Program Review

Bachelor of Science
Mathematics
Applied Mathematics

College of Science

October 2006

MARSHALL UNIVERSITY
Program Review
Marshall University
May 2006

Date: ____________
Program: BS Mathematics / Applied Mathematics

Date of Last Review: ____________

Recommendation

Marshall University is obligated to recommend continuance or discontinuance of a program and to provide a brief rationale for the recommendation.

Recommendation Code(#):

1. Continuation of the program at the current level of activity; or

2. Continuation of the program with corrective action: Corrective action will apply to programs that have deficiencies that the program itself can address and correct. Progress report due by November 1 next academic year; or

3. Identification of the program for resource development: Resource development will apply to already viable programs that require additional resources from the Administration to help achieve their full potential. This designation is considered an investment in a viable program as opposed to addressing issues of a weak program. Progress report due by November 1 next academic year; or

4. Continuation of the program at the current level of activity, with the designation as a program of excellence (See Series 11 Statement from the Policy Commission); or

5. Discontinuation of the program (Procedures outlined in HEPC Administrative Bulletin 23).

Rationale for Recommendation: (Deans, please submit the rationale as a separate document. Beyond the College level, any office that disagrees with the previous recommendation must submit a separate rationale and append it to this document with appropriate signature.)

Recommendation: Signature of person preparing the report: ____________________________ Date: ____________

Recommendation: Signature of Program Chair: ____________________________ Date: ____________

Recommendation: Signature of Academic Dean: ____________________________ Date: ____________

Recommendation: Signature of Chair, Academic Planning Committee: (Baccalaureate pgms only) ____________________________ Date: ____________

Recommendation: Signature of President, Faculty Senate/Chair, Graduate Council: ____________________________ Date: ____________

Recommendation: Signature of the Provost and Senior Vice President for Academic Affairs: ____________________________ Date: ____________

Recommendation: Signature of the President: ____________________________ Date: ____________

Recommendation: Signature of Chair, Board of Governors: ____________________________ Date: ____________
College/School Dean’s Recommendation

Deans, please indicate your recommendation and submit the rationale.

Recommendation: Code (#3). Identification of the program for resource development
Specifically: Permanent positions are needed to replace the on-going hiring of temporary faculty. Temps cover teaching but are non-productive in service to the University, and in generating external funding for research.

Rationale:
(If you recommend a program for further development identify all areas for specific development; if you recommend a program as a program of excellence address all criteria listed in HEPC Series 11)

The Mathematics Department serves every Marshall student. It provides significant service roles in the curriculum science, engineering, and business majors. In addition the department serves its expanding population of majors. A department with so many responsibilities and such a huge enrollment requires significant instructional capacity. Unfortunately, for several years approximately one third of the departmental teaching responsibilities have been met with part time or temporary instructors. It is admirable that the department has been able to adequately fill these positions which require the annual expenditure of countless hours in interviewing and acclimating faculty which may not serve Marshall University students for more than one year. In the face of inadequate staffing, however, Mathematics has undergone very significant curriculum revision, added a new major, and grown its number of majors by over 100% during the reporting period. Clearly they are doing everything right in an environment that provides a less-than-adequate level of support. Mathematics has a proven track record and is a department in which resources to support additional tenure track positions should be invested.

The level of growth and the development of curriculum as well as recruitment and growth of the graduate program are threatened by the continuing inability of the department to hire permanent faculty members. The level of accomplishment and the momentum of the department in a positive direction cannot be sustained and will inevitably be stymied without additional full-time positions. The effort by permanent faculty members required to mentor a constant stream and a significant numbers of temporary faculty members is a drain on the department. The effort directed to advertising and replacing the fluctuating population of non-tenure track faculty as they rapidly turn over, and the heavy service, advising, curriculum development, and research responsibility, which should be assumed by all faculty members, is shifted to the shoulders of the permanent faculty. I strongly recommend that this excellent, under-staffed department, that is achieving so much under the strain caused by the continued maintenance of large numbers of part time and full time temps be identified as one in need of new full time positions. If this recommendation is followed the department will undoubtedly undergo additional growth in majors, provide better service courses to the rest of the university, and expand its graduate program which will benefit by the addition of additional staff with the credentials and interest to engage in research.

Signature of the Dean:

Date: Jan 07

Prepared by the Office of Program Review and Assessment, April 2005
Marshall University
Program Review

Program: B.S. Mathematics/Applied Mathematics

College: Science

Date of Last Review: 2001–02

I  PROGRAM DESCRIPTION

This report is a five-year program review for the Bachelor of Science degree program with majors in mathematics and applied mathematics covering the period from May 2001 to May 2006. The applied mathematics major was added in 2005 and had its first graduate—a mathematics and applied mathematics double major—in May 2006. The Department also offers a Master of Arts degree program about which there is a separate report.

The program has seen much assessment-driven curriculum review and adjustment in the last five years. Despite a much more rigorous minor in mathematics, the minor is growing. The major curriculum is also arguably more rigorous—the new graduate faculty certainly has high expectations—and yet the number of graduates has more than doubled. More precisely, while the overall enrollment pattern has been flat (in particular, mathematics saw a 1% increase in enrollment in Fall 2005 as compared with Fall 2000, five years earlier), the program has shown very significant growth:

- 300 level enrollment was up 169%
- upper level enrollment was up 14%
- graduate enrollment was up 97%

Comparing this five year period with the previous five years, we see substantial growth:

- undergraduate degrees conferred was up 108%
- graduate degrees conferred was up 21%¹
- scholarly publications increased 265%

The current General Catalog Description of the program is appended to the end of this report. The key features of the program are

- two majors: “pure” and applied
- a small common core for great flexibility
- 4 choices for 2 required sequences for additional flexibility
- tie-ins with outside majors and minors for maximal flexibility

Double majors are quite common and recommended especially for graduates who do not plan to go to graduate school. Traditionally, mathematics graduates can step into virtually any career. While the classified advertisements rarely say “mathematician,” all but the most unmotivated and unimaginative find employment. Of course, many graduates pursue further education. This may be in the mathematical sciences or

¹ Using academic years starting with fall rather than summer, the increase was 53%.
in fields such as science, education, and engineering. Graduates also pursue careers in medicine, law, and business. Mathematics is a portal to vast opportunities.

II ACCREDITATION INFORMATION

There is no accreditation organization for mathematics.

III PROGRAM STATEMENT on Adequacy, Viability, Necessity and Consistency with University/College Mission

A ADEQUACY

1 Curriculum: The B.S. degree program is outlined in the catalog description shown in Part I of this report. Both majors, mathematics and applied mathematics, require the following six courses totaling 23 credit hours: MTH 229, MTH 230, MTH 231, MTH 300, MTH 331, and MTH 491. MTH 491 is the capstone course; the other required courses form the core of any major. Each major requires a choice of two out of four sequences, with each sequence consisting of two courses; this totals either 12 or 13 credit hours depending on the choices. Beyond these 35 or 36 credit hours, students may choose to double major, take a minor in another department, or take an additional four mathematics courses.

The flexibility of this program greatly enhances the utility of the majors. Students are encouraged to pursue interdisciplinary studies and to tailor their studies towards their future career or educational goals. Double majors constitute 38% of our graduates. During the review period, double majors have also majored in the following areas in four colleges:

- Chemistry (Science)
- Physics (Science)
- Management Information Systems (Business)
- Secondary Education (Education and Human Services)
- Political Science (Liberal Arts)
- History (Liberal Arts)
- English (Liberal Arts)
- French (Liberal Arts)
- Spanish (Liberal Arts)
- Latin (Liberal Arts)

Minors completed by mathematics majors recently show even more diversity, including the following areas:

- Economics
- Engineering
- German
- Greek
- Integrated Science and Technology
With the reorganization of Computer Science, expansion of engineering, and curriculum changes in Education, this percentage is likely to increase.

2 Faculty: The Department of Mathematics can boast four Marshall and Shirley Reynolds Outstanding Teacher Award winners (twice as many as any other department) and two Distinguished Artists and Scholars Award winners. The Department has a hard-working faculty that is committed to both education and scholarship, which are viewed as inextricably linked.

As of August 2006, the Department has 27 full-time faculty members:

- 11 tenured professors
- 4 tenured associate professors
- 3 probationary associate professors
- 2 probationary assistant professors
- 4 visiting assistant professors (temporary)
- 3 instructors (temporary)

That is, only 56% of the full-time faculty is tenured and 26% of the full-time faculty is temporary (one year appointments). We have had six full-time temporary faculty positions continuing yearly. The GreenBook (page 37) states that

“Non-tenure-track full-time … faculty appointments may be used only if … the appointment is for the purpose of filling an essential teaching post immediately, pending a permanent appointment through a regular search and screening process … [or] the position is temporary to meet transient instructional needs, to maintain sufficient instructional flexibility in order to respond to changing demand for courses taught, or to meet other institutional needs.”

Clearly neither of these conditions holds: “permanent appointment(s)” have not been forthcoming and the need is not “transient” and shown by consistent—actually increasing—demand.

<table>
<thead>
<tr>
<th>MTH Level</th>
<th>Permanent</th>
<th>Full-time Temp.</th>
<th>GTA's</th>
<th>Part-time (Hunt.)</th>
<th>Part-time Off-camp.</th>
</tr>
</thead>
<tbody>
<tr>
<td>100</td>
<td>39%</td>
<td>44%</td>
<td>10%</td>
<td>6%</td>
<td>N/A</td>
</tr>
<tr>
<td>All</td>
<td>55%</td>
<td>29%</td>
<td>7%</td>
<td>5%</td>
<td>4%</td>
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</tbody>
</table>

Percentage SCH generated by faculty subsets
At Orientation, I have heard promises made to students and parents that the permanent faculty teaches “all” of the freshman courses. Unfortunately, this is not true, as the table above shows. In the table, the percentages are of the student credit hours (SCH) generated by each instructional group in Fall 2005. In the row labeled “100,” the percentages are for all courses numbered MTH 1xx on the Huntington campus. In the row labeled “All,” the percentages are for all MTH courses on all campuses. In Fall 2005, the Department generated 8200 SCH with 5442 SCH being on-campus at the 100-level. The table shows that, the permanent faculty accounted for only 39% of the on-campus 100-level SCH; promises were indeed broken.

Permanent faculty members taught all courses that count towards the majors (beginning with MTH 229) during the review period. Every permanent faculty member holds a Ph.D. except one who holds an Ed.D.

Appendix II shows that there were at least 73 peer-reviewed individual papers published during the review period; this is 3.65 times as many as during the previous review period. (Note that abstracts are not counted in mathematics.)

The number of talks, workshops, panels, or posters presented has also increased substantially over the prior five-year period. The data show that there were at least 40 at national or regional conferences and 27 at international conferences.

Faculty members have been involved in large national grants (e.g., ACCLAIM, ADVANCE, BRIN, COBRE, INBRE). Others have led several smaller grants (e.g., Benedum, ENCOMPASS, EPSCOR, HEPC, MU Foundation, NASA, RESA partners, Texas Instruments). One NSF research grant was awarded in 2006; this was a first for the Department.

3 Students:

a Entrance Standards: Mathematics is an open program; the major need not be declared before application for graduation. Most graduates are transfer students, either internally or externally. There is no admissions process other than to be admitted to the University and to the College.

b Entrance Abilities: Data provided by Institutional Research indicates only 17 incoming freshmen and 11 incoming transfer students enrolling in our majors. Among the freshmen, the mean Mathematics ACT score was 27.8 (N=16) and the mean high school grade point average was 3.87. Among the transfers, the mean Mathematics ACT score was 26.3 (N=8) and the mean college grade point average was 3.39. The freshman data shows a slight increase over the previous review period. Comparable transfer data is not available.

c Exit Abilities: Graduates of the program had a mean grade
point average of 3.45. This is significantly better than the College of Science mean of 3.25 and the overall University mean of 3.31. See section 5 on assessment for more data.

4 Resources:

a Financial: The majors represent a relatively small part of the instructional mission of the Department. However, this is a growing undergraduate program: the number of majors completed increased by 108% in five years. I fully expect continued growth at a similar rate.

The program is essentially unsupported by the University. Academic Affairs has maintained a status quo with regard to faculty positions (including six temporary positions) despite growth in the Department’s service and degree programs. Moreover, there have been significant decreases in other funding areas. In particular, the 2005-06 HERF allocation was $16,540, a 20% decrease from 2001-02 and Personnel funding was $27,000, a 24% decrease. Fiscal year 2007 allocations have seen a further reduction.

Two things have saved us: lab fees and supplemental allocations, primarily from the College of Science. The Graduate College and Academic Affairs have also made small allocations towards faculty travel and development. The Department generates over $200,000 in lab fees annually and realizes about $100,000 plus various computer licenses.

This has allowed the Department some flexibility with its finances. Expenses for supplies, student travel, and graduate assistant stipends have largely moved to lab fees. HERF has been playing a major role in enhancing faculty development funding, particularly for faculty travel.

While departments of a comparable size often have around six staff positions, we have one. That is actually down from 1.5 during the last review. (The sharing of a position is not easily arranged.)

The unfunded Faculty Workload Policy has been implemented and funded completely and unilaterally within the Department. Active research faculty members have reduced teaching loads, usually two classes for 7–9 contact hours. This is putting upward pressure on costs and on class sizes. The unwritten promise to cap classes at 24 students is history. Our current classrooms have room for 32 students. Current parameters cannot support much growth in our service mission.

If the degree program were eliminated, all of the faculty hired in the last decade would leave. The Colleges of Science and Information Technology and Engineering would
be devastated as it is generally acknowledged that science and engineering programs are generally no stronger than the local mathematics program. Overall, there would be significant costs to the University that would far supersede any savings.

b **Facilities:** The Department has priority use of six classrooms in Smith Hall. These are the same rooms that the Department has had since Smith Hall was built in 1967; the Department and the University have increased two- to three-fold in this period.

