

UNIVERSITY OF KANSAS MATH DEPARTMENT

UNIVERSITY OF KANSAS MATH DEPARTMENT: A HUB FOR MATHEMATICAL EXCELLENCE AND INNOVATION

UNIVERSITY OF KANSAS MATH DEPARTMENT STANDS OUT AS A VIBRANT CENTER FOR MATHEMATICAL RESEARCH, EDUCATION, AND COMMUNITY ENGAGEMENT. NESTLED WITHIN THE SCHOOL OF ARTS AND SCIENCES AT KU, THE DEPARTMENT HAS BUILT A REPUTATION FOR FOSTERING BOTH RIGOROUS ACADEMIC INQUIRY AND SUPPORTIVE LEARNING ENVIRONMENTS. WHETHER YOU ARE A PROSPECTIVE STUDENT, A CURRENT MATHEMATICIAN, OR SIMPLY CURIOUS ABOUT THE ADVANCEMENTS IN MATH EDUCATION, THE UNIVERSITY OF KANSAS MATH DEPARTMENT OFFERS A RICH BLEND OF OPPORTUNITIES AND RESOURCES THAT CATER TO DIVERSE INTERESTS AND CAREER AMBITIONS.

ACADEMIC PROGRAMS AND DEGREES

ONE OF THE DEFINING FEATURES OF THE UNIVERSITY OF KANSAS MATH DEPARTMENT IS ITS COMPREHENSIVE RANGE OF ACADEMIC PROGRAMS. THESE PROGRAMS ARE DESIGNED TO ACCOMMODATE STUDENTS WITH VARIED GOALS, FROM THOSE AIMING FOR CAREERS IN ACADEMIA TO OTHERS SEEKING INDUSTRY ROLES THAT REQUIRE STRONG QUANTITATIVE SKILLS.

UNDERGRADUATE DEGREES

FOR UNDERGRADUATES, THE DEPARTMENT OFFERS A BACHELOR OF SCIENCE IN MATHEMATICS, WHICH PROVIDES A SOLID FOUNDATION IN PURE AND APPLIED MATHEMATICS. STUDENTS CAN TAILOR THEIR STUDIES BY CHOOSING ELECTIVES IN AREAS SUCH AS STATISTICS, COMPUTATIONAL MATHEMATICS, OR ACTUARIAL SCIENCE. THIS FLEXIBILITY ENCOURAGES EXPLORATION WHILE ENSURING A ROBUST UNDERSTANDING OF CORE MATHEMATICAL CONCEPTS.

AN IMPORTANT ASPECT OF THE UNDERGRADUATE EXPERIENCE IS THE DEPARTMENT'S EMPHASIS ON RESEARCH AND HANDS-ON LEARNING. MANY STUDENTS ENGAGE IN UNDERGRADUATE RESEARCH PROJECTS, OFTEN COLLABORATING WITH FACULTY MEMBERS ON CUTTING-EDGE TOPICS. THIS EXPOSURE NOT ONLY HONES PROBLEM-SOLVING SKILLS BUT ALSO PREPARES STUDENTS FOR GRADUATE STUDIES OR IMMEDIATE ENTRY INTO THE WORKFORCE.

GRADUATE STUDIES

GRADUATE PROGRAMS AT THE UNIVERSITY OF KANSAS MATH DEPARTMENT ARE EQUALLY IMPRESSIVE. THE MASTER'S AND PH.D. OPTIONS PROVIDE ADVANCED TRAINING IN VARIOUS MATHEMATICAL DISCIPLINES, INCLUDING ALGEBRA, ANALYSIS, GEOMETRY, TOPOLOGY, AND APPLIED MATHEMATICS. GRADUATE STUDENTS BENEFIT FROM CLOSE MENTORSHIP AND ACCESS TO A NETWORK OF SCHOLARS WHO ARE ACTIVELY CONTRIBUTING TO INTERNATIONAL RESEARCH.

THE DEPARTMENT ENCOURAGES INTERDISCIPLINARY APPROACHES, OFTEN COLLABORATING WITH FIELDS LIKE COMPUTER SCIENCE, ENGINEERING, AND ECONOMICS. THIS INTEGRATION BROADENS THE SCOPE OF MATHEMATICAL APPLICATION AND ENHANCES THE RELEVANCE OF RESEARCH OUTCOMES.

FACULTY EXPERTISE AND RESEARCH FOCUS

THE HEART OF THE UNIVERSITY OF KANSAS MATH DEPARTMENT LIES IN ITS DISTINGUISHED FACULTY. PROFESSORS HERE ARE NOT ONLY DEDICATED EDUCATORS BUT ALSO LEADING RESEARCHERS WHOSE WORK SPANS A WIDE ARRAY OF MATHEMATICAL TOPICS.

