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 Stumpf, both of whom graduated in May 2014. The alumni spotlight went to Alysen 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.

Table of Contents

3 Around Wright Hall
6 2014 Hari Shankar Lecture
7 New Faculty
8 Faculty Spotlight
10 Farewell Tour
11 CTLM News
12 Donor Spotlight
13 An Interview with T.J. Hitchman
14 Alumni Spotlight
16 Addresses by Faculty
18 Students Spotlight
20 Contributions to an Account - Recognition
21 In Memoriam
22 Department Funds
24 Alumni Updates

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.

Congratulations to Dr. Douglas Mupasiri on being awarded the “Helping Students Succeed” Commendation from UNI. Terry Hogan, Vice-president for Student Affairs, presented the award on January 9, 2014 “in recognition of exceptional commitment and service to the students of the University of Northern Iowa and in acknowledgment of effective collaboration with the Division of Student Affairs.”

Congratulations to Dr. Suzanne Riehl on being awarded a Professional Development Assignment during the 2014-2015 academic year. Dr. Riehl’s research project is entitled Analysis of Data in Routes to Reason: Proportion.
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: Constructions and Properties of Cube Tilings with Applications to Discrete Extremal Length; and Jacqueline Rowland, mentored by Dr. Suzanne Rehl and Dr. Olof Steinthorsdottir on being awarded a 2014 pre-tenure summer research fellowship from the UNI Provost’s Office.

Four faculty members in our department received summer research fellowships in 2014: Dr. Shangzhen Luo (4 weeks), Dr. Jhw Noh (8 weeks), Dr. Michael Prophet (8 weeks), and Dr. Suzanne Rehl (4 weeks). Congratulations to them all!

Faculty lectures and workshops

On October 1, 2013, Dr. Elizabeth Hughes was invited to provide a one-day Professional Development Workshop in Des Moines, IA for the Iowa Department of Education’s Cognitively Guided Instruction Leadership Team on “Five Practices for Orchestrating Productive Mathematical Discussions”.

AMTE (Association of Mathematics Teacher Educators) and NCME (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, June 16, 2014 – July 11, 2014.

Between June 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 Ostapyuk of the UNI Department 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. 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 Justin 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 Esca
Adam Feldhaus
Heather Galvan
Joel Haack
Theron Hitchman
Elizabeth Hughes
Syed Kimani
Min Lee
Bin Liu

Shangzhen Luo
Catherine Miller
Douglas Rupasz
Jiew Noh
Veik Olesen
Olena Ostapyuk
Michael Prophet
Edward Rathmell
Suanne Rehl
Karen Sabey
Douglas Shaw
Mark Somodi
Adrienne Stanley
Olof Steinthorsdottir
Brian Townsend
Matthew Webbe
Bill Wood

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.
The 2014 Hari Shankar Lecture

Dr. Douglas Muparsiri and Dr. Henry Segerman

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 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 it became clear that, within the specialties 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 after a while 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, autoglyphs, 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/watch?v=NT0u-EINURc. The interested reader may watch the entire lecture online at https://www.youtube.com/watch?v=4TBo-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. Segerman’s talk 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://arxiv.org/abs/1406.2800.

As 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 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 as a hypercube of monkeys." An article about this sculpture is available at http://arxiv.org/abs/1406.2800.

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://arxiv.org/abs/1406.2800.

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 re-creating a high-level mathematics task to be culturally relevant for one socio-cultural/ethnic disenfranchised student, and (3) the relationship between their conceptions and their performance.

Heather’s goals include continually improving her own teaching of prospective 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.
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 as an undergraduate student at Brown.” Also, he enjoyed travelling to social events where he could meet others, which he always made a significant impact. He also served on the executive board of the UNI Faculty Senate, which is possible in a school like UNI.

Along the years, Russell has served on countless university committees on which he has always made a significant impact. He also served on the board of the community support organization from a club to a chapter. Among the things Russell likes most at UNI are the collegiality and the size of the 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 community.”

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 is particularly fond of teaching the linear algebra and differential equations courses.