Current lab space consists of our small Math Lab, which accommodates two faculty offices, a small library, and a makeshift office for upper class and graduate students in mathematics.

Storage, staff office space, and part-time faculty and graduate assistant offices are at a premium. Note that our Department is spread over six floors in four buildings: Smith Hall 3, 5, and 7; Communications Building 1; Morrow Library 1; and Harris Hall 2. Mathematics faculties are notorious for being social: they seek to gather in groups and need sufficient contiguous space.

Future University plans include a proposed new building to house the Department along with the College of Information Technology and Engineering. There is a plan to add two classrooms, one being the same size as our current classrooms and one smaller room that could accommodate seminars and smaller classes. There would be a Math Lab and a Research Lab. Other space concerns have also been addressed. This project’s completion, unfortunately, is not likely to occur before the next five-year review.

5 **Assessment Information:**

a. The program was extensively revised in the 1995-96 academic year, with the new requirements going into effect in summer 1996. The program became more focused, more application-oriented, and more technology-intensive as a result. Calculators, especially graphing calculators, and computer software, such as *Excel*, *Geometer’s Sketchpad*, *Mathematica*, *MATLAB*, and *SAS*, have been integrated into the coursework.

The B.S. in Mathematics has the following program goals as indicated in its Program Assessment Plan:

1. **Mathematical Reasoning** – *Students should be able to perform intellectually demanding mathematical tasks and reason rigorously in mathematical arguments.*
2. **Personal Potential** – *Students should be able to undertake independent work and possess an advanced level of critical thinking and analytical skills.*

3. **Nature of Mathematics** – *Students should develop knowledge of the breadth of the mathematical sciences and of the fundamental dichotomy of mathematics as an object of study and a tool for application.*

4. **Mathematical Modeling** – *Students should be able to apply mathematics to a broad spectrum of complex problems and issues.*

5. **Communication and Resourcefulness** – *Students should be able to read, write, listen and speak mathematically and contribute effectively to group efforts.*

6. **Content Specific Goals** – *Students should be able to apply the theory and basic techniques of calculus, modern algebra, discrete mathematics, and probability and statistics.*

The program goals given above and in the Program Assessment Plan include the following associated student learning outcomes:

1. a. ability to demonstrate proofs using three methods of deductive reasoning: direct, contrapositive, and contradiction
   
   b. ability to demonstrate proofs by mathematical induction
   
   c. ability to verify the need for hypotheses by finding counterexamples for the alternative statements

2. a. ability to use the library to find books and journal articles on a specified mathematical topic
   
   b. ability to recognize when a certain theorem may be applied in a given problem situation
   
   c. ability to assimilate and critique a mathematical paper independently

3. a. study two additional areas of the mathematical sciences outside the required core
   
   b. deepen understanding and appreciation of the real number system
   
   c. develop an appreciation of mathematics as a unique discipline with aspects of both art and science

4. a. ability to use probability distributions to model situations exhibiting random behavior in the real world
   
   b. ability to read, interpret, organize, analyze, and solve complex multi-step mathematical problems
   
   c. ability to use computer software and graphing calcula-
tor for simulation and visualization of complex mathematical ideas and processes

5. a. ability to conduct research and make written and oral presentations on various topics
   b. ability to work effectively in a team to organize effective approaches to solving mathematical problems
   c. ability to create and document algorithms and to write computer programs in a high-level language to solve mathematical problems

6. a. ability to use combinatorial formulas to determine the number of outcomes in an event and to compute its probability
   b. ability to use numerical measures and graphic displays to describe sets of data
   c. ability to use the differential and integral calculus to solve problems dealing with rates of change and geometric areas and volumes
   d. ability to use techniques of linear algebra and abstract algebra to solve equations and systems of equations

The data collected indicates progress toward the goals of this program as enumerated above, as measured by the indicators for the various outcome criteria that are detailed above. See the attached Assessment Chart in conjunction with the table below.

<table>
<thead>
<tr>
<th>Course</th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
<th>05-06</th>
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<td>74</td>
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<td>73</td>
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<td>67</td>
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<td>85</td>
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</tbody>
</table>

Percentage of Usable Course Grades (A, B, C, CR)
Every student in Senior Seminar, MTH 491, is required to give written and oral presentations and do research in the mathematical literature. This, in addition to the course grade, is an indicator of the student’s growth in the areas of personal potential, communication, and resourcefulness. Students in this course improve their abilities to work both independently and in teams, and to make written and oral reports.

<table>
<thead>
<tr>
<th></th>
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<td>3</td>
<td>11</td>
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<td>181</td>
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<td>161</td>
<td>149</td>
<td>156</td>
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<td>149.4</td>
<td>152</td>
<td>152</td>
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<tr>
<td>National Mean</td>
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<td>152.4</td>
<td>154.7</td>
<td>154.7</td>
<td>154.7</td>
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<tr>
<td>MU Percentile</td>
<td>85</td>
<td>75</td>
<td>55</td>
<td>85</td>
<td>45</td>
<td></td>
</tr>
</tbody>
</table>

Mathematics Major Field Test Score Summary

HEPC Initiative 3 requires that our graduates be evaluated with a national exam. We have been using the ETS Major Field Test in Mathematics for several years now. The planned benchmark was set at the 45th percentile of the national mean. We have met or surpassed that level during each year of the review period. See the table above.

Two additional goals are indicated in the Program Assessment Plan: Faculty Development and Curriculum Development.

**Faculty Development** – Program faculty should maintain an effective level of professional activity.

The faculty has been increasingly active, as indicated above. There were at least 73 peer-reviewed individual papers published during the review period, not including abstracts. This is a 265% increase over the 20 reported for the previous review period. The 40 presentations at national or regional conferences and 27 presentations at international conferences shows an increase of more than 128% compared with the 28 off-campus (including in-state) presentations reported in the previous five-year review.

Faculty are keeping abreast of current usage of instructional technology and making use of it in their courses. This has included the integration of more hardware and software. Software such as Excel and SAS for statistics.
classes and *Mathematica* and *MATLAB* for computational mathematics is frequently used.

**Curriculum Development** – *Faculty should adjust the curriculum to serve the needs of students and society.*

The Department regularly monitors the curriculum. This is done through our assessment process and other anecdotal evidence. Also, the curricula at our peer institutions are used for comparison and the curriculum recommendations of the Mathematical Association of America (MAA), particularly from the Committee on the Undergraduate Program in Mathematics (CUPM), are closely followed.

In 2004, an honors version of MTH 121, Concepts and Applications in Mathematics, designated as MTH 121H was introduced.

In 2002–03, the assessment data pointed to problems with MTH 300 and MTH 330. In a given semester, the course was either “too easy” (*e.g.*, the recommended topics were not covered or not covered in depth) or suffered from large withdrawal rates. It was determined that MTH 330 tried to accommodate incompatible audiences. It was renumbered MTH 331 and a new course, MTH 329, will service the other audience segment.

It was also determined that MTH 300 simply needed more class time in order to develop the themes of the class. It was decided to increase the number of credit hours for MTH 300 from 3 to 4. However, we did not wish to increase the number of hours needed to complete the major. The role of MTH 301 was examined. It was determined that its educational function duplicated MTH 491 (*in fact, 301 met with 491, but only for half as many hours*) and its career exploration function was better served through Pi Mu Epsilon and other extra-curricular sources. MTH 301 was deleted from the major and the total number of credit hours required for the major remained unchanged.

Finally, it was decided to create an alternative capstone experience in the form of an internship. CUPM and other sources advocate the use of internships where appropriate. A new course number, MTH 490, will be used for this.

We studied the minor in detail in 2003–04. From the Department’s view, the minor is viewed as an advertisement for the major. MTH 300 is the centerpiece of the transition from entry-level computational courses, such as the Calculus sequence, and more abstract and deeper courses that make up most of the major. It was felt that a minor that could be purely computational betrayed the true nature of mathematics. This agreed with the national recommendations and the
peer data that we gathered.

As result of our research and assessment, MTH 300 was made a requirement (replacing an elective) and MTH 225 and 340 were removed from the elective list since these service courses are too elementary (i.e., not above the level of MTH 230. (In fact, MTH 340 was also removed from the list of electives for the major and was renumbered MTH 220). Since the minor is a way of showcasing the major, a residency requirement was added as well.

We studied the major in detail during 2004–06. Both the national recommendations and the peer data that we gathered indicated moves towards more flexible and more applied (or applicable) options, including statistics and applied mathematics, which can range from theoretical physics to numerical/computational mathematics. Multiple majors are quite common for mathematics majors, both at Marshall and nationally. After much tinkering with our Capstone course, MTH 491, our assessment showed that it was still dysfunctional; problems are still existed with MTH 331. It was noted that MTH 331 needed more class time while MTH 491 did not need much class time for its research seminar goals.

As a result of our analyses, we did the following:

- added a second major in applied mathematics,
- reduced the core requirements and increased the number of elective options,
- increased the sequence requirement from one to two sequences,
- added a sequence in topology (MTH 430, 431),
- reactivated MTH 452 as the second half of the sequence in algebra,
- reactivated the sequence in complex variables (MTH 460, 461),
- increased MTH 331 from 3 to 4 credit hours,
- decreased MTH 491 from 3 to 2 credit hours, and
- tied the number of major electives required for the majors to individual choices regarding outside minors and double majors.

In light of the reduced core, the increased sequence requirement maintains the breadth of the major. The sequence options differentiate the two majors. Other minor changes were made including title changes and course prerequisites. While this is a significant overhaul of the degree program, it is not as radical as it could be: no statistics major was created because we do not have the faculty to do so at this time. Mathematics remains a small degree program, but we expect that these changes and the attractiveness of the word
“applied” will increase our annual graduation numbers.

d  **Graduate and Employer Satisfaction:** A summary of the results of the Graduating Senior Survey conducted for the College of Science is given below:

<table>
<thead>
<tr>
<th></th>
<th>CoS Importance</th>
<th>CoS Satisfaction</th>
<th>Math Importance</th>
<th>Math Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>availability of academic advising and quality of advising</td>
<td>3.72</td>
<td>3.00</td>
<td>3.69</td>
<td>2.72</td>
</tr>
<tr>
<td>availability of courses</td>
<td>3.88</td>
<td>2.71</td>
<td>3.81</td>
<td>2.65</td>
</tr>
<tr>
<td>responsiveness to students with special needs</td>
<td>3.50</td>
<td>3.15</td>
<td>3.64</td>
<td>3.34</td>
</tr>
<tr>
<td>professionalism/scholarship of faculty</td>
<td>3.77</td>
<td>3.35</td>
<td>3.65</td>
<td>3.27</td>
</tr>
<tr>
<td>development of critical thinking skills</td>
<td>3.76</td>
<td>3.28</td>
<td>3.95</td>
<td>3.40</td>
</tr>
</tbody>
</table>

College of Science Graduating Senior Survey

We have addressed the advising issue by centralizing departmental advising; the College has also addressed this issue. Course availability is limited by our size; offerings will grow as more students pass through the program. The perception of our faculty as compared with the science faculty may be easily explained by the abstractness of mathematics (or, perhaps equivalently, by the visibility of experimentation in the sciences). We do well in critical thinking skills (as we should). The “responsiveness to students with special needs” response rate was around 60%, probably because “special needs” was not clearly defined.

The Department Graduate Questionnaire is attached to the end of this report. (Some of the results are discussed in section III.C.2 below.) This was mailed to all known graduates per the alumni office list; we received only 13 replies. The following summarizes responses to question 4.

<table>
<thead>
<tr>
<th></th>
<th>Low</th>
<th>Mean</th>
<th>Median</th>
<th>High</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quality of instruction in mathematics</td>
<td>7</td>
<td>8.83</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Effectiveness of mathematics studies</td>
<td>6</td>
<td>8.78</td>
<td>9</td>
<td>10</td>
</tr>
<tr>
<td>Usefulness of mathematics training in employment</td>
<td>5</td>
<td>7.83</td>
<td>8</td>
<td>10</td>
</tr>
</tbody>
</table>

Graduates lauded the instruction they received for quality and responsiveness. Drs. Cusick, Lancaster, Puppolo-Cody, Rubin, and Silver were cited for excellence. The infrequent negatives focused on limited course choices.

Graduates have continued their studies at a variety of prestigious institutions, including the following:

- Baylor University, PhD, mathematics
- Hofstra University, JD, law
- Marshall University, MA, mathematics
• ————, MD, medicine
• Ohio State University, PhD, mathematics
• ————, PhD, statistics
• Temple University, PhD, mathematics
• Université Pierre et Marie Curie, PhD, computer science
• University of Kentucky, PhD, mathematics
• ————, PhD, physics & astronomy
• University of Missouri–Columbia, PhD, mathematics
• University of Missouri–Rolla, PhD, mathematics
• University of Nebraska, PhD, mathematics
• University of North Carolina–Charlotte, MS, civil engineering
• University of Toledo, PhD, mathematics
• University of Washington, PhD, biostatistics

We have no data from employers.

Summary assessment reports since the last five-year review are appended to this document.

6 Previous Reviews: The recommendation was “continuation of the program at the current level of activity.” Clearly, the level of activity has increased dramatically and the funding of the program has increased through a reorganization of resources, particularly by an unfunded mandate of the Faculty Workload Policy approved by President Angel.

7 Strengths/Weaknesses: The program is generally vibrant. Some undergraduate research is happening and leading to talks at international, national, and regional meetings as well as publications. Graduates are getting good job offers and are being admitted into strong and distinguished universities.

The energy driving the growth and improvement of the program comes directly from our faculty, particularly the junior faculty with the assistance and support of the full professors.

The glaring weaknesses of the program involve its size and its woefully under-funded status. There has been no faculty growth to match the growth of the program. This is dangerous; the success of any program depends on the continuance of an influx of new energy. Instead the Department has faced a string of temporary hires who give no value to the program and have no affinity for the University, the state, or the region.

