creates very appealing, CTLM-branded Books, with the assistance of Amy Frohardt-Schaefer, CTLM editor.

Student Organizations

**ACTUAL SCIENCE CLUB**

The UNI Actual Science Club plays an important role in the Actual Science program. Its main goal is to foster interaction among students, participating in various academic and other representatives of actual science companies in order to coordinate all efforts. The ACTUAL Science Club has a long history of organizing math events and seminars for students.

**KME**

Kappa Mu Epsilon (KME) is a specialized honor society in mathematics. KME was founded in 1931 to promote the interest of mathematics among undergraduate students.

**MATH CLUB**

The UNI Math Club is a student organization for mathematics majors and lovers. The purpose is to provide students with opportunities to learn and pursue mathematics outside of class and gather to celebrate their love of mathematics.

The **TEAM** (Teacher Education About Mathematics) is a student group which meets monthly to discuss topics of interest to professional elementary and middle school education majors.
Mr. Robert Minch grew up and went to school in California. He attended California Polytechnic State University (Cal Poly) in San Luis Obispo, where he earned a degree in architectural engineering. In 1968, shortly after his graduation, Mr. Minch moved to Alaska where his first job was with the Department of Public Works, Division of Buildings.

Ms. Borthwick came to the University of Northern Iowa (State College of Iowa at that time) in 1962 and graduated with a BA in mathematics education in 1966. The next two years after graduating from UNI found Ms. Borthwick teaching mathematics in Knoxville, IA. In 1968 she moved to Juneau, AK where she met Mr. Minch, her future husband.

After working for a few years for the Department of Public Works, Mr. Minch went to work for a private firm, which he eventually purchased. He worked on a variety of architectural projects involving schools, libraries, and other public buildings. Ms. Borthwick taught junior high and middle school mathematics her entire career. When she graduated from college, she thought she wanted to teach high school algebra, but her first job opportunity was teaching in a junior high school. When she wanted to move to Alaska, the job offered to her was teaching 7th grade mathematics. She came to realize that she really enjoyed both teaching pre-algebra and teaching middle school students.

Ms. Borthwick has been a MathCounts coach since the program started in 1983. She retired in 2005 but her passion for teaching kept her around students: she continues to coach gifted students for the MathCounts competition well into her retirement.

Memories from her UNI days have followed Ms. Borthwick for over 50 years. The stairways of Wright Hall were as notorious then as they are today for their energy draining steepness. Even today, Ms. Borthwick remembers the days when she was climbing the stairs, every morning, to the top floor of a no-elevator Wright Hall to attend an 8:00 mathematics class. She was taking a Physical Education class that was working her so hard that she was climbing the stairs in Wright Hall with sore leg muscles, sometimes pulling herself up by the hand rail. But Ms. Borthwick always found the energy to go to her early morning class. Thankfully for us, Wright Hall now has an elevator at the South end.

Ms. Borthwick’s comments about how UNI helped her to establish her teaching career are: “The mathematics I learned probably helped me the most, but I also thought the off-campus student teaching experience was very good for me. I was in Mason City, rented a room in town, and had an experienced teacher who showed me the ropes (though he was not that good teacher). The conversations with teachers in the staff room were also very interesting.”

Mr. Minch and Ms. Borthwick have been donating money to our department for 33 years. Over the years, their contributions have supported several scholarships, including the E.W. Hamilton Quasi-Endowed Scholarship and the Mathematics Education Leadership Endowed Fund for Excellence. “I grew up watching my parents donate to organizations they thought were worth supporting, mostly church and civic groups, so it seemed natural to contribute to education” says Ms. Borthwick. “We choose to support the Mathematics Department because we know that good mathematicians and teachers are worth their weight in whatever the most precious substance currently is.”

Winner of the 2013 MAA Iowa Section Award for Distinguished College or University Teaching of Mathematics

What qualities do you think a good teacher has?