Along the years, Russell has taught on the board of the community support group of the GBA 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 travel 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 II (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
- A year-long cornerstone course ([http://uni.edu/first-year/first-year cornerstone](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://www.library.uni.edu/blog/american-way-eating-common-read-uni)), ([http://www.library.uni.edu/blog/warmth-other-world-common-read-uni](http://www.library.uni.edu/blog/warmth-other-world-common-read-uni))
- 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/](http://uni.edu/first-year/).
Teachers should be paid a million dollars a year! That's 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 education 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 pedagogical knowledge, to awareness of each student’s needs, to employment of multiple interpersonal skills, to classroom management – of time, space, students, and instructional flow – good teaching is a very complicated undertaking. Like superstars 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’s not.

Of all the teachers I 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 few 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 Iowa 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 Science 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) 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 Coordination (Julie Creeden), writes the content for these guides based on videotaped sessions facilitated by Connie Toney, math consultant at Green Hill AEA, and Lynn Seiking, 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 Chamberlin, facilitator at Prairie AEA. Dana Lichtenberg, CTLM assistant, takes this content and creates very appealing, CTLM-branded Books, with the assistance of Amy Fröhland-Schafer, CTLM editor.

Student Organizations

Actuarial Science Club

The UNI Actuarial Science Club plays an important role in the Actuarial Science program. Its main goal is to foster interaction among students, participating in actuarial courses and other representatives of the field. The club provides opportunities for mathematics majors and mathematics lovers. The purpose is to provide UNI students opportunities to learn and pursue mathematics outside of the classroom and gather to celebrate their love of mathematics.

TEAM

TEAM (Teaching Educators About Mathematics) is a student group which meets monthly to discuss topics of interest to preservice elementary and middle school education majors.

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.

MAH Club

The UNI Math Club is a student organization for mathematics majors and lovers. The purpose is to provide UNI students opportunities to learn and pursue mathematics outside of class and gather
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, Ms. Borthwick taught 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 very good). 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 Department 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 teachers are worth their weight in whatever the most precious substance currently is.”

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 very good). 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 Department 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 teachers are worth their weight in whatever the most precious substance currently is.”

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 very good). 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 Department 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 teachers are worth their weight in whatever the most precious substance currently is.”
appreciated but the feeling of terror
of technology and class discussions. His
selecting a couple of times to help me with the
challenges I faced. I was put to the test and
found myself needing his help even if I was
not one of the select few who received it.

25 days after settling in Iowa was, to
my surprise and delight, the day of the
degree paper. Her paper was about
teaching students in a high school
mathematics classroom. She presented the results of her project
at various state conferences.

Allysen always has the goal of
getting students to engage in
mathematical modeling to
solve real-world problems. The first
year of her study, Allysen conducted an action
research project in her Algebra II and
Geometry classes over two semesters. 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
motivated and inspired her teachers and peers.

In her study, Allysen conducted an action
research project in her Algebra II and
Geometry classes over two semesters. 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
motivated and inspired her teachers and peers.

Allysen was a shining example of someone
who is not only a teacher but also a
teacher leader in the community, working
to promote effective instruction and
student learning. It truly has been
a pleasure to know and work with
her over the past several years and I
appreciate the opportunities that have
allowed us to learn from each other. I
look forward to what our colleagueship
can offer in the coming years.

Allysen has been very active in district-wide leadership Team activities, curriculum development,
and grant writing. She has gone
above and beyond the call of duty to
take the mathematics program in her
district to a higher level. In addition to
winning the Yager award, Allysen was
one of three Iowa finalists for the 2013
Presidential Award for Excellence in
Mathematics and Science Teaching.

Allysen is a shining example of someone
who is not only a teacher but also a
teacher leader in the community, working
to promote effective instruction and
student learning. It truly has been
a pleasure to know and work with
her over the past several years and I
appreciate the opportunities that have
allowed us to learn from each other. I
look forward to what our colleagueship
can offer in the coming years.

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 concepts outside of class, as well
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 and 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 one of the first year’s teams named
the “Finalists.” That was the highest
classification achieved by
any team in Iowa that year. Last year,
her team earned the classification of “Honorable Mention.” Once again, that was
the highest classification achieved by
any team in Iowa and they were the sole
iowa recipients. Allysen has been very active in district-wide leadership Team activities, curriculum development,
and grant writing. She has gone
above and beyond the call of duty to
take the mathematics program in her
district to a higher level. In addition to
winning the Yager award, Allysen was
one of three Iowa finalists for the 2013
Presidential Award for Excellence in
Mathematics and Science Teaching.

Allysen has been very active in district-wide leadership Team activities, curriculum development,
and grant writing. She has gone
above and beyond the call of duty to
take the mathematics program in her
district to a higher level. In addition to
winning the Yager award, Allysen was
one of three Iowa finalists for the 2013
Presidential Award for Excellence in
Mathematics and Science Teaching.
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 Yager 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 at 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 grandchildren to have mathematics teachers as effective as Jodi.

Benjamin Wadsley

A quick glance at Ben’s resume shows that his career so far has been 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 staked 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, while still in high school, he came to UNI 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 [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 for 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 Transamerica Investments & 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 shadowing 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

Student Spotlight

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 recordbreaker, 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 swimming team and loved our campus. That visit made a lasting impression on Caryn and eventually convinced her to come to UNI to pursue a BA in actuarial science and economics. Since 2011, she was the UNI chapter president of the National Society of Collegiate Scholars, as well as co-sponsor of the UNI Student Athlete Advisory Committee.

“I think the UNI actuarial classes are great. They really help you pass exams, which puts you ahead when applying for internships and jobs.”

She spent the spring semester in Australia, at the University of Newcastle. “I met some amazing people and a few friends I still keep in touch with from all over the world” says Caryn.

During her sophomore year (2012), Caryn spent a full-time position at Transamerica, in the Actuarial Student Development Program. In her free time, Caryn likes to scrapbook and do other crafts, play with her dog, and spend time with her family and friends.

“Caryn has been a competitive swimmer since she was 6. Swimming for many years, she developed work routines that helped her to balance her academic and athletic activities. She developed good connections with her faculty members.

Caryn graduated from UNI in May 2014. In her free time, Caryn likes to study, read books as much as she can get her hands on, watch TV and movies, and spend time with her family and friends.

Emily Stumpff

Emily Stumpff

Student Spotlight

Emily Stumpff is the recipient of the 2014 Purple and Old Gold Award, recognizing meritorious scholarship or conspicuous achievement in Mathematics. She earned her Bachelor of Arts in Mathematics Teaching in May 2014.

“Why did you decide to become a mathematics teaching major and what made you pick this major?”

Emily says: “The awards don’t mean as much to me as the people I’ve met through the sport and the lessons I’ve learned. Some of my teammates will be my friends for the rest of my life and the coaches have had an influence on me so much. I am thankful for the opportunity to do what I loved in college.”

Caryn says: “The math awards don’t mean as much to me as the people I’ve met through the sport and the lessons I’ve learned. Some of my teammates will be my friends for the rest of my life.”

When did you decide to become a mathematics teaching major and what made you pick this major?

Emily chose UNI because of the amazing people who enhanced my learning experience. The Mathematics Department helped you to attain your professional goals?

The Mathematics Department helped me in many ways. The mathematics faculty members were amazing in their ability to set aside time for me as a student to get help. They were always willing to go through the material with me as I always made sure to get home and study, even if it was after class. I always felt comfortable asking them for help. I also enjoyed the fact that many of my professors had a really good working relationship with their students. They were always ready to help out when I needed it.

What are your career plans after graduation?

After graduation, I want to become a teacher and work at a high school. I am very interested in teaching and want to continue my education to obtain a master’s degree.

What do you enjoy doing in your free time?

In my free time, I enjoy reading as many books as I can, playing sports, spending time with my family and friends, and attending concerts and other events.

What are your career plans after graduation?

After graduation, I plan to work as a teacher at a high school. I am very interested in teaching and want to continue my education to obtain a master’s degree.

What do you enjoy doing in your free time?

In my free time, I enjoy reading as many books as I can, playing sports, spending time with my family and friends, and attending concerts and other events.

What are your career plans after graduation?

After graduation, I plan to work as a teacher at a high school. I am very interested in teaching and want to continue my education to obtain a master’s degree.

What do you enjoy doing in your free time?

In my free time, I enjoy reading as many books as I can, playing sports, spending time with my family and friends, and attending concerts and other events. I also like to travel and hike in the mountains.
Contributions to an Account – Recognition*

210174 - E.W. Hamilton Quasi-Endowed Scholarship
John G Newton
Judith & Samuel Seymour

210474 - Wanda & Carl Wehner Mathematics Teaching Endowed Scholarship
Dow Chemical Company
William R Hilyard
Nancy J Hoing
Lois & David Kail
Mrs. Karen Page
Mr. Carl Ovillo Wehner
Wanda Lee Wehner

210591 - Diane Lee Soerson Baum Fund
Dr. Daryl Basler
Diane Lee Baum Revocable Trust

210976 - Patricia Lange Memorial Mathematics Endowed Scholarship
Reuben & Nancy Collins
Robert Lange
Stephen & Karrie Mullenberg

211124 - Fred W. Lott Endowed Scholarship in Mathematics
Diana Anderson
Jerome F. Jurschak
Eldon & Lynne Meyers
Ronald J & Judith Mohelis

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 Boston University, Leslie College, and the Carroll School, an elementary and middle school for children with dyslexia and other disabilities.

George resigned from the faculty at UNI in 1983 and relocated to Boston. While in Boston, he continued writing and became 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 Carroll 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, solving problems, and many books solving mathematics problems using the calculator.

211922 - Augusta Schurrer Endowed Scholarship for Mathematics
Lowell & Mary Doerder
Randall & Jule Holmes
Jerome F Jurschak
Jane & Ludolph Lechner
Pamela Liegl
Robert & Marjorie Nelson
John M Orth
Jenny & Beverly Ridenhour

212105 - Mathematics Education Leadership Endowed Fund for Excellence
Melisa Bartlett
Mary Bothwick & Robert Minch
Kim Sprain

221162 - Math Leadership
Dr. Daryl Basler
Manuel & Theresa Blaine
Gayle & Katherine Howard
Byron E. & Christine Redenmke
Bar & Joyce Smith
Kim Sprain

221288 - Actuarial Science Fund
Randall & Jule Holmes
Northwestern Mutual Foundation
Kim Sprain

2222452 - Mathematics Undergraduate Research Assistant Fund
Kim Sprain

242778 - Doris Littell Bock Memorial Fund
Debra Bagby

Competition Fund
Greg Dotson
The following funds and scholarships are named for UNI emeritus faculty members:

- **Diane Sonesson Baum Fund** - scholarships for elementary education majors with an X-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 M. Lott Endowed Scholarship in Mathematics** - scholarships for incoming freshmen who are mathematics majors (30-211124)
- **Michael H. Miller Endowed Scholarship** - scholarships to graduate students (30-211718)
- **Augusta Schauer Endowed Scholarship for Mathematics Excellence** - scholarships for students majoring in mathematics (30-21290)
- **Augusta Schauer Mathematics Grant** - scholarship for math major with 65 hours of completed work at UNI, preference to secondary teaching major (21-221293)
- **Carl and Wanda Wehrman 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 sophomore, junior, or senior students majoring in Mathematics Teaching (30-211638)
- **American Society for Quality Control-Endowed Math & Mathematics-Teaching (30-211638)**
- **Dr. Hyo Myung Family Mathematics Faculty Endowment Fund** - $_____ directed to __________________________________________________________________________________________________
- **Mathematics Education Leadership Endowed Fund for Excellence** - $_____ directed to __________________________________________________________________________________________________
- **E.W. Hamilton Quasi-Endowed Scholarship** - $_____ directed to __________________________________________________________________________________________________
- **Robert and Carol Hendrickson Crane Scholarship in Secondary Mathematics Education** - $_____ directed to __________________________________________________________________________________________________
- **Myrtle Wiese Smith Memorial Endowed Scholarship** - $_____ directed to __________________________________________________________________________________________________
- **Robert W. Bettle Math Education Endowed Scholarship** - $_____ directed to __________________________________________________________________________________________________
- **Carol Woolson Beck Endowed Scholarship** - $_____ directed to __________________________________________________________________________________________________
- **E.W. Hamilton Quasi-Endowed Scholarship** - $_____ directed to __________________________________________________________________________________________________