B VIABILITY
1 Articulation Agreements: None.
2 Off-Campus/Distance Delivery Classes: No major courses apply. Only entry-level and pre-major courses are involved; see Appendix III.
3 Service Courses: The largest instructional mission of the Department is service courses. These are for general education (Marshall Plan) as well as for other majors from every undergraduate College
in the University.

4 **Program Course Enrollment:** See Appendix V.

5 **Program Enrollment:** See Appendix VI.

6 **Enrollment Projections:** Enrollment is a silly way of measuring our size. Consider this: while 17 freshmen and 11 transfer students enrolled as mathematics majors, 51 students graduated. Note that the overall number of declared majors is increasing. Roughly speaking, this means that mathematics has a retention rate of over 182%.

   Keep in mind that these numbers do not include mathematics education majors. There are nearly as many secondary education majors with an emphasis in mathematics as there are mathematics majors.

   Let us consider graduate projections instead. Over the five-year period 2001–2006, there were 52 majors who graduated. This was a 108% increase over the 25 graduates during 1996–2001.

   Will this trend continue? I expect that it will. There are several reasons for this.

   Firstly, the program is an excellent one and graduates are not unemployed.

   Secondly, we are beginning to be more effective at advertising our majors and minor.

   Thirdly, our new minor will covert some majors. The rigor and flavor of the minor has been altered to make it more attractive (i.e., shorter), but more indicative of the nature of the majors.

   Fourthly, the new applied mathematics major should be very attractive given its name and its fit with outside majors such as mathematics education.

   Fifthly, I expect that the new computer science will produce at least as many double majors as the old computer science and software development major.

   Sixthly, the new mathematics education 9-Adult is nearly has a built-in double major in applied mathematics.

   Seventhly, students in the College of Science and at the University at-large are receiving better advising. This makes it more likely that a student will discover our minor and our majors.

C **NECESSITY:**

1 **Advisory Committee:** None.

2 **Graduates:** Our Graduate Questionnaire (see also section III.A.5.d) received only 13 replies. Graduates reported career choices including homemaker, naval officer, teacher, business analyst, pension consultant, physician, and investment analyst. Salaries ranged from $32,000 to over $200,000.

3 **Job Placement:** Mathematics graduates enjoy a wide variety of career and educational choices. Many pursue graduate or professional school opportunities not only in mathematics, but also in sta-
tistics, computer science, education, operations research, and engineering, as well as medicine and law. Many pursue careers in education from middle schools through the university level. Many pursue careers in technology and business. A degree in mathematics is an open door to many possibilities.

D CONSISTENCY WITH UNIVERSITY MISSION:

Mathematics at Marshall University remains consistent and central to the mission of the University. Mathematics is central to educating a technology-savvy, science- and mathematics-literate citizenry that is crucial for the economic and cultural development of the state, region, and nation. Our faculty is energetic in its pursuits of both scholarship and student development; indeed these activities are complementary.

Mathematics has been active in the curriculum development of Integrated Science and Technology and Computer Science and has provided faculty to ISaT as well as the Marshall Plan integrated science program and the University honors program. Of course, Mathematics remains a vigorous supporter of liberal arts education, as implemented through the Marshall Plan.

IV PROGRAM OF EXCELLENCE

Not applicable.
Appendix I

Required/Elective Course Work in the Program

Degree Program: B.S. Mathematics/Applied Mathematics  
Person responsible for the report: Ralph W. Oberste-Vorth

<table>
<thead>
<tr>
<th>Courses Required in Major</th>
<th>Hrs.</th>
<th>Sequences Required by the Major</th>
<th>Hrs.</th>
<th>Electives Required by the Major</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 229 Calculus with Analytic Geometry I</td>
<td>5</td>
<td>MTH 335 Differential Equations</td>
<td>4</td>
<td>MTH 405 History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 230 Calculus with Analytic Geometry II</td>
<td>4</td>
<td>MTH 415 Partial Differential Equations</td>
<td>3</td>
<td>MTH 411 Mathematical Modeling</td>
<td>3</td>
</tr>
<tr>
<td>MTH 231 Calculus with Analytic Geometry III</td>
<td>4</td>
<td>MTH 427 Advanced Calculus I</td>
<td>3</td>
<td>MTH 440 Graph Theory and Combinatorics</td>
<td>3</td>
</tr>
<tr>
<td>MTH 300 Introduction to Higher Mathematics</td>
<td>4</td>
<td>MTH 428 Advanced Calculus II</td>
<td>3</td>
<td>MTH 448 Modern Geometries</td>
<td>3</td>
</tr>
<tr>
<td>MTH 331 Linear Algebra</td>
<td>4</td>
<td>MTH 430 Topology I</td>
<td>3</td>
<td>MTH 449 Projective Geometry</td>
<td>3</td>
</tr>
<tr>
<td>MTH 491 Senior Seminar</td>
<td>2</td>
<td>MTH 431 Topology II</td>
<td>3</td>
<td>MTH 455 Number Theory</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 442 Numerical Linear Algebra</td>
<td>3</td>
<td>Any sequence course(s)</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 443 Numerical Analysis</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 445 Probability and Statistics I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 446 Probability and Statistics II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 450 Modern Algebra I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 452 Modern Algebra II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 460 Complex Variables I</td>
<td>3</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>MTH 461 Complex Variables II</td>
<td>3</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Professional society that may have influenced the program offering and/or requirements: The Mathematical Association of America.

1 Mathematics majors are required to complete two sequences from 427/428, 430/431, 450/452, and 460/461. Applied Mathematics majors are required to complete two sequences from 335/415, 442/443, 445/446, and 460/461. Courses may not be used to satisfy more than one requirement.

2 Students must complete general education, Marshall Plan, and free electives to make up the difference from the requirement of 128 hours. This includes a computer programming course for the computer competency requirement.

3 Students must complete four elective MTH courses. An outside major removes this requirement. Alternatively, an outside minor reduces the requirement to two courses. A Mathematics and Applied Mathematics double major must complete two sequences for each plus four elective MTH courses.

4 MTH 491 is the program capstone course.

5 The University has not yet approved this course number. The course has been offered under Special Topics.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Laura Adkins

Rank: Professor

Status (Check one):  Full-time  X  Part-time  Adjunct  Current MU Faculty:  X yes  no

Highest Degree Earned:  Ph.D.  Date Degree Received:  1996

Conferred by: Ohio State University

Area of Specialization:  Statistics

Professional Registration/Licensure:  

Agency:  

Years non-teaching experience  

Years of employment other than Marshall  

Years of employment at Marshall  20  

Years of employment in higher education  20  

Years in service at Marshall during this period of review  5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006 Spring</td>
<td>IST 131</td>
<td>Analytical Methods II: Differential Calculus</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>MTH 225</td>
<td>Introductory Statistics</td>
<td>30</td>
</tr>
<tr>
<td></td>
<td>MTH 518 (2)</td>
<td>Biostatistics</td>
<td>7</td>
</tr>
<tr>
<td></td>
<td>BSC 417 (2)</td>
<td>Biostatistics</td>
<td>35</td>
</tr>
<tr>
<td></td>
<td>BSC 517 (2)</td>
<td>Biostatistics</td>
<td>9</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 130 (2)</td>
<td>College Algebra</td>
<td>65</td>
</tr>
<tr>
<td></td>
<td>MTH 225 (2)</td>
<td>Introductory Statistics</td>
<td>55</td>
</tr>
<tr>
<td></td>
<td>MTH 581</td>
<td>Special Topics: MERIT Data Analysis</td>
<td>n/a</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>IST 131</td>
<td>Analytical Methods II: Differential Calculus</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>MTH 225 (2)</td>
<td>Introductory Statistics</td>
<td>52</td>
</tr>
<tr>
<td></td>
<td>MTH 518</td>
<td>Biostatistics</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>BSC 417</td>
<td>Biostatistics</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>BSC 517</td>
<td>Biostatistics</td>
<td>7</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>IST 131</td>
<td>Analytical Methods II: Differential Calculus</td>
<td>14</td>
</tr>
<tr>
<td></td>
<td>MTH 121</td>
<td>Concepts and Applications of Mathematics</td>
<td>33</td>
</tr>
<tr>
<td></td>
<td>MTH 225 (2)</td>
<td>Introductory Statistics</td>
<td>65</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain. Not applicable.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Alfred A. Akinsete  Rank: Associate Professor

Status (Check one): Full-time  Part-time  Adjunct  Current MU Faculty: yes  no

Highest Degree Earned: Ph.D.  Date Degree Received: 1996

Area of Specialization: Mathematical Statistics

Professional Registration/Licensure

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 Fall</td>
<td>MTH 130</td>
<td>College Algebra</td>
<td>30</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>MTH 225</td>
<td>Introductory Statistics</td>
<td>25</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>MTH 660</td>
<td>Stochastic Processes</td>
<td>06</td>
</tr>
<tr>
<td>2004 Spring</td>
<td>MTH 255</td>
<td>Introductory Statistics</td>
<td>32</td>
</tr>
<tr>
<td>2004 Spring</td>
<td>MTH 229</td>
<td>Calculus with Analytic Geometry</td>
<td>17</td>
</tr>
<tr>
<td>2005 Summer</td>
<td>MTH 123</td>
<td>Selected Topics in College Algebra</td>
<td>08</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 225</td>
<td>Introductory Statistics</td>
<td>24</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 130</td>
<td>College Algebra</td>
<td>32</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 481</td>
<td>SpTp: Applied Probability &amp; Statistics</td>
<td>03</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 229</td>
<td>Calculus with Analytic Geometry</td>
<td>26</td>
</tr>
<tr>
<td>2005 Summer</td>
<td>MTH 446/546</td>
<td>Probability and Statistics II</td>
<td>06</td>
</tr>
<tr>
<td>2006 Summer</td>
<td>MTH 123</td>
<td>Selected Topics in College Algebra</td>
<td>15</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

2 For each of the following sections, list only events during the period of this review and begin with the most recent activities.

   Activities that have enhanced your teaching and or research.

Teaching:
I attended the following workshops:
- What And What Not to Teach – Edward Burge
- Workshop on the use of LaTeX – Organized by Center for Teaching Excellence.

Research:
I was engaged in the following research activities:
- “Generalized Exponentiated Beta Distribution” - Ongoing Research
- Summer Research Activities in the Summer of 2006 (Summer Research Grant
I supervised an undergraduate student in Summer 2006 under the SURE Program


Summer Research Activities in the Summer of 2005 (Summer Research Grant)


PhD External Examiner: Department of Statistics, University of Zimbabwe.

Master’s Thesis Co-Supervision: Convergence Analysis of MCMC Method in the Study of Genetic Linkage with Missing Data


Journal Reviewing: Computational Statistics and Data Analysis

In my MTH 660: Stochastic Processes course, taught in Fall 2004, a segment of the syllabus required that students submitted and defended long essays. The titles of the three essays are:

- Applying Markov Chain Monte Carlo Methods to Genetic Mapping via the Hasting-Metropolis Algorithm. (3 students)
- Branching Processes and Family Names. (2 students)
- Re-colonization in a Stochastic, N – Tiered, 2 – Dimensional Competition/Predation Simulation. (1 student).

3 Discipline-related books/papers published (provide a full citation).


4 Papers presented at state, regional, national, or international conferences.


5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Professional Organization

- American Statistical Association
- Appalachian Collaborative Center for Learning Assessment & Instruction in Mathematics (ACCLAIM)
- Council for Undergraduate Research (CUR)
- Faculty member of the Department of Mathematics, Marshall University arm of Pi Mu Epsilon (πμε).

Conferences Attended

- Joint Statistical Meeting of the American Statistical Association held in Minneapolis, Minnesota. (August 7-11, 2005).
6 Externally funded research grants and contracts you received.

A member of the Core Writing Team / Grant Advisory Council for Mathematics Integration Using Technology To Target Educational Needs (MITTEN) Project: The Region II Partnership of Mingo County Public Schools, Marshall University’s June Harless Center for Rural Educational Research and Development, Marshall University, and RESA II. $189,000.00

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Awards
2006 Travel Grant to attend the Joint Statistical Meeting of the American Statistical Association. [Seattle, Washington]
2006 INCO Grant to attend MAA Short Course on the Teaching of Statistics with Baseball data. [Mount Union College, Alliance, Ohio]
2006 Summer Research Grant Proposal: Denied [$2000.00]
2005 Travel Grant to attend the Joint Statistical Meeting of the American Statistical Association.
2005 INCO Grant to attend US Conference on the Teaching of Statistics
2005 Summer Research Grant Proposal: Denied [$2000.00]
2005 Travel Grant to attend “The Arts of Grantsmanship” by the Council on Undergraduate Research
2004 Summer Research Award: Marshall University [$2000.00]

8 Community service as defined in the Greenbook.

- Series of Statistical Consulting
- Assisted with SCORES proctoring
- Participated in the 2006 West Virginia State Mathematics Field Day
- Participated in College Board Validity Study on the rating of entry level courses on behalf of the department.
- I made series of attempts to offer a voluntary teaching assistance in mathematics at the AD Lewis Center.
- Attendance and participation in church activities
- Attendance at department and college meetings.
- Involved in the Lecture and Colloquia Committee
- Promotion Committee
- New Faculty Search Committee for Fall 2005 position(s)
- MTH121/225 Course Committee
- Setting grade questions in the Regional Mathematics Field Day
- Collating, typing and joint coordination of Final Examination in MTH127/130 (Fall 2004).
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Ariyadasa_Aluthge_______________________ Rank: ___Professor________

Status (Check one): Full-time  X  Part-time_____  Adjunct_____ Current MU Faculty: X yes ___no

Highest Degree Earned: _____Ph D.___________Date Degree Received: ____1990__________

Conferred by: _____Vanderbilt_University____________________________________________