RESEARCH AREAS

FACULTY RESEARCH COVERS BOTH PURE AND APPLIED MATHEMATICS, ENSURING A WELL-ROUNDED INTELLECTUAL ENVIRONMENT. SOME NOTABLE AREAS INCLUDE:

- ALGEBRAIC GEOMETRY AND NUMBER THEORY
- DYNAMICAL SYSTEMS AND DIFFERENTIAL EQUATIONS
- MATHEMATICAL BIOLOGY AND ECOLOGY MODELING
- COMPUTATIONAL MATHEMATICS AND NUMERICAL ANALYSIS
- PROBABILITY THEORY AND STOCHASTIC PROCESSES
- MATHEMATICAL PHYSICS

THIS DIVERSITY ALLOWS STUDENTS AND RESEARCHERS TO FIND NICHEs THAT ALIGN WITH THEIR INTERESTS AND CAREER ASPIRATIONS. THE DEPARTMENT FREQUENTLY HOSTS SEMINARS AND WORKSHOPS WHERE FACULTY AND VISITING SCHOLARS PRESENT THEIR LATEST FINDINGS, FOSTERING A CULTURE OF CONTINUOUS LEARNING AND DIALOGUE.

COLLABORATIVE OPPORTUNITIES

ANOTHER STRENGTH OF THE UNIVERSITY OF KANSAS MATH DEPARTMENT IS ITS COMMITMENT TO COLLABORATION. FACULTY MEMBERS ACTIVELY SEEK PARTNERSHIPS BOTH WITHIN KU AND WITH OTHER INSTITUTIONS. THESE COLLABORATIONS OFTEN LEAD TO INTERDISCIPLINARY PROJECTS THAT ADDRESS REAL-WORLD PROBLEMS, SUCH AS MODELING DISEASE SPREAD, OPTIMIZING ALGORITHMS, OR DEVELOPING NEW CRYPTOGRAPHIC METHODS.

GRADUATE STUDENTS ARE ENCOURAGED TO PARTICIPATE IN THESE COLLABORATIVE PROJECTS, GAINING VALUABLE EXPERIENCE THAT ENHANCES THEIR ACADEMIC PROFILES AND JOB MARKET READINESS.

STUDENT SUPPORT AND RESOURCES

BEYOND ACADEMICS AND RESEARCH, THE UNIVERSITY OF KANSAS MATH DEPARTMENT PRIORITIZES STUDENT SUCCESS THROUGH VARIOUS SUPPORT SYSTEMS AND RESOURCES.

ADVISING AND MENTORSHIP

PERSONALIZED ADVISING HELPS STUDENTS NAVIGATE THEIR ACADEMIC PATHS, CHOOSE SUITABLE COURSES, AND PLAN FOR POST-GRADUATE CAREERS. FACULTY ADVISORS ARE APPROACHABLE AND INVESTED IN STUDENT GROWTH, ENSURING THAT EACH LEARNER RECEIVES GUIDANCE TAILORED TO THEIR STRENGTHS AND INTERESTS.

MATH LEARNING CENTER

TO BOLSTER LEARNING, THE DEPARTMENT OPERATES A MATH LEARNING CENTER WHERE STUDENTS CAN GET TUTORING, ATTEND STUDY GROUPS, AND ACCESS SUPPLEMENTAL INSTRUCTION. THIS RESOURCE IS PARTICULARLY BENEFICIAL FOR THOSE TACKLING CHALLENGING COURSES OR PREPARING FOR STANDARDIZED EXAMS RELATED TO MATHEMATICS.

STUDENT ORGANIZATIONS AND OUTREACH

THE DEPARTMENT ALSO SUPPORTS STUDENT-LED ORGANIZATIONS SUCH AS THE MATHEMATICS CLUB AND THE ACTUARIAL SCIENCE SOCIETY. THESE GROUPS ORGANIZE EVENTS, WORKSHOPS, AND NETWORKING OPPORTUNITIES THAT ENRICH THE ACADEMIC EXPERIENCE AND BUILD COMMUNITY.

MOREOVER, THE UNIVERSITY OF KANSAS MATH DEPARTMENT ACTIVELY PARTICIPATES IN OUTREACH PROGRAMS AIMED AT PROMOTING STEM EDUCATION AMONG LOCAL SCHOOLS. THESE INITIATIVES HELP CULTIVATE THE NEXT GENERATION OF MATHEMATICIANS AND FOSTER A BROADER APPRECIATION FOR THE SUBJECT.

CAREER PROSPECTS AND ALUMNI SUCCESS

GRADUATING FROM THE UNIVERSITY OF KANSAS MATH DEPARTMENT OPENS DOORS TO A WEALTH OF CAREER OPPORTUNITIES. THE DEPARTMENT'S STRONG EMPHASIS ON BOTH THEORETICAL KNOWLEDGE AND PRACTICAL SKILLS EQUIPS STUDENTS TO THRIVE IN VARIOUS SECTORS.

INDUSTRIES AND ROLES

ALUMNI HAVE FOUND SUCCESS IN FIELDS SUCH AS:

- DATA SCIENCE AND ANALYTICS
- FINANCIAL SERVICES AND ACTUARIAL SCIENCE
- SOFTWARE DEVELOPMENT AND TECHNOLOGY
- ACADEMIC AND GOVERNMENT RESEARCH
- ENGINEERING AND APPLIED SCIENCES

THE DEPARTMENT'S CONNECTIONS WITH INDUSTRY PROFESSIONALS AND ITS CAREER SERVICES HELP STUDENTS SECURE INTERNSHIPS AND JOB PLACEMENTS. THESE EXPERIENCES ARE INVALUABLE FOR GAINING REAL-WORLD INSIGHTS AND BUILDING PROFESSIONAL NETWORKS.

NOTABLE ALUMNI

MANY GRADUATES OF THE UNIVERSITY OF KANSAS MATH DEPARTMENT HAVE GONE ON TO MAKE SIGNIFICANT CONTRIBUTIONS IN THEIR FIELDS, WHETHER IN ACADEMIA AS PROFESSORS AND RESEARCHERS OR IN INDUSTRY AS INNOVATORS AND LEADERS. THEIR ACHIEVEMENTS REFLECT THE DEPARTMENT'S COMMITMENT TO NURTURING TALENT AND FOSTERING INTELLECTUAL CURIOSITY.

WHY CHOOSE THE UNIVERSITY OF KANSAS MATH DEPARTMENT?

IF YOU'RE CONTEMPLATING WHERE TO PURSUE YOUR MATHEMATICAL STUDIES, THE UNIVERSITY OF KANSAS MATH DEPARTMENT OFFERS A COMPELLING COMBINATION OF ACADEMIC RIGOR, RESEARCH EXCELLENCE, AND SUPPORTIVE COMMUNITY. ITS DIVERSE PROGRAMS CATER TO A WIDE RANGE OF INTERESTS, WHILE ITS FACULTY'S EXPERTISE AND COLLABORATIVE SPIRIT PROVIDE AN ENRICHING ENVIRONMENT FOR GROWTH.

WHETHER YOU AIM TO DELVE INTO ABSTRACT MATHEMATICAL THEORIES, APPLY MATHEMATICS TO SOLVE PRACTICAL PROBLEMS, OR PREPARE FOR A CAREER THAT LEVERAGES QUANTITATIVE SKILLS, KU'S MATH DEPARTMENT STANDS READY TO GUIDE AND INSPIRE YOU EVERY STEP OF THE WAY.

ENGAGING WITH THIS DEPARTMENT MEANS JOINING A DYNAMIC COMMUNITY PASSIONATE ABOUT ADVANCING KNOWLEDGE AND MAKING A MEANINGFUL IMPACT THROUGH MATHEMATICS. FROM COMPREHENSIVE COURSEWORK AND RESEARCH OPPORTUNITIES TO STUDENT SUPPORT AND CAREER DEVELOPMENT, THE UNIVERSITY OF KANSAS MATH DEPARTMENT EMBODIES A DEDICATION TO EXCELLENCE THAT RESONATES BEYOND THE CLASSROOM.

FREQUENTLY ASKED QUESTIONS

WHAT GRADUATE PROGRAMS ARE OFFERED BY THE UNIVERSITY OF KANSAS MATH DEPARTMENT?

THE UNIVERSITY OF KANSAS MATH DEPARTMENT OFFERS GRADUATE PROGRAMS INCLUDING A MASTER OF SCIENCE (M.S.) AND A DOCTOR OF PHILOSOPHY (PH.D.) IN MATHEMATICS WITH VARIOUS SPECIALIZATIONS SUCH AS ALGEBRA, ANALYSIS, APPLIED MATHEMATICS, AND TOPOLOGY.

DOES THE UNIVERSITY OF KANSAS MATH DEPARTMENT OFFER UNDERGRADUATE RESEARCH OPPORTUNITIES?

YES, THE UNIVERSITY OF KANSAS MATH DEPARTMENT PROVIDES UNDERGRADUATE RESEARCH OPPORTUNITIES THROUGH PROGRAMS LIKE THE UNDERGRADUATE RESEARCH PROGRAM (URP), WHERE STUDENTS CAN COLLABORATE WITH FACULTY ON MATHEMATICAL RESEARCH PROJECTS.

WHAT ARE THE CAREER PROSPECTS FOR GRADUATES FROM THE UNIVERSITY OF KANSAS MATH DEPARTMENT?

GRADUATES FROM THE UNIVERSITY OF KANSAS MATH DEPARTMENT PURSUE CAREERS IN ACADEMIA, DATA SCIENCE, ACTUARIAL SCIENCE, FINANCE, ENGINEERING, SOFTWARE DEVELOPMENT, AND GOVERNMENT RESEARCH AMONG OTHER FIELDS.

ARE THERE ANY MATH-RELATED STUDENT ORGANIZATIONS AT THE UNIVERSITY OF KANSAS?

YES, STUDENTS CAN JOIN ORGANIZATIONS SUCH AS THE KU MATH CLUB, ACTUARIAL CLUB, AND THE SOCIETY FOR INDUSTRIAL AND APPLIED MATHEMATICS (SIAM) STUDENT CHAPTER TO ENGAGE WITH PEERS AND PARTICIPATE IN MATH-RELATED EVENTS.

WHAT RESEARCH AREAS ARE PROMINENT IN THE UNIVERSITY OF KANSAS MATH DEPARTMENT?

THE DEPARTMENT HAS STRONG RESEARCH GROUPS IN AREAS INCLUDING ALGEBRA AND NUMBER THEORY, ANALYSIS, GEOMETRY AND TOPOLOGY, APPLIED MATHEMATICS, AND MATHEMATICAL BIOLOGY.

HOW CAN PROSPECTIVE STUDENTS APPLY TO THE UNIVERSITY OF KANSAS MATH GRADUATE PROGRAMS?

PROSPECTIVE STUDENTS CAN APPLY ONLINE THROUGH THE UNIVERSITY OF KANSAS GRADUATE ADMISSIONS PORTAL, SUBMITTING REQUIRED MATERIALS SUCH AS TRANSCRIPTS, GRE SCORES (IF APPLICABLE), LETTERS OF RECOMMENDATION, AND A STATEMENT OF PURPOSE.

DOES THE UNIVERSITY OF KANSAS MATH DEPARTMENT OFFER ONLINE OR HYBRID MATH COURSES?

THE UNIVERSITY OF KANSAS OFFERS SOME ONLINE AND HYBRID MATH COURSES TO ACCOMMODATE DIVERSE STUDENT NEEDS, ALTHOUGH AVAILABILITY VARIES BY SEMESTER AND PROGRAM LEVEL.

WHAT KIND OF FINANCIAL AID OR SCHOLARSHIPS ARE AVAILABLE FOR MATH STUDENTS AT THE UNIVERSITY OF KANSAS?

MATH STUDENTS AT THE UNIVERSITY OF KANSAS MAY BE ELIGIBLE FOR SCHOLARSHIPS, TEACHING ASSISTANTSHIPS, RESEARCH ASSISTANTSHIPS, AND FELLOWSHIPS OFFERED BY THE DEPARTMENT AND THE UNIVERSITY TO SUPPORT THEIR STUDIES FINANCIALLY.

ADDITIONAL RESOURCES

UNIVERSITY OF KANSAS MATH DEPARTMENT: A COMPREHENSIVE REVIEW OF ACADEMIC EXCELLENCE AND INNOVATION

UNIVERSITY OF KANSAS MATH DEPARTMENT STANDS AS A SIGNIFICANT PILLAR WITHIN THE UNIVERSITY OF KANSAS (KU), OFFERING A ROBUST PLATFORM FOR MATHEMATICAL EDUCATION, RESEARCH, AND COMMUNITY ENGAGEMENT. RENOWNED FOR ITS DEDICATION TO ADVANCING MATHEMATICAL SCIENCES, THE DEPARTMENT INTEGRATES RIGOROUS ACADEMIC PROGRAMS WITH CUTTING-EDGE RESEARCH INITIATIVES. THIS ARTICLE PROVIDES AN IN-DEPTH EXAMINATION OF THE UNIVERSITY OF KANSAS MATH DEPARTMENT, ITS ACADEMIC OFFERINGS, FACULTY EXPERTISE, RESEARCH OUTPUT, AND ITS OVERALL CONTRIBUTION TO THE BROADER FIELD OF MATHEMATICS.

ACADEMIC PROGRAMS AND CURRICULUM

THE UNIVERSITY OF KANSAS MATH DEPARTMENT PROVIDES A DIVERSE RANGE OF DEGREE PROGRAMS DESIGNED TO MEET THE NEEDS OF UNDERGRADUATE AND GRADUATE STUDENTS ALIKE. AT THE UNDERGRADUATE LEVEL, STUDENTS CAN PURSUE BACHELOR OF ARTS (BA) OR BACHELOR OF SCIENCE (BS) DEGREES IN MATHEMATICS, CATERING TO BOTH LIBERAL ARTS AND STEM-FOCUSED PATHS. THE CURRICULUM IS THOUGHTFULLY STRUCTURED TO BALANCE THEORETICAL FOUNDATIONS WITH PRACTICAL APPLICATIONS, PREPARING STUDENTS FOR CAREERS IN ACADEMIA, INDUSTRY, OR FURTHER STUDY.

GRADUATE PROGRAMS INCLUDE MASTER'S AND PH.D. DEGREES WITH SPECIALIZATIONS ACROSS VARIOUS MATHEMATICAL DISCIPLINES SUCH AS ALGEBRA, ANALYSIS, APPLIED MATHEMATICS, GEOMETRY, AND TOPOLOGY. THE DEPARTMENT EMPHASIZES FLEXIBILITY AND DEPTH, ALLOWING GRADUATE STUDENTS TO TAILOR THEIR STUDIES ACCORDING TO THEIR RESEARCH INTERESTS AND CAREER GOALS.

STRENGTHS OF THE CURRICULUM

- **COMPREHENSIVE COURSE OFFERINGS:** FROM INTRODUCTORY CALCULUS TO ADVANCED TOPICS LIKE DIFFERENTIAL GEOMETRY AND MATHEMATICAL LOGIC, THE COURSE CATALOG IS EXTENSIVE AND REGULARLY UPDATED TO REFLECT CONTEMPORARY MATHEMATICAL TRENDS.
- **INTERDISCIPLINARY APPROACH:** THE DEPARTMENT ENCOURAGES INTERDISCIPLINARY COLLABORATION, WITH COURSES AND RESEARCH OPPORTUNITIES INTERSECTING WITH COMPUTER SCIENCE, PHYSICS, ENGINEERING, AND ECONOMICS.
- **UNDERGRADUATE RESEARCH OPPORTUNITIES:** STUDENTS ARE ACTIVELY ENGAGED IN RESEARCH PROJECTS, ENHANCING THEIR PROBLEM-SOLVING SKILLS AND PREPARING THEM FOR GRADUATE STUDIES OR TECHNICAL CAREERS.

FACULTY EXPERTISE AND RESEARCH CONTRIBUTIONS

ONE OF THE DEFINING FEATURES OF THE UNIVERSITY OF KANSAS MATH DEPARTMENT IS ITS DISTINGUISHED FACULTY, WHO ARE RECOGNIZED BOTH NATIONALLY AND INTERNATIONALLY FOR THEIR SCHOLARLY CONTRIBUTIONS. THE DEPARTMENT BOASTS A TEAM OF PROFESSORS SPECIALIZING IN PURE AND APPLIED MATHEMATICS, WITH RESEARCH INTERESTS RANGING FROM NUMBER THEORY AND COMBINATORICS TO MATHEMATICAL MODELING AND COMPUTATIONAL MATHEMATICS.

FACULTY MEMBERS REGULARLY PUBLISH IN HIGH-IMPACT JOURNALS AND SECURE COMPETITIVE GRANTS FROM ORGANIZATIONS SUCH AS THE NATIONAL SCIENCE FOUNDATION (NSF). THEIR INVOLVEMENT IN CUTTING-EDGE RESEARCH NOT ONLY ELEVATES THE DEPARTMENT'S ACADEMIC REPUTATION BUT ALSO ENRICHES THE EDUCATIONAL EXPERIENCE OF STUDENTS BY INTEGRATING CURRENT DISCOVERIES INTO THE CLASSROOM.

RESEARCH CENTERS AND INITIATIVES

THE DEPARTMENT IS HOME TO SEVERAL RESEARCH GROUPS AND CENTERS THAT FOSTER COLLABORATION AMONG MATHEMATICIANS AND SCIENTISTS ACROSS KU AND BEYOND:

- **CENTER FOR UNDERGRADUATE RESEARCH:** SUPPORTS STUDENT-LED PROJECTS, FACILITATING MENTORSHIP AND HANDS-ON EXPERIENCE.
- **APPLIED MATHEMATICS GROUP:** FOCUSES ON MATHEMATICAL MODELING FOR REAL-WORLD PROBLEMS IN BIOLOGY, ENGINEERING, AND FINANCE.
- **ALGEBRA AND NUMBER THEORY SEMINAR:** A FORUM FOR DISCUSSING RECENT ADVANCES AND ENCOURAGING SCHOLARLY DIALOGUE.

THESE INITIATIVES UNDERScore THE DEPARTMENT'S COMMITMENT TO ADVANCING MATHEMATICAL KNOWLEDGE AND CULTIVATING A VIBRANT INTELLECTUAL COMMUNITY.

FACILITIES AND RESOURCES

MODERN FACILITIES AND ACCESS TO ADVANCED TECHNOLOGICAL RESOURCES PLAY A CRUCIAL ROLE IN SUPPORTING THE DEPARTMENT'S ACADEMIC AND RESEARCH MISSIONS. THE UNIVERSITY OF KANSAS MATH DEPARTMENT BENEFITS FROM WELL-EQUIPPED CLASSROOMS, COMPUTER LABS, AND COLLABORATIVE WORKSPACES DESIGNED TO OPTIMIZE LEARNING AND INNOVATION.

ADDITIONALLY, THE DEPARTMENT PROVIDES ACCESS TO SPECIALIZED SOFTWARE PACKAGES AND COMPUTATIONAL TOOLS ESSENTIAL FOR RESEARCH IN APPLIED MATHEMATICS AND DATA ANALYSIS. THE INTEGRATION OF TECHNOLOGY ENSURES THAT STUDENTS AND FACULTY REMAIN AT THE FOREFRONT OF MATHEMATICAL COMPUTATION AND VISUALIZATION.

STUDENT SUPPORT AND EXTRACURRICULAR OPPORTUNITIES

BEYOND ACADEMICS, THE DEPARTMENT PRIORITIZES STUDENT DEVELOPMENT THROUGH VARIOUS SUPPORT SERVICES AND EXTRACURRICULAR ACTIVITIES. THESE INCLUDE:

- **TUTORING AND MENTORING PROGRAMS:** OFFERING PERSONALIZED ASSISTANCE TO ENHANCE UNDERSTANDING AND PERFORMANCE.

- **MATHEMATICS CLUB:** FACILITATES NETWORKING, PROBLEM-SOLVING SESSIONS, AND PARTICIPATION IN MATH COMPETITIONS.
- **CAREER DEVELOPMENT WORKSHOPS:** PREPARING STUDENTS FOR INTERNSHIPS, GRADUATE SCHOOL APPLICATIONS, AND EMPLOYMENT IN QUANTITATIVE FIELDS.

SUCH PROGRAMS CONTRIBUTE TO A WELL-ROUNDED EDUCATIONAL ENVIRONMENT, FOSTERING BOTH ACADEMIC GROWTH AND PROFESSIONAL READINESS.

COMPARATIVE PERSPECTIVE AND REGIONAL IMPACT

IN COMPARISON TO PEER INSTITUTIONS WITHIN THE MIDWEST AND NATIONALLY, THE UNIVERSITY OF KANSAS MATH DEPARTMENT HOLDS A COMPETITIVE POSITION DUE TO ITS COMPREHENSIVE CURRICULUM, RESEARCH PRODUCTIVITY, AND STUDENT ENGAGEMENT INITIATIVES. WHILE IT MAY NOT HAVE THE SHEER SIZE OF LARGER RESEARCH UNIVERSITIES, ITS FOCUSED ACADEMIC CULTURE AND PERSONALIZED ATTENTION PROVIDE UNIQUE ADVANTAGES.

REGIONALLY, THE DEPARTMENT CONTRIBUTES SIGNIFICANTLY TO KANSAS'S STEM WORKFORCE DEVELOPMENT BY SUPPLYING WELL-PREPARED GRADUATES TO INDUSTRIES SUCH AS TECHNOLOGY, FINANCE, AND EDUCATION. COLLABORATIONS WITH LOCAL BUSINESSES AND COMMUNITY COLLEGES FURTHER ENHANCE ITS ROLE AS AN EDUCATIONAL AND ECONOMIC DRIVER.

CHALLENGES AND AREAS FOR GROWTH

LIKE MANY ACADEMIC DEPARTMENTS, THE UNIVERSITY OF KANSAS MATH DEPARTMENT FACES ONGOING CHALLENGES, INCLUDING:

- **FUNDING CONSTRAINTS:** MAINTAINING AND EXPANDING RESEARCH PROGRAMS AMID FLUCTUATING STATE AND FEDERAL FUNDING.
- **GRADUATE RECRUITMENT:** ATTRACTING DIVERSE AND HIGH-CALIBER GRADUATE STUDENTS TO SUSTAIN RESEARCH EXCELLENCE.
- **CURRICULUM ADAPTATION:** CONTINUOUSLY UPDATING COURSEWORK TO KEEP PACE WITH RAPID DEVELOPMENTS IN DATA SCIENCE AND COMPUTATIONAL METHODS.

ADDRESSING THESE ISSUES WILL BE CRITICAL FOR THE DEPARTMENT TO MAINTAIN ITS TRAJECTORY OF ACADEMIC AND RESEARCH EXCELLENCE.

THE UNIVERSITY OF KANSAS MATH DEPARTMENT EXEMPLIFIES A BALANCED FUSION OF TRADITION AND INNOVATION, FOSTERING A DYNAMIC ENVIRONMENT FOR MATHEMATICAL INQUIRY AND EDUCATION. ITS COMPREHENSIVE ACADEMIC PROGRAMS, DISTINGUISHED FACULTY, AND COMMITMENT TO STUDENT SUCCESS POSITION IT AS A NOTEWORTHY CONTRIBUTOR TO THE MATHEMATICAL SCIENCES LANDSCAPE. AS MATHEMATICS CONTINUES TO EVOLVE AS A FOUNDATIONAL DISCIPLINE IN THE 21ST CENTURY, DEPARTMENTS LIKE KU'S WILL REMAIN ESSENTIAL IN CULTIVATING THE NEXT GENERATION OF MATHEMATICIANS AND PROBLEM SOLVERS.

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university of kansas math department: Stochastic Analysis, Stochastic Systems, And Applications To Finance Allanus Hak-man Tsoi, David Nualart, George Gang Yin, 2011-06-10 This book introduces some advanced topics in probability theories — both pure and applied — is divided into two parts. The first part deals with the analysis of stochastic dynamical systems, in terms of Gaussian processes, white noise theory, and diffusion processes. The second part of the book discusses some up-to-date applications of optimization theories, martingale measure theories, reliability theories, stochastic filtering theories and stochastic algorithms towards mathematical finance issues such as option pricing and hedging, bond market analysis, volatility studies and asset trading modeling.

university of kansas math department: The Graduate Magazine of the University of Kansas , 1923

university of kansas math department: *History of the Department of Mathematics of the University of Kansas, 1866-1970* Griffith Baley Price, 1976

university of kansas math department: Function Spaces, Interpolation Theory and Related Topics Michael Cwikel, Miroslav Englis, Alois Kufner, Lars-Erik Persson, Gunnar Sparr, 2008-08-22 This volume contains 16 refereed research articles on function spaces, interpolation theory and related fields. Topics covered: theory of function spaces, Hankel-type and related operators, analysis on bounded symmetric domains, partial differential equations, Green functions, special functions, homogenization theory, Sobolev embeddings, Coxeter groups, spectral theory and wavelets. The book will be of interest to both researchers and graduate students working in interpolation theory, function spaces and operators, partial differential equations and analysis on bounded symmetric domains.

university of kansas math department: Control of Distributed Parameter and Stochastic Systems Shuping Chen, Xunjing Li, Jiongming Yong, Xun Yu Zhou, 2013-06-05 In the mathematical treatment of many problems which arise in physics, economics, engineering, management, etc., the researcher frequently faces two major difficulties: infinite dimensionality and randomness of the evolution process. Infinite dimensionality occurs when the evolution in time of a process is accompanied by a space-like dependence; for example, spatial distribution of the temperature for a heat-conductor, spatial dependence of the time-varying displacement of a membrane subject to external forces, etc. Randomness is intrinsic to the mathematical formulation of many phenomena, such as fluctuation in the stock market, or noise in communication networks. Control theory of distributed parameter systems and stochastic systems focuses on physical phenomena which are governed by partial differential equations, delay-differential equations, integral differential equations, etc., and stochastic differential equations of various types. This has been a fertile field of research with over 40 years of history, which continues to be very active under the thrust of new emerging applications. Among the subjects covered are: Control of distributed parameter systems; Stochastic control; Applications in finance/insurance/manufacturing; Adapted control; Numerical approximation . It is essential reading for applied mathematicians, control theorists, economic/financial analysts and engineers.

university of kansas math department: *Geometry And Topology Of Submanifolds, Iii:*

Proceedings Of The Leeds Differential Geometry Workshop 1990 Alan West, Leopold Verstraelen, 1991-04-22 This workshop collected together works by experts working in various aspects of the differential geometry of submanifold and discussed recent advances and unsolved problems. Two important linking lectures were on the work done by Thorbergsson and others on classifying isoparametric submanifolds of Euclidean spaces and the generalisation of these to Hilbert spaces due to Terng and others. Isoparametric submanifolds provides examples of minimal, taut submanifolds, of harmonic maps and submanifolds with parallel second fundamental form-all topics discussed at this workshop. There were also lectures on the rapidly developing topic of the affine geometry of hypersurfaces and on applications. Among the applications discussed are new methods for using PDE's for generating surfaces with special shapes for use in engineering design.

university of kansas math department: Collectanea Mathematica ,

university of kansas math department: *The Nature and Role of Algebra in the K-14 Curriculum* National Research Council, National Council of Teachers of Mathematics and Mathematical Sciences Education Board, Center for Science, Mathematics, and Engineering Education, 1998-09-23 With the 1989 release of Everybody Counts by the Mathematical Sciences Education Board (MSEB) of the National Research Council and the Curriculum and Evaluation Standards for School Mathematics by the National Council of Teachers of Mathematics (NCTM), the standards movement in K-12 education was launched. Since that time, the MSEB and the NCTM have remained committed to deepening the public debate, discourse, and understanding of the principles and implications of standards-based reform. One of the main tenets in the NCTM Standards is commitment to providing high-quality mathematical experiences to all students. Another feature of the Standards is emphasis on development of specific mathematical topics across the grades. In particular, the Standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum. Issues related to school algebra are pivotal in many ways. Traditionally, algebra in high school or earlier has been considered a gatekeeper, critical to participation in postsecondary education, especially for minority students. Yet, as traditionally taught, first-year algebra courses have been characterized as an unmitigated disaster for most students. There have been many shifts in the algebra curriculum in schools within recent years. Some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra curriculum. Others have compounded existing problems. Algebra is not yet conceived of as a K-14 subject. Issues of opportunity and equity persist. Because there is no one answer to the dilemma of how to deal with algebra, making progress requires sustained dialogue, experimentation, reflection, and communication of ideas and practices at both the local and national levels. As an initial step in moving from national-level dialogue and speculations to concerted local and state level work on the role of algebra in the curriculum, the MSEB and the NCTM co-sponsored a national symposium, *The Nature and Role of Algebra in the K-14 Curriculum*, on May 27 and 28, 1997, at the National Academy of Sciences in Washington, D.C.

university of kansas math department: Grants and Awards for the Fiscal Year Ended ... National Science Foundation (U.S.), 1980

university of kansas math department: Annual Register University of Chicago, 1915

university of kansas math department: Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty National Research Council, Division of Behavioral and Social Sciences and Education, Committee on National Statistics, Policy and Global Affairs, Committee on Women in Science, Engineering, and Medicine, Committee on Gender Differences in Careers of Science, Engineering, and Mathematics Faculty, 2010-07-18 Gender Differences at Critical Transitions in the Careers of Science, Engineering, and Mathematics Faculty presents new and surprising findings about career differences between female and male full-time, tenure-track, and tenured faculty in science, engineering, and mathematics at the nation's top research universities. Much of this congressionally mandated book is based on two unique surveys of faculty and departments at major U.S. research universities in six fields: biology, chemistry, civil engineering, electrical engineering, mathematics, and physics. A departmental survey collected

information on departmental policies, recent tenure and promotion cases, and recent hires in almost 500 departments. A faculty survey gathered information from a stratified, random sample of about 1,800 faculty on demographic characteristics, employment experiences, the allocation of institutional resources such as laboratory space, professional activities, and scholarly productivity. This book paints a timely picture of the status of female faculty at top universities, clarifies whether male and female faculty have similar opportunities to advance and succeed in academia, challenges some commonly held views, and poses several questions still in need of answers. This book will be of special interest to university administrators and faculty, graduate students, policy makers, professional and academic societies, federal funding agencies, and others concerned with the vitality of the U.S. research base and economy.

university of kansas math department: Pioneering Women in American Mathematics

Judy Green, Jeanne LaDuke, 2009 This book is the result of a study in which the authors identified all of the American women who earned PhD's in mathematics before 1940, and collected extensive biographical and bibliographical information about each of them. By reconstructing as complete a picture as possible of this group of women, Green and LaDuke reveal insights into the larger scientific and cultural communities in which they lived and worked. The book contains an extended introductory essay, as well as biographical entries for each of the 228 women in the study. The authors examine family backgrounds, education, careers, and other professional activities. They show that there were many more women earning PhD's in mathematics before 1940 than is commonly thought. The material will be of interest to researchers, teachers, and students in mathematics, history of mathematics, history of science, women's studies, and sociology.--BOOK JACKET.

university of kansas math department: The Nature and Role of Algebra in the K-14

Curriculum Center for Science, Mathematics, and Engineering Education, National Council of Teachers of Mathematics and Mathematical Sciences Education Board, National Research Council, 1998-10-07 With the 1989 release of Everybody Counts by the Mathematical Sciences Education Board (MSEB) of the National Research Council and the Curriculum and Evaluation Standards for School Mathematics by the National Council of Teachers of Mathematics (NCTM), the standards movement in K-12 education was launched. Since that time, the MSEB and the NCTM have remained committed to deepening the public debate, discourse, and understanding of the principles and implications of standards-based reform. One of the main tenets in the NCTM Standards is commitment to providing high-quality mathematical experiences to all students. Another feature of the Standards is emphasis on development of specific mathematical topics across the grades. In particular, the Standards emphasize the importance of algebraic thinking as an essential strand in the elementary school curriculum. Issues related to school algebra are pivotal in many ways. Traditionally, algebra in high school or earlier has been considered a gatekeeper, critical to participation in postsecondary education, especially for minority students. Yet, as traditionally taught, first-year algebra courses have been characterized as an unmitigated disaster for most students. There have been many shifts in the algebra curriculum in schools within recent years. Some of these have been successful first steps in increasing enrollment in algebra and in broadening the scope of the algebra curriculum. Others have compounded existing problems. Algebra is not yet conceived of as a K-14 subject. Issues of opportunity and equity persist. Because there is no one answer to the dilemma of how to deal with algebra, making progress requires sustained dialogue, experimentation, reflection, and communication of ideas and practices at both the local and national levels. As an initial step in moving from national-level dialogue and speculations to concerted local and state level work on the role of algebra in the curriculum, the MSEB and the NCTM co-sponsored a national symposium, The Nature and Role of Algebra in the K-14 Curriculum, on May 27 and 28, 1997, at the National Academy of Sciences in Washington, D.C.

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