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

- **Doris Littell 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 (21-211526)
- **Invin and Dorothy Bune Mathematics Endowment Fund** - scholarships for mathematics education majors (30-211163)
- **Robert and Carol Hendrickson Crane Scholarship in Secondary Mathematics Education** - $_____ directed to __________________________________________________________________________________________________
- **John F. and Ruth Cross Endowed Scholarship** - scholarships for juniors or seniors in secondary mathematics education (21-202418)
- **Patrick Lange Memorial Endowed Math Scholarship** - scholarships for juniors in any mathematics major (21-201876)
- **George and Mary McCoige Mathematics Education Scholarship** - scholarships for sophomores and above majoring in Mathematics Teaching (21-212664)
- **Marin Rigdon Ponder Math Education Scholarship** - scholarships for incoming freshmen mathematics education majors (21-222126)
- **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 (21-212396)
- **Myrtle Wiese Smith Memorial Endowed Scholarship** - scholarships for juniors or seniors in mathematics education (30-210488)
- **Marcia E. Tesar Endowed Scholarship Fund** - scholarships for juniors in any mathematics major (30-211199)
- **Charles & Dorothy McLeod Tubbs Math Education Endowed Scholarship** - scholarships for students majoring in mathematics education (30-211553)

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

- **Robert W. Bettle Math Education Endowed Scholarship** - scholarships for juniors or seniors in mathematics education (30-212611)
- **Conrad and Jeannette Baumler Mathematics Education Scholarship** - scholarship for mathematics majors (30-211292)
- **American Society for Quality Control-Endowed Math & Mathematics-Teaching (30-211638)**
- **Dr. Hyo Myung Family Mathematics Faculty Enrichment Endowment Fund** - $_____ directed to __________________________________________________________________________________________________
- **Mathematics Undergraduate Research Assistant Fund** - $_____ directed to __________________________________________________________________________________________________
- **Kersten Family Endowed Scholarship** - $_____ directed to __________________________________________________________________________________________________
- **Wright Family Scholarship** - $_____ directed to __________________________________________________________________________________________________
- **Myrtle Wiese Smith Memorial Endowed Scholarship** - $_____ directed to __________________________________________________________________________________________________

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

- **Robert W. Bettle Math Education Endowed Scholarship** - scholarships for juniors or seniors in mathematics education (30-211269)
- **Doris Littell 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 (21-211526)
- **Invin and Dorothy Bune Mathematics Endowment Fund** - scholarships for mathematics education majors (30-211163)
- **Robert and Carol Hendrickson Crane Scholarship in Secondary Mathematics Education** - $_____ directed to __________________________________________________________________________________________________
- **John F. and Ruth Cross Endowed Scholarship** - scholarships for juniors or seniors in secondary mathematics education (21-202418)
- **Patrick Lange Memorial Endowed Math Scholarship** - scholarships for juniors in any mathematics major (21-201876)
- **George and Mary McCoige Mathematics Education Scholarship** - scholarships for sophomores and above majoring in Mathematics Teaching (21-212664)
- **Marin Rigdon Ponder Math Education Scholarship** - scholarships for incoming freshmen mathematics education majors (21-222126)
- **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 (21-212396)
- **Myrtle Wiese Smith Memorial Endowed Scholarship** - scholarships for juniors or seniors in mathematics education (30-210488)
- **Marcia E. Tesar Endowed Scholarship Fund** - scholarships for juniors in any mathematics major (30-211199)
- **Charles & Dorothy McLeod Tubbs Math Education Endowed Scholarship** - scholarships for students majoring in mathematics education (30-211553)
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.

Alumni Updates

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.