Area of Specialization: ___Mathematics________________________________________

Professional Registration/Licensure_____N/A__________ Agency:_______N/A_____________________________

Years non-teaching experience  0
Years of employment other than Marshall  2
Years of employment at Marshall  16
Years of employment in higher education  18
Years in service at Marshall during this period of review  5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 Fall</td>
<td>MTH 229</td>
<td>Calculus I</td>
<td>24</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>MTH 480</td>
<td>Complex Variables (Sp. Top)</td>
<td>1</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>MTH 640</td>
<td>Complex Variables I</td>
<td>9</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 231</td>
<td>Calculus III</td>
<td>13</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 519</td>
<td>Forensic Statistics</td>
<td>14</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 641</td>
<td>Complex Variables II</td>
<td>7</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 130H</td>
<td>College Algebra Honors</td>
<td>14</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 132</td>
<td>Precalculus</td>
<td>16</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 231</td>
<td>Calculus III</td>
<td>30</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>28</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>MTH 127</td>
<td>College Algebra Expanded</td>
<td>22</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>MTH 231</td>
<td>Calculus III</td>
<td>14</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities)

2 Activities that have enhanced your teaching and or research
   1. I have attended research conferences to enhance research (see 5 below)
   2. I have attended many seminars and workshops to enhance my teaching (see 5 below)
   3. I have published several research articles (see below)

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.
   Title: Applications of the operator transform \( \widetilde{T} = ||T||^{1/2} U ||T||^{1/2} \)
   Conference: Southeastern Analysis Meeting
   Location: William and Mary University, Lexington, Virginia
   Date: April 8, 2005

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.
List any offices you hold in professional organizations.
1. I attended many seminars and workshops related to teaching sponsored by the Center for teaching excellence. Some of the topics were: Teaching with games and simulation, Information literacy in our students, Faculty overload and burnout, Stress management, Producing documents with Latex, and Innovation in teaching.
2. I also attended the Mathematical Association of America –Ohio Section Spring meeting (2002)
3. I also attended two research conferences in my field. They are International Workshop In Operator Theory (2003 June) and Southeastern Analysis Meeting (2005)
4. I conducted a workshop for middle school teachers in the area on Mental Mathematics in Huntington (June, 2005)

6 Externally funded research grants and contracts you received.
A member of the Core Writing Team /Grant Advisory Council for Mathematics Integration Using Technology To Target Educational Needs (MITTEN) Project: The Region II Partnership of Mingo County Public Schools, Marshall University’s June Harless Center for Rural Educational Research and Development, Marshall University, and RESA II. $189,000.00.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
I have performed community service by doing such things as donating money to various charities, volunteering on a Sweat Equity day, and volunteering for boy scout troop.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Clayton Brooks
Rank: Associate Professor

Status (Check one): Full-time _X_ Part-time _____ Adjunct _____ Current MU Faculty: _X_ yes _____ no

Highest Degree Earned: _Ph.D._ Date Degree Received: 1994

Conferred by: University of Kentucky

Area of Specialization: Mathematics

Professional Registration/Licensure_Teaching Certificate Math/Physics 7-12 Agency: WV Dept of Education

Years non-teaching experience
Years of employment other than Marshall 6
Years of employment at Marshall 6
Years of employment in higher education 11
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004 Spring</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>27</td>
</tr>
<tr>
<td>2004 Spring</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>27</td>
</tr>
<tr>
<td>2004 Spring</td>
<td>MTH 229</td>
<td>Calculus &amp; Analytic Geometry I</td>
<td>18</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>31</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>MTH 130</td>
<td>College Algebra</td>
<td>30</td>
</tr>
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<td>2004 Fall</td>
<td>MTH 132</td>
<td>Precalculus</td>
<td>25</td>
</tr>
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<td>MTH 127</td>
<td>College Algebra – Expanded</td>
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<td>2005 Spring</td>
<td>MTH 405</td>
<td>History of Mathematics</td>
<td>3</td>
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<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>29</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>28</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 140</td>
<td>Applied Calculus</td>
<td>25</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH 140</td>
<td>Applied Calculus</td>
<td>22</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

Development of the Marshall University Differential Analyzer.

Development of materials for various courses: a multidisciplinary ISC course, IST course materials, MTH 121, junior-level Linear Algebra, senior-level History of Mathematics, senior & graduate-level Numerical Analysis, and various honors courses.

3 Discipline-related books/papers published (provide a full citation).


4 Papers presented at state, regional, national, or international conferences.

(see #3 above)

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
Long time member of the Mathematical Association of America.

MAA / Exxon Educational Foundation Project NExT Fellow.

MAA Panel discussion participant and judge of a poster session at the AMS/MAA Joint Meetings in Baltimore, MD, January 2003

Participation/attendance at various conferences/workshops:

- Marshall University CTE LaTeX Workshop, November 2005
- Marshall University SOM Accelrys GCG Workshop, September 2003
- International Workshop of Dynamic Equations on Time Scales, Istanbul, Turkey, July 2005
- University of Dayton Time Scales Workshop, September 2002
- Rocky Mountains Mathematics Consortium, Laramie, WY, July 2002
- International Conferences on Difference Equations and Applications
  - Kyoto, Japan, July 2006
  - Munich, Germany, July 2005
  - Brno, Czech Republic, July 2003
- World Scientific and Engineering Academy and Society Conference, Athens, Greece, December 2003
- AMS/MAA Joint Mathematics Meetings,
  - San Diego, CA, January 2002
  - Atlanta, GA, January 2005
- Regional Society for Industrial and Applied Mathematics Meeting, Conway, SC, April 2002

6 Externally funded research grants and contracts you received.

Contributor to an Improving Teacher Quality State Grants Program of the No Child Left Behind Act of 2001.
Contributor to the COS Multidisciplinary Research Initiative.
Co-Investigator of the Marshall University Differential Analyzer grant.
Equipment grants from Texas Instruments.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Elected Secretary of the Faculty Senate for Marshall University

8 Community service as defined in the Greenbook.

Treasurer of the Kiwanis Club of East Huntington
Habitat for Humanity build Spring Break 2003
Volunteer for Marshall Marathon, Fall 2005
Volunteer for Huntington High School Band Boosters, Fall 2001
Volunteer for various Math Field Day, SCORES, and Math Competitions
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: MATTHEW W. CARLTON
____________________________________ Rank: PROFESSOR

Status (Check one): Full-time X Part-time ___ Current MU Faculty: X yes ___no

Highest Degree Earned: PH. D. ___________________________ Date Degree Received: 1971

Conferred by: UNIVERSITY OF KENTUCKY ______________________________________________________________________

Area of Specialization: MATHEMATICS _____________________________________________________________
Professional Registration/Licensure: E. A. 05-3735
Agency: DOL/IRS ____________________________________

Years non-teaching experience: 0
Years of employment other than Marshall: 0
Years of employment at Marshall: 38
Years of employment in higher education: 38
Years in service at Marshall during this period of review: 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>04/05/1ST</td>
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<td>CALCULUS FOR BUSINESS</td>
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<tr>
<td>04/05/1ST</td>
<td>MTH 203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>25</td>
</tr>
<tr>
<td>04/05/1ST</td>
<td>MTH 121</td>
<td>CONCEPTS &amp; APPLICATIONS</td>
<td>31</td>
</tr>
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<td>04/05/1ST</td>
<td>MTH 121</td>
<td>CONCEPTS &amp; APPLICATIONS</td>
<td>36</td>
</tr>
<tr>
<td>04/05/2ND</td>
<td>MTH 203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>19</td>
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<tr>
<td>04/05/2ND</td>
<td>MTH 203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>15</td>
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<td>04/05/2ND</td>
<td>MTH 121</td>
<td>CONCEPTS &amp; APPLICATIONS</td>
<td>18</td>
</tr>
<tr>
<td>04/05/2ND</td>
<td>MTH 121</td>
<td>CONCEPTS &amp; APPLICATIONS</td>
<td>26</td>
</tr>
<tr>
<td>05/06/1ST</td>
<td>MTH 121</td>
<td>CALCULUS FOR BUSINESS</td>
<td>29</td>
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<td>05/06/1ST</td>
<td>MTH 121</td>
<td>CALCULUS FOR BUSINESS</td>
<td>28</td>
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<td>05/06/1ST</td>
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<td>CALCULUS FOR BUSINESS</td>
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<td>24</td>
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<td>05/06/2ND</td>
<td>MTH 203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>21</td>
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<td>05/06/2ND</td>
<td>MTH 203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>19</td>
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<tr>
<td>05/06/2ND</td>
<td>MTH 121</td>
<td>CONCEPTS &amp; APPLICATIONS</td>
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<td>MTH 121</td>
<td>CONCEPTS &amp; APPLICATIONS</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.
   2006 Northeast Area Benefit Conference- Boston Mass June 8, 2006
   2005 Conference of Consulting Actuaries – Annual Meeting Asheville, NC – October 30 – Nov 2, 2005

B.S. Mathematics/Applied Mathematics
3. Discipline-related books/papers published (provide a full citation).
   NONE

4. Papers presented at state, regional, national, or international conferences.
   NONE

5. Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   Fellow, Society of Actuaries
   Member, American Academy of Actuaries
   Fellow, Conference of Consulting Actuaries
   Member, American Academy of Pension Professionals and Actuaries
   Enrolled Actuary # 05-3735, with the D.O.L. and I.R.S.

6. Externally funded research grants and contracts you received.
   NONE

7. Awards/honors (including invitations to speak in your area of expertise) or special recognition.
   NONE

8. NONE

9. NONE

Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: David Cusick Rank: Professor

Status (Check one): Full-time _x_ Part-time__ Adjunct__ Current MU Faculty: _x_ yes ___no

Highest Degree Earned: ______PhD_____ Date Degree Received:____June, 1971____

Conferred by: Indiana U at Bloomington

Area of Specialization: Associative rings & algebras

Professional Registration/Licensure_____________ Agency:_________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall 35
Years of employment in higher education 35
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary) 4 lines for two years! What a joke!!

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
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<tbody>
<tr>
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<td>32</td>
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<tr>
<td>2004 Fall</td>
<td>MTH230</td>
<td>calculus II</td>
<td>15</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>MTH229</td>
<td>calculus I</td>
<td>26</td>
</tr>
<tr>
<td>2004 Fall</td>
<td>CI110</td>
<td>Math for Elementary Teachers</td>
<td>26</td>
</tr>
<tr>
<td>2005 .Spring</td>
<td>MTH230</td>
<td>calculus II</td>
<td>22</td>
</tr>
<tr>
<td>2005 .Spring</td>
<td>MTH203</td>
<td>calculus for business</td>
<td>22</td>
</tr>
<tr>
<td>2005 .Spring</td>
<td>MTH229</td>
<td>calculus I</td>
<td>13</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH203</td>
<td>calculus for business</td>
<td>30</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH230 (2)</td>
<td>calculus II</td>
<td>44</td>
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<tr>
<td>2006 .Spring</td>
<td>MTH230</td>
<td>calculus II</td>
<td>29</td>
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<td>2006 .Spring</td>
<td>MTH203</td>
<td>calculus for business</td>
<td>24</td>
</tr>
<tr>
<td>2006 .Spring</td>
<td>MTH229</td>
<td>calculus I</td>
<td>20</td>
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<tr>
<td>2006 .Spring</td>
<td>MTH 443</td>
<td>numerical analysis</td>
<td>1</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.
   2006 Chautauqua: Improving Retention of Underrepresented Students in the Sciences
   2006 Chautauqua: Eliminating Dead Ends

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
   Department Liaison to the Mathematical Association of America
   Biannual meetings of the Ohio Section of the Mathematical Association of America, Fall & Spring 2001—
   2006 (10 meetings, in all)

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Deborah Denvir_________________________________________ Rank: Associate Professor__________________

Status (Check one):  Full-time__X__ Part-time_____ Adjunct_____ Current MU Faculty: ___yes ___no

Highest Degree Earned: ___Ph. D_______________________Date Degree Received: ___1994_____________

Conferred by: __University of Georgia_______________________________________________________

Area of Specialization: __Mathematics_____________________________________________________

Professional Registration/Licensure_______________ Agency: _______________________________________

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
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<tr>
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</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>5</td>
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<tr>
<td>Years of employment in higher education</td>
<td>9</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>3</td>
</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tbody>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Yulia Dementieva  
Rank: Associate Professor

Status (Check one): Full-time  X  Part-time  Adjunct  
Current MU Faculty:  X  yes  no

Highest Degree Earned: PhD  
Date Degree Received: May 2001

Conferred by: Emory University, Atlanta, GA

Area of Specialization: Discrete Mathematics, Combinatorics, Graph Theory

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
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<tr>
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<td>Applied Calculus</td>
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<tr>
<td>2004/Fall</td>
<td>MTH445/545</td>
<td>Theory Of Statistics I</td>
<td>18</td>
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<tr>
<td>2005/Fall</td>
<td>MTH203 (103)</td>
<td>Calculus for Business</td>
<td>32</td>
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<tr>
<td>2005/Fall</td>
<td>MTH203 (104)</td>
<td>Calculus for Business</td>
<td>32</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>MTH519</td>
<td>Forensic Statistics</td>
<td>10</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>MTH580</td>
<td>MERIT Discrete Mathematics</td>
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<tr>
<td>2006/Summer</td>
<td>MTH203</td>
<td>Calculus for Business</td>
<td>21</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

2 (For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

   Workshops participated:
   Write Winning Grants by Dr. David Morison, Marshall University, November 18-19, 2005
   Grantsmanship for New Researchers, Marshall University, September 16, 2005
   Statistical Genetics short course offered by University of California Los Angeles, August 2004
   MAA Minicourses: Getting Students Involved in Undergraduate Research and Incorporating Discrete
   Mathematics in the Preparation of K-12 Mathematics Teachers, Joint Mathematics Meeting, Baltimore, January
   15-18, 2003
   Duke University Center for Human Genetics training in Statistical Analysis of Complex Human Genetic
   Disorders, June-December 2002, Summer 2003
   Genetic Analysis of Complex Human Diseases, a course offered by the Duke Center for Human Diseases, April
   21-24, 2002
   MAA Minicourse: The Fibonacci and Catalan numbers, Joint Mathematics Meeting, San Diego, January 6-9,
   2002
   The New Faculty Seminar Series program, Marshall University, Fall 2001

   Master Thesis Advisor:
   Diana Fisher, August 2005

   Courses Developed:
   MTH 580 MERIT Discrete Mathematics
   MTH 440/540 Discrete Mathematics

   Discipline-related books/papers published (provide a full citation).

   Accelerated Head Growth in Early Development of Individuals with Autism, Y. Dementieva, D. Vance, S.
   Donnelly, L. Elston, C. Wolpert, S. Ravan, G. DeLong, R. Abramson, H. Wright, M. Cuccaro; Pediatric


4 Papers presented at state, regional, national, or international conferences.

- Identification of Genes Contributing to Obesity Associated Cardiovascular Disease (OCARD), National IDeA Symposium of Biomedical Research Excellence (NISBRE), Washington, DC, July 20-22, 2006, poster
- Identification of Genes Contributing to Obesity Associated Cardiovascular Disease (OCARD), WV COBRE/INBRE Conference, Stonewall Resort, WV, November 17-18, 2005, poster
- Identification of Genes Contributing to Obesity Associated Cardiovascular Disease (OCARD), WV IDeA Summer Research Symposium, Marshall University, August 4, 2005, poster
- Accelerated Head Growth during Early Development and Risk for Autistic Disorder, International Meeting for Autism Research (IMFAR), Sacramento, CA, May 7-8, 2004, oral presentation
- Linkage of autistic disorder to chromosome 15q11-q13 using phenotypic subtypes, International Meeting for Autism Research (IMFAR), Orlando FL, November 1-2, 2002, oral presentation
- Observations of Macrocephaly in a Subset of Individuals with Autistic Disorder, International Meeting for Autism Research (IMFAR), Orlando FL, November 1-2, 2002, poster
- Mitochondrial Effect on Risk of Developing Late-Onset Alzheimer Disease (AD) is modified by gender, American Society for Human Genetics (ASHG) Annual Meeting, Baltimore MD, October 15-19, 2002, poster

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

**Professional Organizations:**
- American Mathematical Society (AMS)
- Mathematical Association of America (MAA)
- Association for Women in Mathematics (AWM)
- American Society of Human Genetics (ASHG)
- Pi Mu Epsilon Honor Mathematical Society (PME)

**Conferences Attended:**
- National IDeA Symposium of Biomedical Research Excellence (NISBRE), Washington, DC, July 20-22, 2006
- American Society of Human Genetics National Meeting, Salt Lake City, Utah, October 24-29, 2005
- Mathematics Teacher Preparation in Appalachia, AAMTE Meeting, Lexington, KY, September 23-24, 200
- International Meeting for Autism Research (IMFAR), Sacramento, CA, May 7-8, 2004
- MAA Ohio Sectional Meeting, University of Cincinnati, Cincinnati, OH, March 26 – 27, 2004
- Western Kentucky University 23rd Annual Mathematical Symposium, Western Kentucky University, Bowling Green, KY, November 21 – 22, 2003
- Thirteenth Annual Pi Mu Epsilon Student Conference, Miami University, Oxford, OH, October 3 – 4, 2003
- 985 Annual Meeting of Central Section of American Mathematical Society (AMS), Indiana University, Bloomington, IN, April 4-6, 2003
- National Joint Mathematics Meeting (MAA) in Baltimore, MD, January 15 – 18, 2003
- International Meeting for Autism Research (IMFAR), Orlando FL, November 1-2, 200
- National Annual Meeting of the American Society of Human Genetics (ASHG), Baltimore MD, October 15-19, 2002
- National Joint Mathematics Meeting in San Diego, CA, January 2002

6 Externally funded research grants and contracts you received.

1 P20 RR16477-01, Dr. Howard Aulick PhD (PI), 10/1/01-9/30/04, NIH/NCRR
- West Virginia Biomedical Research Infrastructure Network (WV BRIN)
- Appalachian Cardiovascular Research Network
- Role: Genetic Analyst

2 P20 RR016477-04, Dr. Gary Rankin PhD (PI), 07/01/04-06/30/09
- WV-IDeA Networks of Biomedical Research Excellence (WV INBRE)
- Role: Genetic Analyst

1 P20 RR020180-01, Niles, Richard M PhD (PI), 09/23/04-07/31/09
- Centers for Biomedical Research Excellence (COBRE)
- Project Title: Transcription Factors in Cancer
- Role: Genetic Analyst
Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Invited Talk: Gene Mapping in Complex Human Diseases, Ohio University Edison Biotechnology Institute, January 8, 2004
Phi Eta Sigma fabulous faculty award, Marshall University, November 7, 2001

Community service as defined in the *Greenbook*.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___John L. Drost_________________________________________Rank: ___Professor_____________________

Status (Check one):  Full-time_x Part-time_____ Adjunct_____ Current MU Faculty:  ___yes ___no

Highest Degree Earned: ___Ph. D._______________________Date Degree Received: ___1983________________

Conferred by: _______________University of Miami_____________________________________________________

Area of Specialization: _________________Mathematics______________________________________________

Professional Registration/Licensure__________________________Agency:___________________________________

Years non-teaching experience    ___0_____
Years of employment other than Marshall  ___3_____
Years of employment at Marshall    ___20_____  
Years of employment in higher education   __23______  
Years in service at Marshall during this period of review  __5_____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each
of them and what percentage of the course you taught. For each course include the year and semester taught, course
number, course title and enrollment. (Expand the table as necessary)

<table>
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<th>Year/Semester</th>
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<td>Calculus I Honors</td>
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<td>MTH230</td>
<td>Calculus II</td>
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<td>2005 Spring</td>
<td>Math 670/450</td>
<td>Modern Algebra</td>
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<td>2005 Spring</td>
<td>MTH220</td>
<td>Discrete Math</td>
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<td>MTH203</td>
<td>Business Calculus</td>
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<td>2005 Spring</td>
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<td>Number Theory</td>
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<td>MTH132</td>
<td>Pre-Calculus</td>
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<td>MTH690</td>
<td>Ind. Study in Field Theory</td>
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<td>MTH491</td>
<td>Senior Seminar</td>
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<td>MTH482/582</td>
<td>Combinatorics</td>
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<td>MTH220</td>
<td>Discrete Math</td>
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<tr>
<td>2005 Spring</td>
<td>MTH231</td>
<td>Calculus III</td>
<td>11</td>
</tr>
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<td>2006 Spring</td>
<td>MTH491</td>
<td>Senior Seminar</td>
<td>12</td>
</tr>
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<td>2006 SummerD</td>
<td>MTH480/580/690</td>
<td>Coding Theory</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

For each of the following sections, list only events during the period of this review and begin with the most
recent activities.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state,
regional, national, and international conferences attended. List any panels on which you chaired or participated.
List any offices you hold in professional organizations.

Spoke several times in the Marshall Math Colloquium (about once a semester)

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
Second prize, Vile Puns Division, Bulwer-Lytton Writing Contest 2006

8 Community service as defined in the Greenbook.
Proctored, wrote and graded portions of Marshall Math Competition 2001-6
Proctored SCORES competition 2001-6
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Norah Esty  Rank: Assistant Professor

Status (Check one): Full-time X Part-time__ Adjunct__  Current MU Faculty: X yes ___ no

Highest Degree Earned: _Ph.D_________ Date Degree Received: _May 2005________

Conferred by: _University of California at Berkeley________________________________

Area of Specialization: __Mathematics (Dynamical Systems)_____________________

Professional Registration/Licensure_______________ Agency:____________________________________

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<td>Years in service at Marshall during this period of review</td>
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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
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<tr>
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<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>Math 121</td>
<td>Concepts and Applications of Mathematics</td>
<td>20</td>
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<td>Fl 05, Sp 06</td>
<td>Math 132</td>
<td>Precalculus</td>
<td>15</td>
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<td>Sp 06, Fl 06</td>
<td>Math 300</td>
<td>Introduction to Higher Mathematics</td>
<td>7, 22</td>
</tr>
<tr>
<td>Fl 06</td>
<td>Math 230</td>
<td>Calculus II</td>
<td>24</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

not applicable

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

Paper submitted for publication, Sept. 2006
Gave invited talk at International Conference of Difference Equations and Applications, July 2006
Paper accepted for publication, July 2006
Co-authored textbook for Introduction to Higher Mathematics courses, Summer 2006

3 Discipline-related books/papers published (provide a full citation).
“CL(R) is simply connected”, to appear in *Applied and General Topology*, 2007


4 Papers presented at state, regional, national, or international conferences.

“Hyperspaces are contractible”, talk at International Conference on Difference Equations and Applications, Kyoto, Japan, July 2006

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

Member of Ohio section of Mathematical Association of America
Faculty advisor for Marshall chapter of Pi Mu Epsilon, National Mathematics Honorary Society
Conferences attended:
Understanding Biological and Medical Systems Using Statistics, Oxford, Ohio, Sept. 2006
International Conference on Difference Equations and Applications, Kyoto, Japan, July 2006
Mathematical Association of America, Ohio Section Conference, Akron, Ohio, March 2005
Pi Mu Epsilon Ohio Section Conferene, Oxford, Ohio, Sept. 2005
Summer School on Aperiodicity, Victoria, British Columbia, August 2005

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Invited talk at International Conference of Difference Equations and Applications, July 2006
Marshall University Summer Research Award, 2006

8 Community service as defined in the *Greenbook*. 
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Curtis Feist
Rank: Assistant Professor

Status (Check one): Full-time X Part-time Adjunct Current MU Faculty: yes X no

Highest Degree Earned: Ph.D. Date Degree Received:

Conferred by:

Area of Specialization:

Professional Registration/Licensure Agency:

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
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<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: _Steven Hatfield_________________________ Rank: ____________________________

Status (Check one):  Full-time  X  Part-time   Adjunct   Current MU Faculty:  ___yes   X  no

Highest Degree Earned:  _Ed. D_______________________ Date Degree Received:  _1974______________

Conferred by: _______ West Virginia University___________________________________________________

Area of Specialization:  _____ Education________________________________________________________

Professional Registration/Licensure____________________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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<td>Concepts and Applications</td>
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<td>MTH 231</td>
<td>Calculus/Analytic Geom III</td>
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<td>200501</td>
<td>MTH 121B</td>
<td>Conc &amp; Appl of Math W/Alg</td>
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<td>MTH 123</td>
<td>Selected Topics Col Alg</td>
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<td>MTH 130H</td>
<td>College Algebra Honors</td>
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<td>200501</td>
<td>MTH 225</td>
<td>Introductory Statistics</td>
<td>11</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Alan Horwitz_________________________________________
Rank: _____________ Associate___________________________

Status (Check one): Full-time x__ Part-time____ Adjunct____ Current MU Faculty: _x__yes ___no

Highest Degree Earned: ___Ph.D._______________________Date DegreeReceived: ________12/88______
Conferred by: __________SUNY at Stony Brook___________________________________________________________

Area of Specialization: _______________foliations and differential
gometry_____________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall 3________
Years of employment at Marshall 15________
Years of employment in higher education ________
Years in service at Marshall during this period of review 5________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each
of them and what percentage of the course you taught. For each course include the year and semester taught, course
number, course title and enrollment. (Expand the table as necessary)

<table>
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<tr>
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<th>Enrollment</th>
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<td>College Algebra</td>
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<tr>
<td>Fall 2005</td>
<td>MTH 229(101)</td>
<td>Calculus I</td>
<td>24</td>
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<tr>
<td>Fall 2005</td>
<td>MTH 450(101)</td>
<td>Modern Algebra I</td>
<td>21</td>
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<tr>
<td>Fall 2005</td>
<td>MTH 550(101)</td>
<td>Modern Algebra I</td>
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<tr>
<td>Spring 2005</td>
<td>MTH 130(201)</td>
<td>College Algebra</td>
<td>11</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>MTH 132(201)</td>
<td>Precalculus</td>
<td>18</td>
</tr>
<tr>
<td>Spring 2005</td>
<td>MTH 231(201)</td>
<td>Calculus III</td>
<td>8</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>MTH132(104)</td>
<td>Precalculus</td>
<td>7</td>
</tr>
<tr>
<td>Fall 2004</td>
<td>MTH203(104)</td>
<td>Business Calculus</td>
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</tr>
<tr>
<td>Fall 2004</td>
<td>MTH 515(101)</td>
<td>Partial Differential Equations</td>
<td>2</td>
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<tr>
<td>Spring 2004</td>
<td>MTH 132(201)</td>
<td>Precalculus</td>
<td>16</td>
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<td>Spring 2004</td>
<td>MTH 130(202)</td>
<td>College Algebra</td>
<td>19</td>
</tr>
<tr>
<td>Spring 2004</td>
<td>MTH 335(201)</td>
<td>Ordinary Differential Equations</td>
<td>10</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most
recent activities.
2 Activities that have enhanced your teaching and or research.
3 Discipline-related books/papers published (provide a full citation).
   “A Mathematica Music Synthesizer” to the Proceedings of the 16th Annual ICTCM
   Submitted “Paring and Slicing Surfaces and Peering In” to the Mathematica Journal, was accepted for publication on
   9/2/05, but still awaiting it.

4 Papers presented at state, regional, national, or international conferences.
   “Making Music with Math” at the 16th Annual ICTCM (International Conference on Technology in Collegiate Mathematics)
in Chicago, Illinois on Friday, October 31, 2003
   “ An Audio Demonstration of the Chain Rule” at the Ohio Chapter Mathematical Association of America meeting on
   April 5, 2003 in Columbus, Ohio
   “A Mathematica Music Synthesizer” at the 15th Annual ICTCM (International Conference on Technology in Collegiate
   Mathematics) on Nov 2, 2002 in Orlando, Florida (later contributed a related paper to Proceedings of the 16th Annual
   ICTCM)

5 Professional development activities, including professional organizations to which you belong and state,
regional, national, and international conferences attended. List any panels on which you chaired or participated.
List any offices you hold in professional organizations.

- Pi Mu Epsilon conference at Western Kentucky University on Nov. 19-20, 2005 in Bowling Green, KY
- West Virginia Great Teachers workshop on June 20 –23, 2004 at North Bend State Park
- Ohio Chapter Mathematical Association of America meeting on April 4-5, 2003 in Columbus, Ohio
- 15th Annual ICTCM (International Conference on Technology in Collegiate Mathematics on Nov 1-3, 2002 in Orlando, Florida
- Ashland CC National Conference on Teaching and Learning, Oct 11 and 12, 2002 in Ashland, Kentucky
- Ashland CC National Conference on Teaching and Learning, Nov 9 and 10, 2001 in Ashland, Kentucky

6 Externally funded research grants and contracts you received.
7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: _Basant  K  KARNA________________Rank: _Assistant Professor______________________

Status (Check one):  Full-time   X____ Part-time_____  Adjunct_____  Current MU Faculty:  _X__yes   ___no

Highest Degree Earned: _Ph.D._________________________Date Degree Received: August 15, 2004_______

Conferred by: _Baylor University______________________________________________________

Area of Specialization: _Mathematics (Ordinary Differential Equations)__________________________

Professional Registration/Licensure_________________________Agency:____________________________________

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<td>Years of employment in higher education</td>
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<td>Years in service at Marshall during this period of review</td>
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</tr>
</tbody>
</table>

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
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<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>2004 Fall</td>
<td>MTH 123 -101</td>
<td>Selected Topics in College Algebra</td>
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<td>2004 Fall</td>
<td>MTH 127 -104</td>
<td>College Algebra - Expanded Version</td>
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<td>MTH 300 - 201</td>
<td>Introduction to Higher Mathematics</td>
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</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 335 - 201</td>
<td>Differential Equations</td>
<td>25</td>
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<td>2005 Summer A</td>
<td>MTH 229 - 301</td>
<td>Calculus with Analytic Geometry I</td>
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<tr>
<td>2005 Fall</td>
<td>MTH 229 -103</td>
<td>Calculus with Analytic Geometry I</td>
<td>18</td>
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<td>2005 Fall</td>
<td>MTH 331 - 101</td>
<td>Linear Algebra</td>
<td>6</td>
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<tr>
<td>2006 Spring</td>
<td>MTH 130 - 202</td>
<td>College Algebra</td>
<td>19</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>MTH 335 - 201</td>
<td>Differential Equations</td>
<td>21</td>
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<td>2006 Summer C</td>
<td>MTH 411/511 - 501</td>
<td>Mathematical Modeling</td>
<td>5</td>
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<td>2006 Summer D</td>
<td>MTH 231 - 601</td>
<td>Calculus with Analytic Geometry III</td>
<td>6</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

2 Activities that have enhanced your teaching and or research.
   - Attending regional and national conferences in my area of specialization,
   - Member of departmental Colloquium talk committee,
   - Member of Graduate Committee (Mathematics),
   - Working with some colleagues for research papers
   - Attending and giving departmental colloquium talks
   - Attended seminars on WebCT

3 Discipline-related books/papers published (provide a full citation).

- Eigenvalue comparison for three point boundary value problems, Communications on Applied Nonlinear Analysis, 12(3) (2005), 83-91.
Extremal Points for Fourth Order Boundary Value Problems, 

4 Papers presented at state, regional, national, or international conferences.

Special Session on Dynamic Equations on Time Scales: Theory and Applications, *AMS Western Sectional Meeting*, April 3-4, 2004, University of Southern California, Los Angeles

Twenty Minute invited Presentation

One-Hour Invited talk at Marshall University, Huntington, WV, February 18, 2004

Title: *Eigenvalue Comparison for Multipoint Boundary Value Problems*


Twenty Minute invited Presentation

Title: *Multipoint Boundary Value Problems on Time Scales*

The 23rd Annual Southeastern Atlantic Regional Conference on Differential Equations (SEARCDE), October 17-18, 2003, Kennesaw State University, Kennesaw, Georgia.

Twenty Minute invited Presentation

Title: *Comparison of Eigenvalues for m-Point Boundary Value Problems*


Twenty Minute invited Presentation

Title: *Eigenvalue Comparison for Three Point Boundary value Problems*

One-hour Presentation at Baylor University, Waco, Texas January 21, 2003

Title: *Comparison Results and Extremal Points*

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.

List any offices you hold in professional organizations.

Member: American Mathematical Society since 2001

Talks Attended:

- The 25rd Annual Southeastern Atlantic Regional Conference on Differential Equations (SEARCDE), October 7-8, 2005, University of Dayton, TN.
- The 24rd Annual Southeastern Atlantic Regional Conference on Differential Equations (SEARCDE), October 23-24, 2004, University of Tennessee at Chattanooga, TN.
- Special Session on Dynamic Equations on Time Scales: Theory and Applications, *AMS Western Sectional Meeting*, April 3-4, 2004, University of Southern California, Los Angeles
- The 23rd Annual Southeastern Atlantic Regional Conference on Differential Equations (SEARCDE), October 17-18, 2003, Kennesaw State University, Kennesaw, Georgia.
- Special Session on Functional Differential Equations and Application, Southeastern Meeting of the AMS, Indiana University, Bloomington, Indiana, April 4-5, 2003.
- The 22nd Southeastern Atlantic Regional Conference on Differential Equations, University of Tennessee, Knoxville, Tennessee, October 11-12, 2002

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the *Greenbook*.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: John Lancaster Rank: Professor
Status (Check one): Full-time  Part-time  Adjunct Current MU Faculty: yes no
Highest Degree Earned: Ph.D. Date Degree Received:
Conferred by: Indiana University
Area of Specialization:
Professional Registration/Licensure  Agency:

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>200501</td>
<td>MTH 229</td>
<td>Calculus/Analytic Geom I</td>
<td>27</td>
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<td>200501</td>
<td>MTH 231</td>
<td>Calculus/Analytic Geom III</td>
<td>27</td>
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<td>200502</td>
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<td>200502</td>
<td>MTH 230</td>
<td>Calculus/Analytic Geom II</td>
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<td>200505</td>
<td>MTH 122</td>
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<td>Plane Trigonometry</td>
<td>25</td>
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<td>Plane Trigonometry</td>
<td>20</td>
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<td>Calculus/Analytic Geom II</td>
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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Bonita A. Lawrence____________________ Rank: _Associate Professor_______

Status (Check one):  Full-time__X__ Part-time_____ Adjunct_____ Current MU Faculty: __x yes ___no

Highest Degree Earned: __Ph. D._________________Date Degree Received: ___May 1994_____

Conferred by: ___University of Texas at Arlington_______________________________________

Area of Specialization: ___Applied Mathematics________________________________________

Professional Registration/Licensure__________________ Agency:____________________________________

Years non-teaching experience  14
Years of employment other than Marshall  24
Years of employment at Marshall  5
Years of employment in higher education  12
Years in service at Marshall during this period of review  5

List courses you taught during the final two years of this review.  If you participated in a team-taught course, indicate each of them and what percentage of the course you taught.  For each course include the year and semester taught, course number, course title and enrollment.  (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>MTH 300</td>
<td>Intro to Higher Mathematics</td>
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<td>Linear Algebra</td>
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<td>200501</td>
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<td>TA Seminar</td>
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<td>200502</td>
<td>MTH 480</td>
<td>TA Seminar, Elementary Linear Algebra</td>
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<td>200502</td>
<td>MTH 485</td>
<td>Independent Study</td>
<td>3</td>
</tr>
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<td>200502</td>
<td>MTH 589</td>
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<td>9</td>
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<td>Independent Study</td>
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</tr>
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<td>200601</td>
<td>MTH 589</td>
<td>TA Seminar</td>
<td>7</td>
</tr>
<tr>
<td>200601</td>
<td>MTH 650</td>
<td>Real Variables I</td>
<td>5</td>
</tr>
<tr>
<td>200601</td>
<td>MTH 681</td>
<td>Thesis</td>
<td>1</td>
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<td>200601</td>
<td>UNI 101</td>
<td>New Student Seminar</td>
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<td>MTH 485</td>
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<td>MTH 589</td>
<td>TA Seminar</td>
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</tr>
<tr>
<td>200602</td>
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</tr>
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<td>MTH 681</td>
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</tr>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

2 (For each of the following sections, list only events during the period of this review and begin with the most recent activities.

Activities that have enhanced your teaching and or research.
Ohio Section Meeting of the Mathematical Association of America at Xavier University, Participant (2002)
Graduate Advisor (2002 – 2006)
Advisor for Graduate Teaching Assistants (2002 – 2006)
Theis Advisor (3 students) (2002 – 2006)
MTH 690 - Advanced Differential Equations, Graduate Course, Developer (2004 - 2005)
Oral Exam Committee Chairman (5 students)
Senior Capstone Project, Advisor (2005)
3 Discipline-related books/papers published (provide a full citation).


Stability and convergence of stochastic approximation procedures under Markovian perturbations, (with G. S. Ladde) *Differential equations and Dynamical Systems* (Editor: D. Bahuguna), Narosa Publishing House, New Delhi, (2004), pp. 24-48. (This is a book chapter.)


Eigenvalue comparisons for impulsive boundary value problems with Sturm-Liouvilleboundary conditions, with Nick Wintz (Graduate Student), *Communications on Applied Nonlinear Analysis*, Volume 12, No. 4, 2005.

4 Papers presented at state, regional, national, or international conferences.

Contributed Lectures:
Joint Mathematics Meetings, Baltimore, Maryland, January 15-18, 2003
Joint Mathematics Meetings, Phoenix, Arizona, January 7-10, 2004

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

American Mathematical Society (2002 - 2006)
Mathematical Association of America (2002 – 2003)
Faculty Evaluations Presentation, “Faculty Evaluations, Developing a Comprehensive Faculty Evaluation”, by Raoul Arreola (2002)
Pi Mu Epsilon Conference, Miami University, Oxford, Ohio (Student Presentations) October 1-2, 2004
Mathematics Teacher Preparation in Appalachia, Fourth Annual Conference, Lexington, Kentucky, Presenter (2005)

6 Externally funded research grants and contracts you received.

HEPC Math Initiatives Grant, HEPC, Director ($22,000.00) (2003 – 2005)
WV- EPSCoR Summer Research Grant ($5000.00), (2004)
WV – EPSCoR Travel Grant, Differential Analyzer Project ($3000.00) (2005)

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Awards and Honors
Marshall University Distinguished Artists and Scholars Award, Junior Recipient for Excellence in All Fields (2001 – 2002)
Marshall and Shirley Reynolds Outstanding Teacher Award, April 2005.
Invited Lectures
Sixth International Conference on Difference Equations and Applications, University of Augsburg, Germany, July 20 – August 3, 2001. (Represented Marshall)
Joint Mathematics Meetings, San Diego California, January 6-9, 2002
Southeastern Sectional Meeting of the AMS – Georgia Institute of Technology, 2002.
International Conference on Difference Equations and Applications
University of Technology, Brno Czech Republic, July 28 – August 1, 2003.
World Scientific and Engineering Academy and Society Conference, Corfu, Greece, August 17-19, 2004
World Scientific and Engineering Academy and Society Conference, Vouliagmeni (Athens), Greece, December 29-31, 2003
The First International Workshop on Dynamic Equations on Time Scales (In Memory of Bernd Aulbach)
International Conference on Difference Equations, Special Functions, and Applications, Munich, Germany, July 25 – July 30, 2005
Joint Meetings of the AMS and MAA, Atlanta, Georgia, January 5-8, 2005.
1004th AMS Meeting, Western Kentucky University, Bowling Green, Kentucky, March 18-19, 2005
AMS Central Section Meeting, University of Nebraska, Lincoln, Nebraska, October 21-23, 2005

Community service as defined in the Greenbook.
University General Education Committee, member, (2002 – Present)
Mathematics Literacy Committee, Chairman, (2002 – Present)
Department Graduate Committee, Advisor for Recruiting, (2001 – 2002)
Department Curriculum Committee, Member (2002 – 2003)
Department Recruitment Activities Committee (2001 -2002)
Courses Committee (Differential Equations, Advanced Calculus) (2001 - 2002)
College of Science Representative to University Faculty Senate, Senator (2002 – Present)
University Orientation, Academic Forum for Parents (2003, 2005)
Department adhoc Committee for the Creation of Department By-Laws (2003)
Department Promotion Committee, Associate Professor (2003 – Present)
IST Program Review, Mathematics Department Representative (2003)
University Habitat for Humanity, Co – Advisor (2002 – 2004)
University Personnel Committee, Secretary (2003 – 2006)
Department Graduate Committee, Chairman (2003 – 2006)
College of Science Merit Evaluation Policy Committee, Department Representative (2004 – 2005)
Board of Governor’s Meeting, Mathematics Department Presenter (2004)
College Research Mock Study Session, Grant Reviewer (2004)
Department Search Committee, Member (2003 -2004)
Computers and Mathematics with Applications Journal, Research Article Reviewer (2003 - Present)
Department Associate Chairman (2005 – Present)
University Assessment Committee, Member (Program Reviewer) (2005 – Present)
University TA Training Workshop, Presenter (2005)
Marshall Marathon, Street Guard for Runners (2005)
Thunder Relief Effort for Katrina Victims (2005)
Department Mentor for Junior Faculty Member (2005 – Present)
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Karen Mitchell_________________________________________ Rank: _____Professor___________________

Status (Check one):  Full-time_X____ Part-time_____  Adjunct_____ Current MU Faculty:  _X__yes   ___no

Highest Degree Earned: _____EdD_____________________Date Degree Received:____1999____________

Conferred by: ___West Virginia University________________________________________________________________

Area of Specialization: ____Mathematics
Education_______________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience ________
Years of employment other than Marshall ________
Years of employment at Marshall _____25_____
Years of employment in higher education _____25_____
Years in service at Marshall during this period of review _____5_____

List courses you taught during the final two years of this review.  If you participated in a team-taught course, indicate each of them and what percentage of the course you taught.  For each course include the year and semester taught, course number, course title and enrollment.  (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td>Structure of Algebra</td>
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<td>2004/Fall</td>
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<tr>
<td>2004/Fall</td>
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<td>SpTp: MERIT</td>
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<td>SpTp: MERIT Geometry Methods</td>
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<td>1</td>
</tr>
<tr>
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<td>Int. Meth. &amp; Math: Sec Ed</td>
<td>5</td>
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<tr>
<td>2005/Spring</td>
<td>MTH 401</td>
<td>Structure Modern Geometry</td>
<td>13</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>MTH 400</td>
<td>Structure of Algebra</td>
<td>9</td>
</tr>
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<td>Structure of Algebra</td>
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<td>Modern Geometries</td>
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<td>Modern Geometries</td>
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<td>Projective Geometry</td>
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<td>Projective Geometry</td>
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<td>2006/Spring</td>
<td>MTH 480</td>
<td>SpTp: Math Materials &amp; Methods</td>
<td>7</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

Campus Writing Group meetings, 2005
WebCT Users Group meetings, 2005
Teacher Enhancement Grant Technical Assistant Workshop; South Charleston, WV, 9/13, 2005
Faculty Technology Workshop for Online Course Development; West Liberty, KY; 10/10-10/11, 2005
Writing Winning Grants; Huntington, WV; 11/18-11/19, 2005
Budgeting and Cost Sharing; campus; 12/9, 2005
6/5-6/12, 2005 Making Mathematics Visible; Louisville, KY (Supported by NSF and MAA)
Publisher Workshop, May 15, 2003, 8:30-4, Huntington, WV
Charlotte Danielson, July 1-2, 2003, 9-3:30, Huntington, WV
Palm 130, 10-3, Huntington, WV
ACCLAIM Leadership Institute - July 7- 25, 2003, Lexington, KY
Using Data/ Getting Results: Improving Schools through Collaborative Inquiry, Huntington, WV, November 6-7, 2003
4 Papers presented at state, regional, national, or international conferences.

National
An Online Mathematics Methods Course for Middle and High School Preservice Students; AMTE Ninth Annual Conference; January 28, 2005; Dallas, TX
Online Courses; MERIT Dissemination Conference; May 11, 2005; Charleston, WV
Lessons Learned from MERIT; MERIT Dissemination Conference; May 9, 2005; Charleston, WV
“The Teacher Education Initiative of ACCLAIM”, The Association of Mathematics Teacher Educators conference, January 31, 2003, Atlanta, Georgia
I was part of a panel that presented information about the four initiatives of ACCLAIM. I described the different projects that I am coordinating in the Teacher Education Initiative
I was part of a panel that detailed the ways that the four initiatives of ACCLAIM can influence the mathematics capacity of the Appalachian regions of West Virginia, Ohio, Kentucky, and Tennessee.
School Science and Mathematics Association Conference
“Wonderful Things Can Happen When 5-16 Mathematics Teachers Actually Talk to Each Other”, October 24, 2003, Columbus, Ohio. This paper summarized the results of the ACCLAIM activities that I have coordinated to date.
School Science and Mathematics Association Conference
“Spicing Up an Algebra Class with IMP Units”, October 25, 2003, Columbus, Ohio. This two-hour workshop included a presentation on the results of the data I have collected through Project ENCOMPASS and an opportunity for participants to examine reform mathematics curricula.
Association of Mathematics Teacher Educators conference
“Professional Development Activities Integrated Among Preservice, Practicing Middle and High School Teachers, and College and University Faculty January 25, 2004, San Diego, CA
This 60 minute session provided participants with an explanation for the need for such activities and an opportunity to examine some of the data that had been collected on the impact of such integrated activities.
National Council of Supervisors of Mathematics
“Professional Development Designed by the Participants and Delivered Locally” Philadelphia, PA, April 21, 2004
This paper was presented in a 50 minute session to a group of higher education faculty who were interested in establishing or redesigning professional learning communities. It detailed both the successes and the problems that were encountered while establishing the ACCLAIM Professional Development Teams.
Regional
Mathematics Teachers in Appalachia - Future and Present conference
“Geoboards, Tangrams, and MIRAs”, Knoxville, TN, February 28, 2004,
I conducted 60 minutes of this 90-minute workshop that was held once in the morning and repeated for another group in the afternoon. Ninety-one participants attended the two sessions.
State
Online Methods Courses; West Virginia Council of Teachers of Mathematics; March 19, 2005; Flatwoods, WV
The Role of Learning Communities in Higher Education; WV Higher Education Symposium; March 20, 2005; Flatwoods, WV
“Research and ACCLAIM”, AEL/HE Co-Venture Conference, March 4, 2003, Charleston, WV - I introduced the categories of research questions that are being generated by ACCLAIM to a group of higher education faculty from regional institutions.
“ACCLAIM in West Virginia”, WV Science Teacher Association Fall Conference, October 19, 2002, Charleston, WV (50 min.)
I described the potential impact of ACCLAIM on West Virginia mathematics teachers and students.
“Strategies for Introducing Inquiry-based Instruction into an Algebra Class”, WV Science Teacher Association Fall Conference, October 19, 2002, Charleston, WV (100 min.)
I gave an overview of Project ENCOMPASS and then provided the session participants with an opportunity to try some of the activities that involved the integration of math and science.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
1/26-1/30, 2005    AMTE Ninth Annual Conference: Dallas Texas
2/25-2/26, 2005    ACCLAIM Preservice Conference; Morehead, KY
3/18-3/19, 2005   WVCTM Annual Conference; Flatwoods, WV
3/19-3/20, 2005   WV Higher Education Symposium; Flatwoods, WV
9/23-9/24, 2005   AAMTE Faculty Conference; Lexington, KY

Association of Mathematics Teacher Educators conference
January 22-25, 2004, San Diego, CA
Higher Education Symposium, Bridgeport, WV, February 22-24, 200
National Council of Supervisors of Mathematics, Philadelphia, PA, April 19-21, 2004

National Council of Teachers of Mathematics conference, Philadelphia, PA, April, 21-24, 2004
West Virginia Association of Middle Level Educators conference, Snowshoe, WV, April 25-26, 2003
Association of Mathematics Teacher Educators conference, Atlanta, Georgia,
January 29-February 1, 2003
National Council of Teachers of Mathematics conference, San Antonio, TX,
April 10-12, 2003

I planned the agenda, contacted the speakers, arranged for the facilities, wrote the letters to invite the
participants, and helped host the following conferences
Mathematics Teachers in Appalachia - Future and Present,
February 27-28, 2004, Knoxville, TN.
Two hundred eight participants including mathematicians, mathematics educators, preservice middle
school and high school teachers, and middle school and high school mathematics teachers
attended this conference.
Mathematics Teacher Preparation in Appalachia,
August 16-17, 2002, Lexington, KY
This conference was designed for 2- and 4-year faculty members in West Virginia, Ohio, Kentucky,
and Tennessee who are involved with mathematics teacher preparation. National experts provided a
research perspective on mathematics content, mathematics pedagogy, field experiences, and the
rural influence in mathematics teacher preparation programs.
Mathematics Teacher Preparation in Appalachia - Mathematics Content,
August 8-9, 2003, Huntington, WV
This conference was organized around the national, state, and local issues that effect the
mathematics content of mathematics content of mathematics teacher preparation programs.

Membership in academic/professional societies
The Mathematics Association of America
National Council of Teachers of Mathematics
West Virginia Council of Teachers of Mathematics
Phi Delta Kappa
Association of Mathematics Teacher Educators
National Council of Supervisors of Mathematics
School Science and Mathematics Association
Appalachian Association of Mathematics Teacher Educators

Externally funded research grants and contracts you received.
Making Mathematics Matter funded for $200,000 from 9/1-8/30/06 as a state-level MSP (Partners: Marshall
University, RESA IV; New River CTC)
Project ENCOMPASS - Phase II – funded for $16,000 by the Eisenhower Professional Development Program
through August 15, 2003 to provided professional development and supplies for a group of high school teachers
in nine counties of West Virginia.
Project ENCOMPASS – funded for $14,000 by the Eisenhower Professional Development Program, April 18,
2001
Project ENCOMPASS – funded for $6,000 by a Community Schools Grant through the West Virginia State
Department, August 2001
ACCLAIM – funded for $5,000,000 by the National Science Foundation, August 2001 – August 2006. I served
as one of the co-PI's for this multi-institutional Center for Learning and Teaching.

Awards/honors (including invitations to speak in your area of expertise) or special recognition.
January 27, 2006 – Invited address – Considerations for Developing an Online Methods Course, AMTE Tenth
Annual Conference
2005 West Virginia Mathematics Teacher of the Year at the College/University Level awarded by the West
Virginia Council of Teachers of Mathematics
2002 Innovation in Mathematics awarded by The West Virginia Department of Education

Community service as defined in the Greenbook.
As part of Project ENCOMPASS - Phase II, I developed and conducted 2 two-day professional development
workshops for a group of high school mathematics teachers from nine West Virginia counties.
October 25-26, 2002  Beckley, WV
December 6-7, 2002  Charleston, WV

I worked with the Delta Kappa Gamma mathematics literacy program for young children.
I reviewed the Cabell County and Region II Field Day questions.
As part of a hot line I answer mathematics content questions for local public school teachers.
I provided an overview of the 5 NSF supported high school mathematics curriculum to a group of Wayne County mathematics and special education teachers. (50 min.) - August 18, 2003
I prepared and conducted a professional development workshop for a group of Wayne county mathematics and special education teachers that gave them an opportunity to examine some of the problems from the Integrated Mathematics Program. (2 hours) - August 18, 2003
I attend one of the local MERIT learning communities to serve as a mathematics resource for the middle school teachers who participate. These groups meet six times a year.
I work with the Delta Kappa Gamma mathematics literacy program for young children.
I reviewed the Cabell County and Region II Field Day questions.
I answer mathematics content questions for local public school teachers.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Ralph W. Oberste-Vorth

Rank: Professor

Status (Check one): Full-time X Part-time Adjunct

Current MU Faculty: X yes no

Highest Degree Earned: Ph.D. Date Degree Received: 1987

Conferred by: Cornell University

Area of Specialization: mathematics

Professional Registration/Licensure not applicable Agency: not applicable

Years non-teaching experience 2

Years of employment other than Marshall 15

Years of employment at Marshall 4

Years of employment in higher education 19

Years in service at Marshall during this period of review 4

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Enrollment</th>
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</tr>
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<td></td>
<td>MTH 528</td>
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<td>2004 Fall</td>
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<td>MTH 527</td>
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</tr>
<tr>
<td>2004 Summer</td>
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</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain. Not applicable.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

• Attendance at the Joint Mathematics Meetings, San Antonio, TX, January 2006
• Attendance at the American Mathematical Society sectional meeting, Lincoln, NE, October 2005
• Attendance at the conference Conformal Dynamics, Hyperbolic Geometry, and Continued Fractions (in honor of John Hamal Hubbard), Luminy, France, June 2005
• Attendance at the Joint Mathematics Meetings, Baltimore, MD, January 2003
• Attendance at the Holomorphic Dynamics Workshop, Indiana University, October 2002

3 Discipline-related books/papers published (provide a full citation).

• B. A. Lawrence and R. W. Oberste-Vorth, Solutions of dynamic equations with varying time scales, in Proceedings of the International Conference on Difference Equations, Special Functions and Applications (to appear)
• K. J. Hall and R. W. Oberste-Vorth, Totally discrete and Eulerian time scales, in Proceedings of the International Conference on Difference Equations, Special Functions and Applications (to appear)

4 Papers presented at state, regional, national, or international conferences.

• *Convergence of solutions of dynamic equations*, International Conference on Difference Equations and Applications, Kyoto, Japan, July 2006
• *Solutions of dynamic equations with varying time scales*, International Conference on Difference Equations, Special Functions and Applications, Munich, Germany, July 2005
• *Complex horseshoes*, Sixth WSEAS International Conference on Applied Mathematics, Corfu, Greece, August 2004
• *Normal forms and Fatou-Bieberbach domains*, Fifth WSEAS International Conference on Applied Mathematics, Miami, FL, April 2004
• *Hénon mappings and Wada lakes*, WSEAS International Conference on Non-linear Analysis, Non-linear Systems and Chaos, Vouliagmeni, Greece, December 2003

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated.

List any offices you hold in professional organizations.

• Attendance at the AMS Workshop for Department Chairs, San Antonio, TX, January 2006
• Member of the American Mathematical Society
• Member of the Mathematical Association of America
• Member of the World Scientific and Engineering Academy and Society
• Member of Pi Mu Epsilon (inducted by New York Beta 1979)

6 Externally funded research grants and contracts you received. None.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

• Invitation to present at the American Mathematical Society sectional meeting, Oxford, OH, March 2007
• Invitation to present at the Joint Mathematics Meetings, American Mathematical Society, New Orleans, LA, January 2007
• Quinlan Endowment Fund for Faculty Travel, Marshall University, $500, 2006
• Quinlan Endowment Fund for Faculty Travel, Marshall University, $500, 2003

8 Community service as defined in the Greenbook.

• Chairman, Fifth WSEAS International Conference on Applied Mathematics, Miami, FL, April 2004
• Assisted Tony Cavalier, WSAZ science reporter, with story, March 2004
• International Scientific Committee co-chairman, International Conference on Non-linear Analysis, Non-linear Systems and Chaos, Vouliagmeni, Greece, December 2003
• International Scientific Committee co-chairman, International Conference on Non-linear Analysis, Non-linear Systems and Chaos, Vravrona, Greece, December 2002 [conference cancelled by sponsor]
• International Scientific Committee member, Multi-conference on Applied and Theoretical Mathematics, Miedzyzdroje, Poland, September 2002
• Work with RESA
• Various refereeing for journals
• Various reviewing for publishers

N.B. The list above is unduplicated; many activities may be interpreted to fall in two or more categories above.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: CHARLES V. PEELE __________________________________________ Rank: PROF ____________________  

Status (Check one):  Full-time__X__  Part-time_____  Adjunct_____  Current MU Faculty:X  ___yes   ___no

Highest Degree Earned: PhD____________________ Date Degree Received:________________

Conferred by: UNIVERSITYOF CINCINNATI ________________________________________________

Area of Specialization: PONTRYAGIN MAXIMUM PRINIPLE ________________________________

Professional Registration/Licensure____________________ Agency:__________________________

Years non-teaching experience    2
Years of employment other than Marshall     3
Years of employment at Marshall            39
Years of employment in higher education    40
Years in service at Marshall during this period of review   5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<tr>
<td>2004/FALL</td>
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<td>69</td>
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<td>MTH203</td>
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<td>MTH123</td>
<td>SELECTTOPICSCOLLEGEBRA</td>
<td>32</td>
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<td>2005/SPRING</td>
<td>MTH203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>42</td>
</tr>
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<td>2006/SPRING</td>
<td>MTH123</td>
<td>SELECTTOPICSCOLLEGEBRA</td>
<td>45</td>
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<tr>
<td>2006/SPRING</td>
<td>MTH203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>50</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

B.S. Mathematics/Applied Mathematics  Appendix II, Page 35
7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8 Community service as defined in the Greenbook.
   a) Trip to MAA meeting at Ohio State University, Columbus, Ohio, Spring of 2003.
   b) Trip to MAA meeting at Bowling Green State University, Bowling Green, Ohio, Spring of 2004
   c) Trip to MAA meeting at Miami University, Oxford, Ohio, Spring of 2005
Appendix II
Faculty Data Sheet
(for the period of this review)

Name:_____ Evelyn Pupplo-Cody_______________________________________ Rank:_____ Professor___________________

Status (Check one):  Full-time_ x____ Part-time_____ Adjunct_____ Current MU Faculty:  _x__yes   ___no

Highest Degree Earned: ___Ph.D._______________________Date Degree Received:__May 1992______________

Conferred by:_____University of Kentucky Department of Mathematics______________________________________________

Area of Specialization:_____Univalent function theory________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience 6
Years of employment other than Marshall 3
Years of employment at Marshall 18
Years of employment in higher education 21
Years in service at Marshall during this period of review 5

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<th>Enrollment</th>
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<td>Introduction to Honors 15</td>
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<td>200501</td>
<td>HON 201</td>
<td>101 2481 1</td>
<td>Peer Mentoring 13</td>
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<td>200501</td>
<td>HON 480</td>
<td>101 2484 4</td>
<td>SpTp: Hist of the Coll of Sci (team 50%) 7</td>
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<td>HON 485</td>
<td>201 2461 1 to 4</td>
<td>Independent Study 11</td>
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<td>200601</td>
<td>MTH 121B</td>
<td>101 3144 4</td>
<td>Conc &amp; Appl of Math W/Alg 25</td>
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<td>200601</td>
<td>MTH 121H</td>
<td>101 3145 3</td>
<td>Concepts and Applications 13</td>
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<tr>
<td>200601</td>
<td>MTH 300</td>
<td>101 3200 4</td>
<td>Intro to Higher Math 21</td>
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<td>UNI 101</td>
<td>131 4382 1</td>
<td>New Student Seminar 15</td>
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<td>200602</td>
<td>IST 231</td>
<td>201 2698 4</td>
<td>Analytical Methods IV 15</td>
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<td>200602</td>
<td>MTH 121</td>
<td>203 3148 3</td>
<td>Concepts and Applications 22</td>
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<td>200602</td>
<td>MTH 121</td>
<td>208 3153 3</td>
<td>Concepts and Applications 21</td>
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<td>MTH 121</td>
<td>222 3167 3</td>
<td>Concepts and Applications 19</td>
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<td>200602</td>
<td>MTH 125</td>
<td>201 3186 3</td>
<td>Finite Mathematics 26</td>
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<td>200606</td>
<td>MTH 121</td>
<td>601 6118 3</td>
<td>Concepts and Applications 15</td>
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<tr>
<td>200606</td>
<td>MTH 122</td>
<td>601 6119 3</td>
<td>Plane Trigonometry 12</td>
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</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

During this time period I worked in the Center for Academic Excellence as the chair of the Honors Council and one year as the interim director. I returned to the Mathematics Department (full-time) in August 2005.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

I have participated in several workshops that deal with online course development.

3 Discipline-related books/papers published (provide a full citation).

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

B.S. Mathematics/Applied Mathematics  Appendix II, Page 37
I am a member of the Association for Women in Mathematics, the Mathematical Association of America, and the West Virginia Academy of Science. During this time period I was a member of the National Collegiate Honors Council and a member of their committee on Science and Mathematics.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.

I tutored one student during the summer of 2006 to help her pass the Praxis 1 exam (mathematics portion). I tutor mathematics for students trying to get their GED for Tri-State Literacy. I have tutored a middle school boy to get him back on track at the request of his mother. I also tutored one high school student in trigonometry at the request of someone in Big Brothers/Big Sisters. These are all pro bono.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Dr. Gerald E. Rubin_____________________________ Rank: __Professor__________________________

Status (Check one):  Full-time__X___ Part-time_____  Adjunct_____ Current MU Faculty: _X_yes   ___no

Highest Degree Earned: __Ph.D.________________________Date Degree Received:__1977______________

Conferred by:________George Washington University___________________________________________

Area of Specialization: ____Mathematical Statistics_____________________________________________________

Professional Registration/Licensure_________________ Agency:_____________________________________

Years non-teaching experience    ___4_+____
Years of employment other than Marshall   ___5___
Years of employment at Marshall    ___29___
Years of employment in higher education   ___ 30__
Years in service at Marshall during this period of review  ___29__

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006/Summer</td>
<td>MTH 127</td>
<td>College Algebra</td>
<td>8</td>
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<tr>
<td>2006/Spring</td>
<td>MTH 662</td>
<td>Multivariate Math Statistics</td>
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</tr>
<tr>
<td>2006/Spring</td>
<td>MTH 225</td>
<td>Intro. Statistics</td>
<td>10</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>MTH 225</td>
<td>Intro. Statistics</td>
<td>10</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>MTH 446/546</td>
<td>Prob. &amp; Stat. I</td>
<td>13</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>MTH 661</td>
<td>Advanced Mathematical Statistics</td>
<td>5</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>MTH 445/545</td>
<td>Prob. &amp; Stat. I</td>
<td>16</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>MTH 225</td>
<td>Intro. Stat.</td>
<td>10</td>
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<td>2005/Summer</td>
<td>MTH 225</td>
<td>Intro. Stat.</td>
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</tr>
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<td>2005/Spring</td>
<td>MTH 123</td>
<td>Topics in College Algebra</td>
<td>10</td>
</tr>
<tr>
<td>2005/Spring</td>
<td>MTH 203</td>
<td>Business Calculus</td>
<td>10</td>
</tr>
<tr>
<td>2005/Spring</td>
<td>MTH 122</td>
<td>Trigonometry</td>
<td>12</td>
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<td>MTH 121</td>
<td>Liberal Arts Math</td>
<td>14</td>
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<tr>
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<td>TRIGONOMETRY</td>
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<td>2004/Fall</td>
<td>MTH 123</td>
<td>Topics in College Algebra</td>
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</tr>
<tr>
<td>2004/Fall</td>
<td>MTH 203</td>
<td>Business Calculus</td>
<td>12</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).
   (a) Some Asymptotic Results in a Quadratic Classification Problem for Stationary Gaussian Time Series
   (b) Some Further Asymptotic Results in a Quadratic Classification Problem for Stationary Gaussian Time Series

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Scott A. Sarra_____________________________________ Rank: ___Associate Professor________

Status (Check one):  Full-time__X___ Part-time_____  Adjunct_____ Current MU Faculty:  _X__yes ___no

Highest Degree Earned: ______Ph. D.____________________Date Degree Received: ____8/2002___________

Conferred by: ____West Virginia University________________________

Area of Specialization: _____Numerical Analysis___________________________________________

Years non-teaching experience  ______6____
Years of employment other than Marshall  ______11____
Years of employment at Marshall  ______4____
Years of employment in higher education  ______5____
Years in service at Marshall during this period of review  ______4____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004/Fall</td>
<td>M443/543</td>
<td>Numerical Analysis</td>
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<tr>
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<td>M121 (2)</td>
<td>Concepts and Applications</td>
<td>-10</td>
</tr>
<tr>
<td>2005/Spring</td>
<td>442/542</td>
<td>Numerical Linear Algebra</td>
<td>-10</td>
</tr>
<tr>
<td></td>
<td>M123</td>
<td>College Algebra</td>
<td>-20</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>M121 (2)</td>
<td>Concepts and Applications</td>
<td>-30</td>
</tr>
<tr>
<td></td>
<td>M443/543</td>
<td>Numerical Analysis</td>
<td>-30</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>M121 (2)</td>
<td>Concepts and Applications</td>
<td>-30</td>
</tr>
</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).


4 Papers presented at state, regional, national, or international conferences.
5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

SIAM, AMS.

6 Externally funded research grants and contracts you received.

NSF grant DMS-0609747

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Invited Talks:

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Peter Saveliev_________________________________________ Rank: ____ Associate Professor_____

Status (Check one):  Full-time__X___ Part-time______ Adjunct_____ Current MU Faculty: _X__yes   ___no

Highest Degree Earned: ___Ph.D.________________________Date Degree Received: __1999__________

Conferred by: ___University of Illinois________________________________________________________________

Area of Specialization: __Mathematics___________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall ___1____
Years of employment at Marshall  ___4____
Years of employment in higher education ___5____
Years in service at Marshall during this period of review  ___4____

List courses you taught during the final two years of this review.  If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.  (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<tr>
<td>2006/Fall</td>
<td>Math 127</td>
<td>Math 127 College Algebra</td>
<td>25</td>
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<tr>
<td>2006/Spring</td>
<td>MTH 335</td>
<td>MTH 335 Advanced Calculus II</td>
<td>6</td>
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<tr>
<td>2006/Spring</td>
<td>HON 396</td>
<td>HON 396 Problem Solving in Sciences and Engineering.</td>
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<tr>
<td>2005/Fall</td>
<td>Math 127</td>
<td>Math 127 College Algebra</td>
<td>25</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>Math 427</td>
<td>Math 427 Advanced Calculus I</td>
<td>10</td>
</tr>
<tr>
<td>2005/Spring</td>
<td>MATH 491/591</td>
<td>MATH 491/591 Senior Seminar/Masters Essay</td>
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</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Applications of Algebraic Topology in Sciences and Engineering&quot;</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MATH 127</td>
<td>MATH 127 College Algebra</td>
<td>25</td>
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</tbody>
</table>

NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.
• Computational Topology Workshop, July 14, 2005, Denison University, OH. 2005 Summer Conference on Topology and Its Applications.
• IMA New Directions Short Course Computational Topology, July 6-16, Institute for Mathematics and Applications, Minneapolis, MN. Participation included joint research and a presentation. Participants were selected based on their applications.
• PREP Geometric Combinatorics workshop, May 23-27, 2004, Mathematical Sciences Research Institute, Berkeley, CA. Organized by the MAA. Participation included individual research and a presentation. Participants were selected based on their applications.
• Write Winning Grants workshop, Marshall University, October 18, 2003.
• PREP Knot Theory workshop, Wake Forest University, NC, June 9 – 14, 2003. Participation included joint research and a presentation. Organized by the MAA. Participants were selected based on their applications.
• Federal Grants workshop, Marshall University, March 5, 2003.
• Write Winning Grants: How to Write Winning NIH & NSF Grants workshop, Marshall University, November 22 and Saturday, November 23, 2002.
• Annual AMS-MAA Meeting, Atlanta, GA, January 2005.
• International Conference on Nielsen Fixed Point Theory, June 28 – July 2, 2004, St. John’s, Newfoundland, Canada.
• Sectional AMS Meeting, Athens, OH, April 2004
• International Conference on Geometric Topology, Xi’an, China, August 2002, as a part of the International Congress of
Mathematicians.

3 Discipline-related books/papers published (provide a full citation).
• Applications of Lefschetz numbers in control theory, SIAM Journal of Control and Optimization, 44 (2005) 5, 1677-1690.
• Removing coincidences of maps between manifolds with positive codimension, Topological Methods in Nonlinear Analysis, 22 (2003) 1, 105-114.
• Lefschetz coincidence theory for maps between spaces of different dimensions, Topology and Its Applications, 116 (2001) 1, 137-152.

4 Papers presented at state, regional, national, or international conferences.
• September 2006. workshop Applications of topology in science and engineering, at Mathematical Sciences Research Institute, Berkeley, CA. Gave talk Homology of color images.
• Higher order Nielsen numbers (invited talk). International Conference on Geometric Topology, Xi’an, China, August 2002, as a part of the International Congress of Mathematicians.
• Nielsen numbers as bordism invariants, Annual AMS-MAA Meeting, San Diego, CA, January 2002.
• Removability of coincidences of maps between manifolds with positive codimension (invited talk), International Conference Topological Methods in Nonlinear Analysis, Będlewo, Poland, June 2001.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Judith Silver

Rank: Professor

Status (Check one): