

**CURRICULUM VITA**  
Joan Ferrini-Mundy  
Chief Operating Officer  
National Science Foundation  
2/14/18

**EDUCATION**

**University of New Hampshire, Department of Mathematics, College of Engineering and Physical Sciences**

1980      Ph.D.      Mathematics Education (Minor: Research Methodology/Statistics)  
1977      M.S.      Mathematics  
1975      B.S.      Mathematics Education, summa cum laude

**EXPERIENCE**

**2007 – present: National Science Foundation, Arlington, Virginia**

Member of U.S. Government Senior Executive Service, 2011– present  
Chief Operating Officer (COO), June 2017 – present  
Acting COO February – June 2017  
Assistant Director, Directorate for Education and Human Resources, February 2011 – January 2017  
Acting Assistant Director, Directorate for Education and Human Resources, Intergovernmental Personnel Act (IPA) assignment from Michigan State University (MSU), January 2010 – January 2011  
Acting Executive Officer, Directorate for Education and Human Resources, IPA assignment from MSU, January – December 2009  
Inaugural Director, Division of Research on Learning in Formal and Informal Settings, Directorate for Education and Human Resources, IPA assignment from MSU, January 2007 – December 2009

**1999 –2011: Michigan State University, East Lansing, Michigan**

On unpaid leave of absence while serving at NSF, January 2011- January 2012  
IPA appointment at the National Science Foundation, January 2007 - January 2011  
Associate Dean for Science and Mathematics Education, College of Natural Science, 1999 - 2006  
Director, Division of Science and Mathematics Education, College of Natural Science, 1999 - 2006  
University Distinguished Professor of Mathematics Education, 2005 - January 2012  
Professor of Mathematics, College of Natural Science, 1999 - January 2012  
Professor of Teacher Education, College of Education, 1999 - January 2012

**1995 – 1999: National Research Council, National Academy of Sciences, Washington, DC**

Associate Executive Director, Center for Science, Mathematics, and Engineering Education, 1997 - 1999  
Director, Mathematical Sciences Education Board, 1995 - 1999

**1983 – 1999: University of New Hampshire, Durham, New Hampshire**

On leave, National Research Council, September 1995- summer 1999  
Professor of Mathematics, College of Engineering and Physical Sciences, 1994 - summer 1999  
On leave as Visiting Scientist, Teacher Enhancement Program, Science and Engineering Education,  
National Science Foundation, 1989 -1991  
Associate Professor of Mathematics with tenure, 1987 - 1994  
Assistant Professor of Mathematics, 1983 - 1987  
Director or Co-Director, Master of Science for Teachers Program, 1985 - 1995

**1982 – 1983: Mount Holyoke College, South Hadley, Massachusetts**

Assistant Professor of Mathematics  
Co-director and Co-founder (with Jere Confrey) of SummerMath for Teachers Program

**1980 – 1982: University of New Hampshire, Durham, New Hampshire**

Postdoctoral Research Associate, Department of Mathematics  
Focus: gender equity in mathematics and science

**1975 – 1980: University of New Hampshire, Durham, New Hampshire**

Doctoral Student, Mathematics Education, Department of Mathematics  
Teaching Assistant, Department of Mathematics  
Experience: developmental mathematics courses, calculus tutoring

**1977 – 1979: St. Paul’s School, Concord, New Hampshire**

Secondary school mathematics teacher, soccer coach, and dormitory supervisor

## PUBLICATIONS

- Ferrini-Mundy, J. (2017). Education reform, research, and policy: Interwoven influences on mathematics education in the United States. In J. Cai (Ed.), *Compendium for research in mathematics education* (pp. 48-73). Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, J., Scherer, L., & Singer, S.R. (2016). The reform of undergraduate science, technology, engineering and mathematics education in context: Preparing tomorrow’s STEM professionals and educating a STEM-savvy public. In G.C. Weaver, W.D. Burgess, A.L. Childress, & L. Slakey (Eds.), *Transforming institutions: Undergraduate STEM education for the 21st century*. West Lafayette: Purdue University Press.
- Reckase, M. D., McCrory, R., Floden, R. E., Ferrini-Mundy, J., & Senk, S. L. (2015). A multidimensional assessment of teachers’ knowledge of algebra for teaching: Developing an instrument and supporting valid inferences. *Educational Assessment*, 20(4), 249-267.
- Hoyle, C. & Ferrini-Mundy, J. (2013). Policy implications of developing mathematics education research. In M.A. Clements, A.J. Bishop, C. Keitel, J. Kilpatrick, & F.K.S. Leung (Eds.), *Third International Handbook of Mathematics Education* (pp. 485-515). New York, NY: Springer.
- Ferrini-Mundy, J. (2013). Driven by diversity. *Science*, 340 (6130), 278.
- Ferrini-Mundy, J. (2013). Perspectives américaines. In M.F. Chevallier- Le Guyader & J-M Dabadie (Eds.) *Partager la science: L’illettrisme scientifique en question*. Actes Sud, IHEST.
- Ferrini-Mundy, J. & Lakhani, H. (2013). Education programs to develop talent: A U.S. perspective. In *United States-China: Comparative Government Organization and Operation in Science and Technology Innovation*. Woodrow Wilson International Center for Scholars: Washington, D.C.
- McCrory, R., Floden, R., Ferrini-Mundy, J., Reckase, M. D., & Senk, S, L. (2012). Knowledge of algebra for teaching: A framework of knowledge and practices. *Journal for Research in*

- Mathematics Education*, 43(5), 584-614.
- Kim, D.-J., Ferrini-Mundy, J., & Sfard, A. (April 2012). Does language impact mathematics learning? Comparing English and Korean speaking university students' discourses on infinity. *International Journal of Educational Research*, vol. 51/52.
- Kim, D., Sfard, A., & Ferrini-Mundy, J. (2010). Students' colloquial and mathematical discourses on infinity and limit: A comparison of U.S. and Korean students. *School Mathematics*, 12(1), 1-15.
- Kim, D., Ferrini-Mundy, J., & Sfard, A. (2010). Comparison of native-English and native-Korean speaking university students' discourses on infinity and limit. In M.M.F. Pinto and T.F. Kawasaki (Eds.), *Proceedings of the 34th Conference of the International Group for the Psychology of Mathematics Education*, Vol.1. Belo Horizonte, Brazil: PME.
- Ferrini-Mundy, J., & Guçler, B. (2009). Discipline-based efforts to enhance undergraduate STEM education. In R. Baldwin (Ed.), *Improving the climate for undergraduate teaching and learning in STEM fields: New directions for teaching and learning* (pp. 55-67). San Francisco: Jossey-Bass.
- Ferrini-Mundy, J. (2008). What core knowledge do doctoral students in mathematics education need to know? In R. Reys & J. Dossey (Eds.), *U.S. doctorates in mathematics education. CBMS Issues in Mathematics Education Vol.15* (pp. 63-74). Washington, DC: American Mathematical Society.
- Ferrini-Mundy, J., & Breaux, G. (2008). Perspectives on research, policy, and the use of technology in mathematics teaching and learning in the United States. In M. K. Heid & G.W. Blume (Eds.), *Research on technology and the teaching and learning of mathematics, cases and perspectives* (pp. 427-448). Charlotte, NC: Information Age Publishing.
- Gersten, R., Ferrini-Mundy, J., Benbow, C., Clements, D., Loveless, T., Williams, V., Arispe, I., & Banfield, M. (2008). Report of the task group on instructional practices. In National Mathematics Advisory Panel, *Foundations for success: Reports of the task groups and subcommittees* (pp. 6-iii – 6-224).
- Ferrini-Mundy, J., Burrill, G., & Schmidt, W. (2007). Building teacher capacity for implementing curricular coherence: Mathematics teacher professional development tasks. *Journal of Mathematics Teacher Education*, 10(6), 311-324.
- Ferrini-Mundy, J., & Floden, R.E. (2007). Educational policy research and mathematics education. In F. K. Lester, Jr. (Ed.), *Second handbook of research on mathematics teaching and learning* (pp. 1247-1279). Charlotte, NC: Information Age Publishing.
- Ferrini-Mundy, J. (2006). Making change in school mathematics: Lessons about the interactions among research, policy, and practice from the PROM/SE Project. Plenary talk in *Proceedings of the Annual Conference on Mathematics Education*, Korea Society of Mathematics Education, Seoul, Korea.
- Ferrini-Mundy, J. (2006). Foreword. In Tobey, C. R., & Keeley, P., *Mathematics curriculum topic study: Bridging the gap between standards and practice*. Sage Publications.
- Ferrini-Mundy, J. (2005). The TIMSS 2003 and PISA 2003 reports: Sustaining focus and concern about the state of mathematics education in the United States. *Education Statistics Quarterly*, 6(4): 26-28.
- Ferrini-Mundy, J., & Powell, J.C. (2005). Opportunities for researchers. *The Natural Selection: The Journal of BSCS*, Winter 2005, 33-35.
- Ferrini-Mundy, J., & Schmidt, W. (2005). International comparative studies in mathematics education: Opportunities for collaboration and challenges. *Journal for Research in Mathematics Education*, 36(3), 164-175.
- Ball, D. L., Ferrini-Mundy, J., Kilpatrick, J., Milgram, J., Schmid, W., & Schaar, R. (2005). Reaching for common ground in K-12 mathematics education. *Notices of the American Mathematical*

- Society*, 52(9), 1055-1058.
- Kim, D.J., Sfard, A., & Ferrini-Mundy, J. (2005). Students' colloquial and mathematical discourses on infinity and limit. In H.L. Chick & J.L. Vincent (Eds.), *Proceedings of the 29th Conference of the International Group for the Psychology of Mathematics Education: Vol. 3* (pp. 201-208). Melbourne, Australia.
- Kim, D., Sfard, A., & Ferrini-Mundy, J. (2005, October). Students' colloquial and mathematical discourses on limit. In G.M. Lloyd, M.R. Wilson, J.L.M. Wilkins, & S.L. Behm (Eds.), *Proceedings of the 27th Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* [CD-ROM]. Eugene, OR: All Academic.
- Ferrini-Mundy, J. (2004). Preparing scholars in mathematics education. In C. Kiselman, E. Melin, & M. Neytcheva (Eds.), *Graduate school in mathematics and computing, FMB, and graduate school in mathematics education, FMD, open house* (pp. 25-43). Uppsala, Sweden.
- Ferrini-Mundy, J. (2004). National standards, local control of curriculum: Setting the course of mathematics education in the United States. In H. Fujita, Y. Hashimoto, B.R. Hodgson, P.Y. Lee, S. Lerman, & T. Sawada (Eds.), *Proceedings of the Ninth International Congress on Mathematics Education* (pp. 126-127). Dordrecht, The Netherlands: Kluwer Academic Publishers.
- Ferrini-Mundy, J. (2004). Studying the role and influence of standards on K-12 mathematics education. In F.K. Lester & J. Ferrini-Mundy (Eds.), *Proceedings of the NCTM Research Catalyst Conference* (pp.1-8). Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, J. (2004). What does it mean to be standards-based? Issues in conceptualizing, measuring, and studying alignment with standards. In F.K. Lester & J. Ferrini-Mundy (Eds.), *Proceedings of the NCTM Research Catalyst Conference* (pp. 25-32). Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, Joan. (2004). Summary of perspectives panel I: Policy, practice, and research. In F.K. Lester & J. Ferrini-Mundy (Eds.), *Proceedings of the NCTM Research Catalyst Conference* (pp. 103-106). Reston, VA: National Council of Teachers of Mathematics.
- Lester, F.K. & Ferrini-Mundy, J. (Eds.) (2004). *Proceedings of the NCTM Research Catalyst Conference*. Reston, VA: National Council of Teachers of Mathematics. (ERIC Document Reproduction Service No. ED 495228)
- Senk, S., Keller, B., & Ferrini-Mundy, J. (2004). The mathematical preparation of teachers: K-12. Report of a workshop at Michigan State University. Mathematical Association of America CRAFTY Curriculum Foundations Project. In S.L. Ganter & W. Barker (Eds.), *A collective vision: Voices of the partner disciplines*. MAA Reports Series (pp. 145-156). Washington, DC: Mathematical Association of America
- Ferrini-Mundy, J., & Graham, K. J. (2003). The education of mathematics teachers in the United States after World War II: Goals, programs, and practices. In J. Kilpatrick & G. Stanic (Eds.), *A history of school mathematics: Vol. 2* (pp. 1193-1308). Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, J., & Martin, W.G. (2003). Using research in policy development: The case of the National Council of Teachers of Mathematics' Principles and Standards for School Mathematics. In J. Kilpatrick, W.G. Martin, & D. Schifter (Eds.), *A research companion to the Principles and Standards for School Mathematics* (pp. 395-419). Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, J., Burrill, G., & Breaux, G. (Eds.) (2003). Mathematics education around the world: Bridging policy and practice. *Reflections from the 2001 Park City Mathematics Institute International Panel on Policy and Practice in Mathematics Education*. Princeton, NJ: Institute for Advanced Study. Retrieve from <http://mathforum.org/pcmi/>
- Wilson, S.W., Floden, R.E., & Ferrini-Mundy, J. (2002). Teacher preparation research: An insider's

- view from the outside. *Journal of Teacher Education*, 53(3), 190-204.
- Ferrini-Mundy, J., Burrill, G., & Breaux, G. (Eds.). (2002). Mathematics education around the world: Bridging policy and practice. *Reflections from the 2002 Park City Mathematics Institute International Panel on Policy and Practice in Mathematics Education*. Princeton, NJ: Institute for Advanced Study. Retrieve from <http://mathforum.org/pcmi/int2002report>.
- Ferrini-Mundy, J., & Findell, B. (2001). The mathematical education of prospective teachers of secondary school mathematics: Old assumptions, new challenges. In T. Rishel (Ed.), *Mathematics and the mathematical sciences in 2010: What should students know?* (pp. 31- 41). Washington, DC: Mathematical Association of America.
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- Ferrini-Mundy, J. (2000). The National Council of Teachers of Mathematics' new Principles and standards for school mathematics: Implications and challenges. *Mathematical Association of America-Michigan Section-MAA-Newsletter*, 27(1), 7-11.
- Ferrini-Mundy, J., (2000). Promising approaches for helping prospective elementary teachers learn mathematics for teaching: Where are we? Moderator's summary. In *Proceedings of the Conference Knowing and Learning Mathematics for Teaching* (p. 125). Washington DC: National Research Council.
- Ferrini-Mundy, J., & Martin, W. G. (2000). Developing Principles and Standards for School Mathematics: The role of feedback and advice. *New England Mathematics Journal*, 32(2), 6-17.
- Heid, M.K., Harel, G., Ferrini-Mundy, J., & Graham, K. (2000). Advanced mathematical thinking: Implications of various perspectives on advanced mathematical thinking for mathematics education reform. In M.L. Fernandez (Ed.), *Proceedings of the Twenty-second Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education: Vol.1* (pp. 33-38). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. (ERIC Document Reproduction Service No. ED446945).
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- Heid, M.K., Ferrini-Mundy, J., Graham, K., & Harel, G. (1999). The role of advanced mathematical thinking in mathematics education reform. In F. Hitt & M. Santos (Eds.) *Proceedings of the Twenty-first Annual Meeting North American Chapter of the International Group for the Psychology of Mathematics Education: Vol. 1* (pp.164-169). Columbus, Ohio: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. (ERIC Document Reproduction Service No. ED433998).
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- Ferrini-Mundy, J. (1998, September). Learning from the math standards. *The Science Teacher*, 65(6), 27-29.
- Ferrini-Mundy, J., Graham, K., Johnson, L., & Mills, G. (Eds.). (1998). *Making change in mathematics education: Learning from the field*. Reston, VA: National Council of Teachers of Mathematics.
- Heid, M.K, Ferrini-Mundy, J., Graham, K., & Harel, G. (1998). The role of advanced mathematical thinking in mathematics education reform. In S.B. Berenson, K.R. Dawkins, M. Blanton, W.N.

- Coulombe, J. Kolb, K. Norwood et al., (Eds.) *Proceedings of the Twentieth Annual Conference of the North American Chapter of the International Group for the Psychology of Mathematics Education: Vol. 2* (pp. 53-58). Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. (ERIC Document Reproduction Service No. ED430776).
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- Ferrini-Mundy, J. (1997). Reform efforts in mathematics education: Reckoning with the realities. In S. Friel & G. Bright (Eds.), *Reflecting on our work: NSF Teacher Enhancement in K-6 mathematics* (pp. 113-132). Lanham, MD: University Press of America.
- Ferrini-Mundy, J., & Graham, K. (1997). Goals and conceptual framework. In J. Ferrini-Mundy & T. Schram (Eds.), *The Recognizing and Recording Reform in Mathematics Education Project: Insights, issues, and implications*. Journal for Research in Mathematics Education, Monograph Number 8 (pp. 5-15). Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, J., & Johnson, L. (1997). Highlights and implications. In J. Ferrini-Mundy & T. Schram (Eds.), *The Recognizing and Recording Reform in Mathematics Education Project: Insights, issues, and implications*. Journal for Research in Mathematics Education, Monograph Number 8 (pp. 111-128). Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, J., & Johnson, L. (1997). Building the case for standards-based reform: Is mathematics our existence proof? In D.M. Bartels & J. Sandler (Eds.), *Implementing science education reform: Are we making an impact?* (pp. 157-186). Washington, DC: American Association for the Advancement of Science.
- Ferrini-Mundy, J., & Schram, T. (Eds.). (1997). *The Recognizing and Recording Reform in Mathematics Education Project: Insights, issues, and implications*. Journal for Research in Mathematics Education, Monograph Number 8. Reston, VA: National Council of Teachers of Mathematics.
- Ferrini-Mundy, J., Lappan, G., & Phillips, E. (1997). Experiences with patterning. *Teaching Children Mathematics*, 3(6), 282-288.
- Bybee, R. W., & Ferrini-Mundy, J. (1997). Editorial. *School Science and Mathematics*. 97(6), 281-282.
- Bybee, R.W., Ferrini-Mundy, J., & Loucks-Horsley, S. (1997). National standards and school science and mathematics. *School Science and Mathematics*, 97(6), 325-334.
- Ferrini-Mundy, J. (1997). Response to core curriculum in context: History, goals, models, challenges. In J. Dossey (Ed.), *Proceedings of the conference Confronting the core curriculum: Considering change in the undergraduate mathematics major* (pp. 15-16). Washington, DC: Mathematical Association of America.
- Ferrini-Mundy, J. (1997). Issues in mathematics teacher education and development. In J. Price & J. Jacobs (Eds.), *Teaching, learning, and learning teaching* (pp. 3-10). Reston, VA: National Council of Teachers of Mathematics.
- Leiva, M.A., Brown, R.G., Coes, L., Cooper, S., Ferrini-Mundy, J., Herman, A., et al. (1997). *Algebra 1: Explorations and applications*, and *Algebra 2: Explorations and applications*. Evanston, IL: McDougal Littell/Houghton Mifflin.
- Ferrini-Mundy, J. (1996). Mathematical thought-in-action: Rich rewards and challenging dilemmas. In D. Schifter (Ed.), *What's happening in math class: Envisioning new practices through teacher narratives: Vol. 1* (pp. 77-86). Newark, DE: International Reading Association, and New York: Teachers College Press.
- Ferrini-Mundy, J., & Johnson, L. (1996). The place of problem solving in U.S. mathematics education K-12 reform: A preliminary glimpse. In D. Zhang, T. Sawada, & J. Becker (Eds.), *Proceedings of the China-Japan-U.S. seminar on mathematical education* (pp. 136-151). Carbondale: Southern Illinois University.

- Ferrini-Mundy, J., & Graham, K. (1994). Research in calculus learning: Understanding of limits, derivatives, and integrals. In J. Kaput & E. Dubinsky (Eds.), *Research issues in undergraduate mathematics: Preliminary analysis and results*. Washington, DC: Mathematical Association of America.
- Ferrini-Mundy, J., & Johnson, L. (1994). Implementing the Curriculum and Evaluation Standards: Recognizing and recording reform in mathematics: New questions, many answers. *The Mathematics Teacher*, 87(3), 190-194.
- Ferrini-Mundy, J., & Lauten, D. (1994). Connecting research and teaching: Learning about calculus learning. *The Mathematics Teacher*, 87(2), 115-121.
- Lauten, A.D., Graham, K., & Ferrini-Mundy, J. (1994). Student understanding of basic calculus concepts: Interaction with the graphics calculator. *The Journal of Mathematical Behavior*, 13, 225-237.
- Ferrini-Mundy, J., & Lauten, D. (1993). Teaching and learning calculus. In P.S. Wilson (Ed.), *Research ideas for the classroom: High school mathematics* (pp. 155-176). New York: Macmillan.
- Lappan, G., & Ferrini-Mundy, J. (1993). Knowing and doing mathematics: A new vision for middle grades students. *Elementary School Journal*, 93(5), 625-641.
- Ferrini-Mundy, J. (1993). [Review of the book *Schools, mathematics, and the world of reality*, R. Davis and C. Maher]. *Journal for Research in Mathematics Education*, 24(5), 477-483.
- Ferrini-Mundy, J. (1992, Fall-Winter). How responsible should the high schools be for preparing students for college: How responsible should the colleges be for accommodating entering students? *Mathematics in College*, 39-40.
- Leiva, M., Ferrini-Mundy, J., & Johnson, L. (1992). Playing with blocks: Visualizing functions. *The Mathematics Teacher*, 85(8), 641-646, 652-654.
- Ferrini-Mundy, J., & Gaudard, M. (1992). Secondary school calculus: Preparation or pitfall in the study of college calculus? *Journal for Research in Mathematics Education*, 23(1), 56-71.
- Ferrini-Mundy, J., & Graham, K. (1991). An overview of the calculus curriculum reform effort: Issues for learning, teaching, and curriculum development. *The American Mathematical Monthly*, 98(7), 627-635.
- Ferrini-Mundy, J., & Lappan, G. (1991). Reform in mathematics education: Opportunities and challenges for all. *Notices of the American Mathematical Society*, 38(8), 895-898.
- Lappan, G., & Ferrini-Mundy, J. (1990). Implementing the NCTM Curriculum and evaluation standards for school mathematics in grades 5-8: Obstacles and opportunities. *School Science and Mathematics*, 90(6), 486-493.
- Schoen, H., & Ferrini-Mundy, J. (1991). Successes and hurdles in changing mathematics curriculum instruction: Issues for discussion relative to the NCTM Curriculum and Evaluation Standards. In C. Firestone & C. Clark (Eds.), *Telecommunications as a tool for educational reform: Implementing the NCTM mathematics standards* (pp. 51-60). Forum Report. Washington, DC: The Aspen Institute, Communications and Society Program.
- Graham, K., & Ferrini-Mundy, J. (1990). Functions and their representations. *The Mathematics Teacher*, 84(3), 209-216.
- Ferrini-Mundy, J., Gaudard, M., Shore, S., & Van Osdol, D. (1990). How quality is taught can be as important as what is taught. *Quality Progress XXIII*, 56-59.
- Ferrini-Mundy, J., & Zia, L. (1989). Project CALCulate: Computer aided learning of calculus using spreadsheets. *Collegiate Microcomputer*, VII(4), 300-304.
- Balomenos, R.H., Ferrini-Mundy, J., & Dick, T. (1987). Geometry for calculus readiness. In M.M. Lindquist (Ed.), *Geometry today: 1987 yearbook*. Reston, VA: National Council of Teachers of Mathematics. Reprinted in *75th Yearbook of the National Council of Teachers of Mathematics*, 2013.
- Ferrini-Mundy, J. (1987). Spatial training for calculus students: Sex differences in achievement and in

- visualization ability. *Journal for Research in Mathematics Education*, 18(2), 126-140.
- Ferrini-Mundy, J. (1986). Industrial training in quality improvement - Part III: A first course, a Group Approach to Problem Solving. In R. Davidson & J. Swift (Eds.), *Proceedings of the Second International Conference on Teaching Statistics*. University of Victoria, British Columbia.
- Ferrini-Mundy, J. (1986). [Review of the journal article On the aesthetics of mathematical thought, T. Dreyfus and T. Eisenburg]. *College Mathematics Journal*, 17(4).
- Rector, J., & Ferrini-Mundy, J. (1986). Formal mathematics study and teachers' beliefs and conceptions: Interactions and influences. In G. Lappan & R. Even (Eds.), *Proceedings of the Eighth Annual Meeting of the North American Chapter of the International Group for the Psychology of Mathematics Education* (pp. 256-261). E. Lansing: Michigan State University. Columbus, OH: ERIC Clearinghouse for Science, Mathematics, and Environmental Education. (ERIC Document Reproduction Service No. ED301443)
- Ferrini-Mundy, J. (1985). Overview: The Fifth International Congress on Mathematical Education. *New England Mathematics Journal*, XVII(2), 3-4.
- Mundy, J.F., Waxman, B. L., & Confrey, J. (1983). Educating mathematics teachers: The cognitive process/constructivist perspective. In J.C. Bergeron & N. Herscovics (Eds.), *Proceedings of the Fifth Annual Meeting of Psychology of Mathematics Education - North America*, (Vol. 2, 196-204). Montreal, Canada.

## TECHNICAL REPORTS AND COMMITTEE REPORTS

- Common Guidelines for Education Research and Development*. (August 2013). Institute of Education Sciences, U.S. Department of Education, and the National Science Foundation. (Ex officio member of committee)
- Federal Science, Technology, Engineering, and Mathematics (STEM) Education 5-Year Strategic Plan*. May 2013. Report from the Committee on STEM Education, National Science and Technology Council. (co-chair of writing group)
- National Science and Technology Council Subcommittee on Education. (2008). *Finding out what works: Agency efforts to strengthen evaluation in federal science, technology, engineering and mathematics (STEM) education programs*. Washington, DC: National Science and Technology Council Education Subcommittee. (member of evaluation subgroup)
- National Mathematics Advisory Panel. (2008). *Foundations for success: The final report of the National Mathematics Advisory Panel*. Washington, DC: U.S. Department of Education. (ex officio panel member representing NSF)
- Michigan Department of Education. (2007). *Final report of the Teacher Preparation Policy Study Group*. Lansing, MI: Michigan Department of Education. (project director, principal author with David Osta)
- Michigan Department of Education Office of School Improvement. (2006). *High school content expectations*. Lansing, MI: Michigan Department of Education. (chair of writing group)
- Estry, D.W. & Ferrini-Mundy, J. (2005). *Quantitative Literacy Task Force final report and recommendations*. East Lansing: Michigan State University.
- Michigan Department of Education Office of School Improvement. (2004). *Mathematics grade level content expectations*. Lansing, MI: Michigan Department of Education. (chair of writing group)
- National Science Foundation Directorate for Education and Human Resources Mathematics Education Expert Panel. (2004). *Review of the mathematics education portfolio, 1994 - 2002*. Internal report. Arlington, VA: National Science Foundation. (senior advisor, co-author with Janice Earle and Karen King)

- National Science Foundation Directorate for Education and Human Resources Mathematics Education Expert Panel. (2004). *Review of the mathematics education portfolio, 1994 - 2002. Executive summary*. Arlington, VA: National Science Foundation. (senior advisor, co-author with Janice Earle and Karen King)
- RAND Mathematics Study Panel. (2002). *Mathematical proficiency for all students: Toward a strategic research and development program in mathematics education*: RAND Education and Science and Technology Policy Institute. (committee member)
- Research Advisory Committee and Standards Impact Research Group Report. Ferrini-Mundy, J. (2002). Mathematics education research: Can the field deliver? *Journal for Research in Mathematics Education*, 33(5), 313-318.
- Wilson, S., Floden, R., & Ferrini-Mundy, J. (2001). *Teacher preparation research: Current knowledge, recommendations, and priorities for the future*. University of Washington, Center for the Study of Teaching Policy.
- Martin, W.G., Ferrini-Mundy, J., & Lindquist, M. L., (2000). *The shaping of Principles and Standards for School Mathematics: From discussion draft to final document*. (Draft technical report). Reston, VA: National Council of Teachers of Mathematics.
- National Council of Teachers of Mathematics. (2000). *Principles and standards for school mathematics*. Reston, VA: Author. (chair of writing group)
- National Council of Teachers of Mathematics Standards 2000 Writing Group. (1998). *Principles and standards for school mathematics: Discussion draft*. Reston, VA: Author. (chair of writing group)
- Ferrini-Mundy, J., & Soucy-McCrone, S. (1994-1998). *Evaluation reports, Mathematics for Tomorrow Project Educational Development Center*. Durham: University of New Hampshire.
- Ferrini-Mundy, J., Lauten, D., & Graham, K. (1998). *Calculus Consortium based at Harvard Evaluation and Documentation Project Report, 1998*. Durham: University of New Hampshire
- Mathematical Sciences Education Board. (1997). *Toward excellence in K-8 mathematics education*. Letter report. Washington, DC, National Academy Press. (staff lead at NRC)
- Mathematical Sciences Education Board. (1996). *The preparation of teachers of mathematics: Considerations and challenges*. Letter report. Washington, DC: National Academy Press. (staff lead at NRC)
- Center for Science, Mathematics, and Engineering Education. (1996). *Mathematics and science education around the world: What can we learn from the Survey of mathematics and science opportunities and the Third international mathematics and science study?* Washington, DC: National Academy Press. (staff lead at NRC)
- Lindquist, M., Ferrini-Mundy, J., & Kilpatrick, J. (1997). Guest editorial. *Journal for Research in Mathematics Education*, 28(4), 394-395.
- Burrill, G., Choate, J., Ferrini-Mundy, J., Monk, S., Moore-Harris, B., Phillips, E., et al. (1997). A framework for constructing a vision of algebra: A discussion document. In *The nature and role of algebra in the K-14 curriculum: Proceedings of a national symposium*. Washington, DC: National Academy Press.
- Ferrini-Mundy, J. (1996). Justification and reform. Report of the Research Advisory Committee. *Journal for Research in Mathematics Education*, 27(5), 516-520.
- Ferrini-Mundy, J., & Campbell, P. (1992). Issues concerning evidence. Research Advisory Committee Report. *Journal for Research in Mathematics Education*, 23(4), 341-344.
- Ferrini-Mundy, J. (1990). Mathematics education reform and mathematics education research: Opportunities, obstacles, and obligations. Research Advisory Committee Report. *Journal for Research in Mathematics Education*, 21(4), 287-92.

Ferrini-Mundy, J., & Johnson, M. (1989). The mathematics education of underserved and underrepresented groups: Continuing challenge. Research Advisory Committee Report. *Journal for Research in Mathematics Education*, 20(4), 371-375.

## CONGRESSIONAL TESTIMONY

Testimony at the hearing *National Science Foundation Part II: Future Opportunities and Challenges for Science* before the Subcommittee on Research and Technology of the Committee on Science, Space, and Technology, U.S. House of Representatives, representing the NSF. (March 2017).

Testimony at the hearing *Closing the Talent Gap in Federal Information Technology* before the Subcommittee on Information Technology for the Committee on Oversight and Government Reform, U.S. House of Representatives, representing the NSF. (September 2016).

Testimony at the hearing *STEM Education: The Administration's Proposed Reorganization* before the Committee on Science, Space, and Technology, U.S. House of Representatives, representing the NSF. (June 2013).

Testimony at the hearing *Undergraduate and Graduate STEM Education* before the Committee on Science and Technology, Subcommittee on Research and Education, U.S. House of Representatives, representing the NSF. (February 2010).

Testimony at the hearing *Beyond the Classroom: Informal STEM Education*, before the Committee on Science and Technology, Subcommittee on Research and Science Education, U.S. House of Representatives, representing the NSF. (February 2009).

Testimony at the hearing *Improving Teacher Quality*, before the Committee on Appropriations, Subcommittee on Labor, Health and Human Services, Education and Related Agencies, U.S. House of Representatives, while at MSU. (March 2004).

Testimony at the hearing *Implementation of the Math and Science Partnership Program: Views from the Field*, before the Committee on Science, Subcommittee on Research, U.S. House of Representatives, while at MSU (October 2003).

Testimony at the hearing *Why and How You Should Learn Math and Science*, before the House Science Committee, U.S. House of Representatives, with Rodger Bybee, representing the National Research Council. (March 1999).

## EXTERNAL FUNDING

*The Michigan Science Olympiad and Michigan State University partnership*. 2004 - 2008. J. Ferrini-Mundy, Project Manager, 2004 -2006. Dart Foundation. Awarded to Michigan State University.

*Dow Corning New Era Internship Program*. 2004 -2007. J. Ferrini-Mundy, Project Manager 2004 - 2006. Dow Corning Foundation. Awarded to Michigan State University.

*Knowing Mathematics for Teaching Algebra*. 2004 - 2007. J. Ferrini-Mundy, PI (through 2006); S. Senk, R. Wallace, and R. Floden, Co-PIs. National Science Foundation Research on Learning and Evaluation Program. Awarded to Michigan State University.

*Promoting Rigorous Outcomes in Mathematics/Science Education (PROM/SE)*. 2003 - 2008. J. Ferrini-Mundy, PI (through 2006); W. Schmidt, G. Leroi, P. Bates, and T. Joyner, Co-PIs. National Science Foundation, Mathematics and Science Partnership Program. Awarded to Michigan State University.

*Making Content and Context Central: The Michigan State University Teachers for a New Era Initiative*. 2002 - 2007. B. Steidle, Project Manager; R. Floden and J. Ferrini-Mundy (through

2006), Co-PIs . Carnegie Corporation of New York and other foundations. Awarded to Michigan State University.

*Studying the Role and Influence of the National Council of Teachers of Mathematics Standards: A Catalyst Conference.* 2002 - 2004. J. Rubillo, PI; J. Ferrini-Mundy and K. Krehbiel, Co-PIs. National Science Foundation Research on Learning and Education Program. Awarded to National Council of Teachers of Mathematics.

*A Study of Algebra Knowledge for Teaching at the Secondary Level.* 2001 - 2004. J. Ferrini-Mundy, PI; S. Senk and D. Chazan, Co-PIs. National Science Foundation Research on Learning and Evaluation Program. Awarded to Michigan State University.

*Using Videos for Professional Development. A Conference Grant.* 2001 - 2002. R. Bybee, PI; J. Ferrini-Mundy, Co-PI. National Science Foundation. Awarded to Biological Sciences Curriculum Study.

*A Study of the Context for Developing Leadership for Mathematics and Science Education.* 2001 - 2003. J. Gallagher, PI; J. Ferrini-Mundy and R. Floden, Co-PIs. National Science Foundation Elementary, Secondary and Informal Education Applied Research Program. Awarded to Michigan State University.

*The Michigan Mathematics Teacher Preparation Forum.* 2000 - 2001. J. Ferrini-Mundy, PI; G. Burrill, Project Director. Michigan Department of Education Eisenhower Program. Awarded to Michigan State University.

*The Middle School Mathematics Standards Study Group.* 2000 - 2001. J. Ferrini-Mundy, PI; D. Berk, Project Director. Michigan Department of Education Eisenhower Grant. Awarded to Michigan State University.

*Partnerships for Reform in Mathematics Education in New Hampshire, 1993 – 1996.* J. Ferrini-Mundy and F. Prevost, Co-PIs. Noyce Foundation. Awarded to University of New Hampshire.

*Evaluation of Calculus Consortium Based at Harvard.* 1993–1997. J. Ferrini-Mundy, PI. National Science Foundation Division of Undergraduate Education. Awarded to Harvard University, subcontracted to University of New Hampshire.

*Evaluation of the Mathematics for Tomorrow Project.* 1993–1996. J. Ferrini-Mundy, PI. National Science Foundation Teacher Enhancement Program. Awarded to Education Development Center, Newton, MA, subcontracted to University of New Hampshire.

*New Hampshire Teacher Fellow Program.* 1993–1994. J. Ferrini-Mundy, D. VanOsdol, and W. Bonnice, Co-PIs. New Hampshire State Department of Education Eisenhower Program. Awarded to University of New Hampshire.

*Recognizing and Recording Reform in Mathematics Education: Studying the Effects of the NCTM Standards.* 1992 - 1996. J. Ferrini-Mundy, PI. Exxon Education Foundation. Awarded to National Council of Teachers of Mathematics. Subcontracted to University of New Hampshire.

*Improvement of Graduate Student Teaching in Mathematics.* 1992 - 1995. J. Ferrini-Mundy and L. Zia, Co-PIs. U.S. Department of Education Fund for the Improvement of Postsecondary Education Program. Awarded to University of New Hampshire.

*Middle School Masters Program.* 1992 - 1993. K. Graham and J. Ferrini-Mundy, Co-PIs. New Hampshire State Department of Education Eisenhower Program. Awarded to University of New Hampshire.

*Functions Institute for Secondary School Teachers.* 1991 - 1992. J. Ferrini-Mundy and K. Graham, Co-PIs. New Hampshire State Department of Education Eisenhower Program. Awarded to University of New Hampshire.

*Summer Institute for Elementary Mathematics and Science Teachers.* 1989 - 1990. J. Kull and J. Ferrini-Mundy, Co-PIs. New Hampshire State Department of Education.

*Project ENABLE-Calculus Curriculum Development.* 1988 - 1989. J. Ferrini-Mundy and D. Van Osdol, Co-PIs. National Science Foundation Calculus Planning Grant.

*New Hampshire In-Service Geometry Video-Workshop Project.* 1986 - 1988. J. Ferrini-Mundy and R. Balomenos, Co-PIs. U.S. Department of Education FIPSE Program.

*Gifted Education for Mathematics Students.* 1986 - 1988. J. Ferrini-Mundy and R. Balomenos, Co-PIs. UNH GEMS, NH State Department of Education.

*Honors Program and Regional Teacher Development in Mathematics and Science.* 1985 - 1989. J. Ferrini-Mundy and R. Balomenos, Co-PIs. National Science Foundation Teacher Enhancement Program.

*Increasing the Mathematics Participation of New Hampshire Girls.* 1981 - 1982. J. F. Mundy, P.I. National Science Foundation Information Dissemination in Science Education Grant.

## **AWARDS AND HONORS**

Selected Fellow of the American Mathematical Society, 2017

Presidential Distinguished Rank Award, Distinguished Executive, U.S. Government, 2016

Invited speaker, 13<sup>th</sup> International Congress of Mathematical Education, Hamburg, August 2016

Invited Project NExT Lecturer on Teaching, Mathematical Association of America, Joint Mathematics Meetings, January 2016

Elected member of the Executive Committee, Association for Women in Mathematics, November 2013

Elected Fellow of the American Association for the Advancement of Science, 2011

Invited Ninth Judith E. Jacobs Lecturer, Association of Mathematics Teacher Educators, January 2011

Invited James R.C. Leitzel Lecturer, Mathematical Association of America Mathfest, August 2009

Michigan State University Distinguished Professor, 2005

Committee on Institutional Cooperation Academic Leadership Program, 2001-2002

Louise Hay Award for Contributions to Mathematics Education. Association for Women in Mathematics, 1999

Richard H. Balomenos Service Award, New Hampshire Association of Teachers of Mathematics, 1993

University of New Hampshire Excellence in Public Service Award, 1993

University of New Hampshire Women's Commission Recognition, 1992

Outstanding Service Award, National Science Foundation, 1991

University of New Hampshire Distinguished Teaching Award, 1987

Phi Beta Kappa, Phi Kappa Phi, Pi Mu Epsilon, 1974–1975

## **SELECTED PROFESSIONAL ACTIVITIES**

Office of Management and Budget, President's Management Council, February 2017 – present

OECD, International Mathematics Expert Group for the Programme for International Student Assessment (PISA), 2017

Association for Women and Mathematics Executive Committee, 2013 - 2016  
Chair, Committee on Awards, 2015-2016

National Science Foundation  
Member of Director's Review Board, 2012 – 2016; chair, 2017 – present

Member Executive Resources Board, 2012 – 2016  
 Chair, Performance Review Board, 2017-present  
 Co-lead Assistant Director for NSF Inclusion across the Nation of Communities of Learners of Underrepresented Discoverers in Engineering and Science (NSF INCLUDES), launched February 2016  
 Alan Alda Leadership in Communication training, July 2015  
 National Science Foundation representative (for NSF Director) on the National Board for Education Sciences, U.S. Department of Education, 2011 – 2017  
 Goal Co-leader for NSF Agency Priority Goals: Public Participation in Scientific Research, 2016-2017; Undergraduate Education, 2012- 2013; and Graduate Education, 2009 – 2011  
 Strategic Plan Committee, 2009  
 National Science and Technology Council, Executive Office of the President  
 Co-Chair, Federal Coordination in STEM Education Task Force, National Science and Technology Council, 2014 - present  
 Co-Chair of 5-Year STEM Education Strategic Plan Subcommittee, National Science and Technology Council Committee on STEM Education, 2011 - 2013  
 Co-leader for Federal Cross Agency Priority Goal on STEM Education, 2014 – 2017  
 National Science and Technology Council Education Subcommittee, NSF representative, 2007 - 2009  
 U.S. Department of Education, U.S. Steering Committee, Programme in International Student Assessment (PISA), 2008  
 OECD International Mathematics Expert Group for the Mathematics Framework, OECD Programme for International Student Assessment (PISA), 2009 – 2012  
 President Bush’s National Mathematics Advisory Panel, 2007 - 2008 (Subcommittee Co-Chair)  
 Michigan Department of Education Teacher Preparation Policy Study Group, 2006 (Project Director); Mathematics Grade Level Content Expectations Committee, 2004 (Chair); Content Expectations for High School Mathematics Academic Review Group, 2005 - 2006 (Chair)  
 Mathematical Association of America (MAA) Board of Governors (elected), 2003 - 2006  
 Michigan State University, Quantitative Literary Task Force, 2003 - 2004 (Co-chair)  
 National Science Foundation Directorate for Education and Human Resources Mathematics Education Portfolio Review Project, 2002 - 2004 (Senior Advisor)  
 Institute for Advanced Study/Park City Mathematics Institute Steering Committee, 1994 - 2006  
 Institute for Advanced Study/Park City Mathematics Institute Mathematics Education Around the World: Bridging Policy and Practice Symposium, 2001, 2002 & 2003 (Chair)  
 RAND/OERI Mathematics Education Research Study Panel, 2000 - 2003  
 Framework and Specifications for the Mathematics National Assessment of Educational Progress Committee, 2001 - 2002  
 International Program Committee for International Congress on Mathematical Education 10, 2001 - 2004  
 Michigan State University Mathematics Department Advisory Committee. 2000 - 2002; 2004 - 2005.  
 National Council of Teachers of Mathematics (NCTM) Standards Impact Research Group (SIRG), 1999 - 2003 (Chair)  
 NCTM Writing Group for Standards 2000, *Principles and Standards for School Mathematics*, (the

revision of the NCTM Standards), 1996 - 2000 (Chair)  
NCTM Board of Directors, elected, 1993 - 1996  
NCTM *Journal for Research in Mathematics Education* Editorial Panel, 1993 - 1995  
National Research Council (NRC) Mathematical Sciences Education Board, 1993 - 1995, 1999 - 2001  
MAA Committee on Research in Undergraduate Mathematics Education, 1991 - 2002  
NCTM Research Advisory Committee, 1987 - 1990 (Chair), 1995 - 1996

## **SELECTED RECENT TALKS AND PRESENTATIONS**

U.S. Department of Education Institute of Education Sciences Annual Principal Investigators Meeting, keynote speaker, Arlington VA, January 2018  
Shaping Our Appalachian Region Annual Summit, Pikeville KY, plenary speaker (with Congressman Hal Rogers and Governor Matt Bevin), August 2017  
American Association for the Advancement of Science Noyce Summit, Arlington, VA, plenary talk, July 2017  
Council on Government Relations Annual Meeting Panel on NAS report *Fostering Integrity in Research*, Washington DC, June 2017  
NSF Broader Impacts Summit, Arlington VA, plenary talk, May 2017  
Business-Higher Education Forum NAS Summit on the Intersection of Higher Education and the Workforce, speaker, Washington, April 2017  
APLU Council on Research Executive Committee, speaker, Washington DC, February 2017  
Carnegie Mellon University Science, Technology and Policy Forum Invited Speaker, Pittsburgh, PA, November 2016  
U.S. Department of Education Math and Science Partnerships Annual Conference, March 2016  
Seventh Thailand-US Education Roundtable, Bangkok, keynote address, February 2016  
21<sup>st</sup> Century STEM: Integrate to Innovate Conference, Phoenix Arizona (by video), keynote address, January 2016  
White House Summit on Next Generation High Schools, November 2015  
Ohio Student Success Summit, Columbus Ohio, April 2015  
Business Higher Education Forum Partnerships, TIAA CREF Higher Education Leadership Conference, New York City, November 2014  
Global Learning Council Conference, Carnegie Mellon University, September 2014  
Conference on innovation and investment, Le Cercle des Économistes, Aix-en-Provence, France, July 2014

In addition, over the past several years I have spoken regularly at national meetings of the Mathematical Association of America, the American Mathematical Society, the American Educational Research Association, and the National Council of Teachers of Mathematics. I have given presentations recently at Carnegie Mellon University, the University of Illinois at Chicago, Florida International University, Navajo Technical University (commencement speaker, December 2015), Research Triangle Institute, The Pennsylvania State University (commencement speaker in College of Education 2014), Harvard University, Indiana University – Purdue University Indianapolis, Purdue University, the University of Texas at El Paso, the University of Illinois at Urbana Champaign, Sitting Bull College, North Carolina State University, Georgia Institute of Technology, Seoul National University, University of Nebraska- Lincoln, University of Minnesota, University of New Hampshire, and Michigan State University. I am asked to speak with a variety of boards and committees with the National Academies of Sciences, at meetings of NSF principal

investigators, and at advisory committees of other NSF directorates.

## **DOCTORAL STUDENTS**

- Corvell Cranfield, Ph.D. in Mathematics Education, PRIME program, Michigan State University, 2012. (Co-Advisor with S. Senk.) National Education Collaboration Trust, Cape Town, South Africa.
- Dong-Joong Kim, Ph.D. in Mathematics Education, Department of Mathematics, Michigan State University, 2009. (Co-Advisor with A. Sfard). Currently Assistant Professor, Department of Mathematics Education, Korea University, Seoul.
- Eric Wilmot, Ph.D. in Curriculum, Teaching, and Educational Policy, Department of Teacher Education, Michigan State University, 2008. (Co-advisor with S. Senk). Associate Professor of Mathematics Education and Provost, University of Cape Coast, Ghana.
- Xuhui Li, Ph.D. in Science and Mathematics Education, University of Texas at Austin, 2007. (External Co-Advisor with U. Triesman). Currently Associate Professor of Mathematics Education, California State University, Long Beach.
- Dawn Berk, Ph.D. in Mathematics Education, Department of Mathematics, University of New Hampshire, 2004. (Co-Advisor with K. Graham). Currently assistant professor, University of Delaware.
- Bradford Findell, Ph.D. in Mathematics Education, Department of Mathematics, University of New Hampshire, 2001. (Co-Advisor with K. Graham). Currently Associate Director of Math Programs for Teachers, The Ohio State University Department of Mathematics.
- Sharon Soucy McCrone, Ph.D. in Mathematics Education, Department of Mathematics, University of New Hampshire. 1997. Currently Professor, Department of Mathematics and Statistics, University of New Hampshire.
- Darien Lauten, Ph.D. in Curriculum and Instruction, Department of Education, University of New Hampshire, 1996. (Co-Advisor with S.N. Oja). Retired, Mathematics Department, Rivier College, Nashua, New Hampshire.
- Loren P. Johnson, Ph.D. in Curriculum and Instruction, Department of Education, University of New Hampshire, 1995. (Co-Advisor with T. Schram). Retired, Mathematics Department, University of California at Santa Barbara.
- Karen Geuther Graham, Ph.D. in Mathematics Education, Department of Mathematics, University of New Hampshire, 1986. Currently Professor and Chair, Department of Mathematics and Statistics, University of New Hampshire.