Teaching is mostly about building relationships with students. I found that the most important parts of my relationships with students are these: sympathy for the student experience; trust in the abilities and motivations of students to reach the goals I set for them; and patience to give them time to develop as people and as mathematicians.

What do you enjoy most about teaching?

I enjoy writing educational materials and generally making things that will help students learn. But clearly the most fun part of teaching is a class discussion full of engaged students getting confused about something challenging. I don’t want that to sound like Iake a perverse glee in student confusion. I mean, I DO, but that is because it is wonderful to see students ask deep questions about mathematics. In that way they join the ranks of mathematicians and take ownership of the subject.

What is the biggest challenge you experience as a teacher?

My biggest challenge remains finding a way to connect with the difficulties each class is facing. After all of the advanced training and years spent thinking about mathematics, it is easy to forget what the subject looks like to a newcomer. When I struggle in the classroom, it is usually because I have not understood my students needs, and so I have asked too much of them, or supported them too little. I fight this all the time.

What are your favorite courses to teach and why?

Easily my favorite course to teach is Euclidean Geometry. I have taught that course so many times now that I understand clearly how I want it to work. This allows me to go to class and focus on developing students as much as possible.

You are a very successful mentor of undergraduate research. How do you explain it?

I wouldn’t call myself successful at mentoring undergraduate research. But I like doing it, and I will continue to try it. Any viable success here is due to the students.

What advice do you have for our students who will soon start their teaching careers?

Remember that teaching is a profession. As a professional you are responsible for your own continued development. Find some way to connect with a group of peers, and work with them at improving your practice. You have to push yourself to improve, and if you are really trying new things, you will need a network of peers for support and feedback.
Alumna Spotlight

Allysen Lovstuen ('06)

By Jihwa Noh

My first meeting with Allysen was not a typical face-to-face meeting. Instead, I met her through a huge television set, in an ICN room. She was a student in a graduate class that I taught once a week during the fall of 2004. There were 14 in-service teachers in that class, spread over seven remote sites, with 14 in-service teachers in that class, spread over seven remote sites.

Allysen was one of the two remote students who were in the room I was in. Allysen was at one of those remote locations. The challenge of teaching a graduate course to older students, using unfamiliar technology, barely 25 days after settling in Iowa was, to Allysen, an exciting challenge. My colleague, Ed Rathmell, came in to the ICN room a couple of times to help me with the technology and class discussions. His visits were very helpful and greatly appreciated but the feeling of terror stayed with me the whole semester. Although I hope Allysen and her classmates don’t remember much of that particular class, I distinctly remember how much she impressed me as a student. She was a thoughtful and engaged student, who particularly excelled at dealing deeper to find out why and how things were the way they were. Fast-forward a couple of years, when I had the privilege to serve as a major advisor for her master’s degree paper. Her paper was about using test journaling to help broaden the view of assessment as another opportunity to learn, not as an end. For her study, Allysen conducted an action research project in her Algebra II and Geometry classes over two semi-terms. She presented the results of her project and the findings of an extended version of the project in her school district and at various state conferences.

Allysen was not only a good student; she has inspired me as a teacher. She constantly strives to teach through problem solving and make mastery of skills with understanding. She uses Inquiry learning and encourages students to take responsibility for their own learning. Allysen pushes herself hard, often too hard, to focus on both the reason behind teaching the material she is teaching and the methods that she uses to teach it. For her excellence in the classroom and ability to inspire her students, last year Allysen was one of the two recipients of the Robert E. Yager Exemplary Teaching Recognition Award. As evident in the teaching video she had submitted as part of her application for the Yager award, the selection committee commended her for being excellent in terms of guiding students through their own discoveries and the interpretation of their results.

Allysen always has the goal of extending her students’ understanding of mathematical concepts outside of class, as well as during class, in any way she can. She talks to her students. She talks to their parents, her colleagues, and the administrative staff. She led Robotics and Math Club activities in her school, with her colleagues. Allysen encouraged and helped prepare a group of students to participate in the High School Mathematical Contest in Modeling. This is an international competition where a team of up to four students has a block of 36 hours to use mathematical modeling to solve real-world problems. Allysen was an integral part of the team in Iowa. The team in Iowa was, to Allysen, an exciting challenge. Allysen was not only a good student; she has inspired me as a teacher. She constantly strives to teach through problem solving and make mastery of skills with understanding. She uses Inquiry learning and encourages students to take responsibility for their own learning. Allysen pushes herself hard, often too hard, to focus on both the reason behind teaching the material she is teaching and the methods that she uses to teach it. For her excellence in the classroom and ability to inspire her students, last year Allysen was one of the two recipients of the Robert E. Yager Exemplary Teaching Recognition Award. As evident in the teaching video she had submitted as part of her application for the Yager award, the selection committee commended her for being excellent in terms of guiding students through their own discoveries and the interpretation of their results.

Allysen was a shining example of someone who is not only a teacher but also a true leader in the community. She expected her students to “get it to fit” on their paper. The students were quite excited about this. Allysen was a shining example of someone who is not only a teacher but also a true leader in the community. She expected her students to “get it to fit” on their paper.}

Alumna Spotlight

Jodi Osthus ('97)

By Edward Rathmell

Jodi Osthus was one of the most organized, most reliable, most persistent, and most driven undergraduate students that I have ever had in class. If Jodi assigned a task with a deadline two weeks later, she almost always had the assignment completed the next day.

As one of our top students, she was invited to work in our mathematics education lab and involved in our research efforts, and the new standard’s based materials that were just becoming available.

Jodi was able to turn that professional growth into other opportunities. She became a leader in our student organization TEAM. She became the first student representative on the Iowa Council of Teachers of Mathematics Executive Board. In that role, she organized the first student pre-conferences and successfully encouraged other undergraduates to participate. These conferences have grown into very successful annual events.

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away from a project because it was going to take ‘too much time’ or be ‘too much work.’ Recently, when the Des Moines School District needed an expanded pool of problem-based instructional tasks (another research-based practice suggested by the Iowa Department of Education), she willingly joined a few other teachers to write those tasks and create related benchmark tests that are now used in the district. She continues to write units that have real world connections for use in her school as they transition into an International Baccalaureate school.

Throughout her teaching career, Jodi has not given up on any student. She regularly ‘checks’ with students in the hallway, invites them for extra help, and calls their parents to make sure that all of her students succeed. In 2013 Jodi was recognized with the Voger Exemplary Teaching Recognition Award for her innovative teaching and excellence in the classroom. Her ‘let’s-do-it’ attitude carries over to her life outside of school, such as hiking the Grand Canyon. Apparently she didn’t see it all the first time, so she went back and did it two more times. She has also toured large portions of the United States by motorcycle, and led a 4-H group that her daughter, Rebecca, is in.

Everyday, Jodi demonstrates what I hope each of my students will become. My dream is for each of my grand children to have mathematicians teach as effective as Jodi.

Addresses by Mathematics Faculty

Many faculty members in our department have participated and made presentations at various meetings and conferences. Among them are:

- **Dr. Russell Campbell**: Evolution 2014, Raleigh, NC (2014).
- **Dr. Adam Feldhaus**: Rural Education National Forum, Columbus, OH (2013), AMTE National Conference, Irvine, CA (2014).
- **Dr. Theron Hitchman**: Michigan Section of the MAA; The Legacy of RL Moor Conference, Lenox, MA (2013) and (2014).
- **Dr. Elizabeth Hughes**: CMC-South Annual Math Conference, Palm Springs, CA (2013).
- **Dr. Syed Kimani**: Central States Actuarial Forum 2013 Meeting, Omaha, NE (with Dan Waterbury who actually presented the material); STEM Conference, UNI; The 2nd International Conference for the Exchange of Mathematical Ideas, UNI (2013).
- **Dr. Catherine Miller**: ICTM Annual Meeting (2013).
- **Dr. Douglas Mupasal**: Iowa Mathematical Association of Two-Year Colleges (IMATC) Annual Conference, NIACC, Mason City, IA; The 2nd International Conference for the Exchange of Mathematical Ideas, UNI (2013).
- **Dr. Jiwha Noh**: NCTM Research Conference, New Orleans, LA (2014).
- **Dr. Edward Rathmell**: ICTM-ISTA Math-Science Conference (2013).
- **Dr. Olof Steinthorsdottir**: Annual Meeting of the ICTM, Ames, IA; Annual Meeting of the CA Mathematical Council South, Palm Springs, CA (2013), Annual Meeting of the NCTM, New Orleans, LA (2014).

A quick glance at Ben’s resume shows that his career so far has been a great success story, a story that would have been difficult to anticipate fifteen years ago, when Ben was a high school senior. Ben was always talented in mathematics and he knew he would embrace a profession where he would use mathematics. What Ben did not know fifteen years ago, when applying for college admission, was what that profession would be.

Ben was born and raised in Iowa and he wanted to complete his education in the state. In the spring of 2000, whilst in high school, he came to UNI to participate in the College of Natural Science’s Science Symposium. He liked our campus, particularly its size, where buildings were only minutes away from each other, and the variety of degree programs that UNI offered to its students. All these elements combined tipped the balance in favor of UNI, where Ben came in the fall of 2000 to earn his college degree.

While Ben liked mathematics, he came to UNI undecided about his major. It was during the orientation when Ben learned about his options. According to Ben, picking his major was essentially a coin flip between mathematics and computer science. He first picked a pure mathematics major, reasoning that he might change it later, if necessary. And he did, only a few weeks later, when he learned more about the profession of actuary, which he knew nothing about when he came to UNI. “I was told that I would have to pass actuarial exams, but that wasn’t too intimidating because I was in school and I had to take exams all the time,” says Ben.

Ben took most of the actuarial classes in his sophomore and junior years. He passed a couple of actuarial exams during those years and that was a good thing: “You have to have those actuarial exams to get a job, especially nowadays says Ben.” The [UNI actuarial] classes are geared towards that. They are about understanding the concepts but also the professors would always point out the important stuff for [actuarial exams].

And four years after starting at UNI, Ben earned his BA in Mathematics (Actuarial Track) with a minor in economics. Before graduation, he had a couple of internships with Transamerica (formerly AEGON). Those internships played a key role when applying for a full time position. Ben got job offers from several insurance companies including Transamerica, the company whose offer he enthusiastically accepted.

At Transamerica, Ben continued to grow professionally and made time to study and successfully take additional actuarial exams and, in 2008, achieved the Fellowship of the Society of Actuary (FSA) designation. Since 2014 he is the Head of Product Management for the Investments & Retirement Division of Transamerica, focusing on Retirement Plans and Annuities. Along the way, he has held various leadership positions within the company, including, more recently, Chief Actuary of the Employer Solutions & Pensions Division.

Ben has recently become interested in genetic algorithms. “While other professions have been successful in using genetic algorithms, the same cannot be said of the actuarial field, so far. Taking such algorithms and applying them to different business challenges is one of the most exciting things to do,” says Ben.

Ben’s advice to current actuarial science majors is “Be engaged. Get involved and attend all the meetings of the Actuarial Club - that is where I learned about my company. Seek out things like job shadow days to get a sense of what the profession involves before getting too far into it.”

Ben is married and has two children. He and his family live in Cedar Rapids, IA.
Caryn Knight

Every university has students with outstanding academic achievements. Most universities have a number of great student athletes. It is much less common to find students who excel both academically and in athletics. Winner of the Purple and Old Gold award and UNI swimming record breaker, Caryn Knight is the perfect example from the latter category.

Caryn was a high school senior when she visited UNI for the first time, on a swimming recruiting trip. She was impressed with our girls swimming team and loved our campus. That visit made me very interested in coming to UNI because it felt like home as soon as I arrived. Why did you decide to come to UNI?

During her sophomore year (2012), Caryn spent the spring semester in Australia, at the University of Newcastle.

In my first year, I took multiple classes with Dr. Mupasiri because, after all, the students' key ingredients for success are the teachers. These classes enhanced my excitement about mathematics and showed me that passion is something that I want to share with my future students, just like Dr. Mupasiri shared it with us.

In July 2014 she started in a full-time position at Transamerica, in the Actuarial Development Program. In her free time, Caryn likes to scrapbook and do other crafts, play with her dog, In her free time, Caryn likes to scrapbook and do other crafts, play with her dog, and read as many books as I can get my hands on, watch television and movies, hang out with family and friends, and play and coach softball.

Finally, I will remember Dr. Hittman's Euclidean Geometry course. It was the course that made me feel like I could actually write proofs and be a true mathematician. I felt connected to the course's content and I also felt that the perseverance required to succeed was well worth it.

The Mathematics Department helped me in multiple ways. The mathematics faculty members were amazing in their ability to set aside time for me as a student when I needed help. For instance, I had the opportunity to experience a first-rate education. I learned so much all these years and I interacted with amazing people who enhanced my learning experience.

How did the Mathematics Department help you to attain your professional goals?

This exchange made me feel that going to UNI would not be scary and that I would always be amongst friends. What were your first impressions about UNI?

My first impressions of UNI were that it was a place filled with nice people and that I could be happy there. My impressions were exactly right. I have found that my time at UNI was AMAZING. I loved my professors and all the attention and guidance they gave me. I never felt alone when I was at UNI; and I could always find someone to help me when I was in need. I think that I was given the opportunity to experience a first-rate education. I learned so much all these years and I interacted with amazing people who enhanced my learning experience.

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## Contributions to an Account - Recognition*

<table>
<thead>
<tr>
<th>Contribution</th>
<th>Description</th>
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<tr>
<td>210174 - E.W. Hamilton Quasi-Endowed Scholarship</td>
<td>Mathematics Teaching Endowed Scholarship</td>
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<td>211516 - John F. &amp; Ruth Cross Endowed Scholarship</td>
<td>Charles Tubbs Sr</td>
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<td>211553 - Charles &amp; Dorothy McLeod Tubbs Math Education Endowed Scholarship</td>
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<td>211718 - Michael Millar Endowed Scholarship</td>
<td>Lanny C. Buls</td>
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<td>212206 - Marian Rigdon Ponder Math Education Scholarship</td>
<td>Pamela Legl</td>
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<td>222220 - Rich and Dee James Secondary Mathematics' Teaching Endowed Scholarship</td>
<td>Rich &amp; Dee James</td>
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<td>221296 - Principal Financial Group Actuarial Scholarship</td>
<td>Pamela &amp; Marjorie Nelson</td>
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<td>224148 - Robert A. and Carol L Hendrickson Crane Scholarship in Secondary Math Education</td>
<td>Carol &amp; Robert Crane</td>
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<tr>
<td>223152 - John C. Peterson Mathematics Education Graduate Student Scholarship</td>
<td>John &amp; Maria Peterson</td>
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<td>223291 - Bonnie Lutville Mathematics Teacher Endowed Scholarship</td>
<td>Deceased Bonnie Lutville</td>
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<td>223639 - Bonnie Lutville Mathematics Teacher Endowed Scholarship</td>
<td>Jemy &amp; Beverly Ridenhour</td>
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<td>224664 - George and Mary McCoige Math Education Scholarship</td>
<td>Jeffrey A McCoige</td>
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<td>223828 - Robert R. Johnson Endowed Scholarship for Mathematics</td>
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<td>220127 - Math Quasi-Endowed Fund</td>
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<td>222452 - Mathematics Undergraduate Research Assistant Fund</td>
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<tr>
<td>222778 - Doris Littell Bock Memorial Fund</td>
<td>Matthew D. Schaffer</td>
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<tr>
<td>224552 - Mathematics Undergraduate Research Assistant Fund</td>
<td>Jon &amp; Laura Scales</td>
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### IN MEMORIAM

**George Immerzeel**

George was born on May 30, 1926, in Kansas City, MO. His family moved to Jefferson, IA, when he was still very young and he received his early education there. A few years later the family moved again, to Davenport, IA, where he completed his education. After graduating high school at age 17, he enlisted in the Navy and served in the Pacific during WWII.

Although he was good at many things, his first love was teaching. Taking advantage of the GI Bill, he received both his BA in Mathematics (1948) and MA in Mathematics (1956) at UNI. He became part of the faculty at the Malcolm Price Lab School where he taught mathematics to children of all ages. His focus was always on problem solving, and he developed and designed an instructional math problem solving curriculum using skills not commonly taught in textbooks. While on the Price Lab faculty, he taught a modern mathematics class using an “electro writer” to parents so they would understand what their children were learning. He would write on a screen which was then transmitted by phone to different centers in Iowa.

George resigned from the faculty at UNI in 1983 and relocated to Boston. While in Boston, he continued writing and became a part of a writing group of authors who shared similar visions for the progress and modernization of mathematics. He continued teaching, becoming a member of the faculty of Boston University, Leslie College, and the Carol School, an elementary and middle school for children with dyslexia and other disabilities.

According to George’s wife Marcia “In 1988, we left Boston and retired to Bainbridge Island, WA, and Delray Beach, FL. We were married on Bainbridge Island where George enjoyed his retirement - fishing, golfing, and traveling.”

Sadly, he passed away on March 1, 2012, in Delray Beach, FL. George was the author of many mathematics textbooks, problem solving books, and many books solving mathematics problems using the calculator.

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**IN MEMORIAM**

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*We tried to include everyone who contributed to Mathematics Department Funds. It is possible that we may have missed some donors. To them we apologize.*
Department of Mathematics Funds

The following funds and scholarships are named for UNI emeritus faculty members:

Diane Sorensen Baum Fund – scholarships for elementary education majors with a K-8 mathematics minor (21-210591)

E.W. Hamilton Quasi-Endowed Scholarship – scholarships for students enrolled in any mathematics program (20-210174)

Bonnie Litwiller Mathematics Teacher Endowed Scholarship – scholarships for students majoring in Mathematics-Teaching (30-212639)

Fred W. Lott Endowed Scholarship in Mathematics – scholarships for incoming freshmen who are mathematics majors (30-211124)

Michael H. Miller Endowed Scholarship – scholarships for graduate students (30-211718)

Augusta Schauer Endowed Scholarship for Mathematics Excellence – scholarships for students majoring in mathematics – Teaching (30-212920)

Augusta Schauer Mathematics Grant – scholarship for math majors with 65 hours of completed work at UNI, preference to secondary teaching major (21-221293)

Carl and Wanda Wehner Math Teaching Endowed Scholarship – scholarships for juniors or seniors majoring in Mathematics – Teaching (30-210474)

The following funds have been established by alumni and friends of the Department of Mathematics:

Robert Allender Mathematics Teaching Endowed Scholarship – scholarships for sophomores, junior, or senior students majoring in Mathematics – Teaching (30-211638)

American Society for Quality Control-Endowed Math & Computer Science – scholarship for juniors or seniors majoring in mathematics (30-210419)

Athena Actuarial Science Scholarship – scholarships for students majoring in Actuarial Science (21-212673)

Conrad and Jeanette Baumler Mathematics Education Scholarship – scholarship for juniors or seniors in mathematics education (21-212560)

Carol Woolson Bock Endowed Scholarship – scholarships for junior or senior in mathematics education (30-212611)

Robert W. Bette Math Education Endowed Scholarship – scholarships for senior in mathematics education (30-211269)

Doris Lutell Bock Memorial Scholarship – scholarships for female seniors in mathematics education (21-212778)

Glenn Boysen Endowed Math Scholarship – scholarships for students majoring in mathematics (30-211136)

Alice & George Brown Endowed Math Scholarship – scholarships for a declared major in the Department of Mathematics (30-211526)

Irvin and Dorothy Bune Mathematics Education Endowed Scholarship – scholarships for mathematics education majors (30-211613)

Robert and Carol Hendrickson Cane Scholarship in Secondary Math Education – scholarships for juniors or seniors in secondary education (21-221248)

John F. and Ruth Cross Endowed Scholarship – scholarships for Math Education majors (30-211156)

Rich and Dee James Secondary Math’s Teaching Endowment – scholarships for juniors or seniors in mathematics education (30-211220)

Patricia Lange Memorial Endowed Math Scholarship – scholarships for juniors or above in any mathematics major (30-210876)

George and Mary McCooage Mathematics Education Scholarship – scholarships for sophomores and above majoring in Mathematics – Teaching (21-212664)

Marian Rigdon Ponder Math Education Scholarship – scholarships for incoming freshmen mathematics education majors (30-212206)

Prem Sahai Actuarial Science Endowed Scholarship – scholarships for actuarial science majors (30-211550)

Principal Financial Group Actuarial Scholarship – scholarships for juniors or above majoring in Actuarial Science (21-221296)

Myrtle Wiese Smith Memorial Endowed Scholarship – scholarship for juniors or seniors in mathematics education (30-212488)

Marcia E. Tater Endowed Scholarship Fund – scholarships for juniors or seniors in any mathematics major (30-211199)

Charles & Dorothy McLeod Tubbs Math Education Endowed Scholarship – scholarships for students majoring in mathematics education (30-211553)

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Alumni info request — Let us hear from you...

Let us know what you have been up to. You can email us at mathematics@uni.edu or return this form to:

Department of Mathematics
University of Northern Iowa
Wright Hall 220
Cedar Falls, IA 50614-0506

First Name ___________________ Last Name (maiden)_______________
Address _________________________________________________________
City ________________________________ State ______________________
Email:___________________________________________________________

Please share any news about you or your family to be included in the next Mathematics Newsletter.

Mr. Lynn R. Kueck, 1966 secondary math education, earned his MA in Mathematics from Stanford University (1975). This year, Mr. Kueck entered his 17th year as Mayor of Algona, IA.

Ben Matthies, 2004 secondary math education, earned a Master's Degree in Educational Leadership from Viterbo University (2012). He teaches mathematics at Ames High School in the Alternative Learning Program (ALP) where he is the ALP summer school coordinator and the online learning coordinator. He also teaches mathematics courses at the Des Moines Area Community College. Ben and his wife Elizabeth have a daughter named Emmalynn. They live in Boone, IA.


Stephanie Gipple married Ted Liautaud Jr. on July 13, 2013. She is currently a sixth grade mathematics teacher outside of Kansas City, MO.

No person shall be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment, any educational program, or any activity of the University, on the basis of age, color, creed, disability, gender identity, national origin, race, religion, sex, sexual orientation, veteran status, or on any other basis protected by federal and/or state law.

The University of Northern Iowa prohibits discrimination and promotes affirmative action in its educational and employment policies and practices as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990, Section 504 of the Rehabilitation Act of 1973, Title VII of the Civil Rights Act of 1964 and other applicable laws and University policies. The University of Northern Iowa prohibits sexual harassment, including sexual violence.

The following person has been designated to handle inquiries regarding the non-discrimination policies and serves as the University Title IX Officer: Amy Schulte, Assistant for Compliance and Equity Management, Office of Compliance and Equity Management, 117 Gilchrist Hall, Uni, Cedar Falls, IA, 50614-0028, 319-273-2846, amy.schulte@uni.edu

In compliance with the Jeanne Clery Act, UNI publishes an Annual Security & Fire Report. The report contains information regarding campus safety and security including crime prevention, crime reporting policies, drug and alcohol abuse, sexual assault and student disciplinary procedures. To obtain a copy of the report, contact the UNI Department of Public Safety located at 030 Gilchrist Hall, Cedar Falls, IA, 50614 or call 319-273-2712 or visit www.uni.edu/public Affairs/public safety reports.html.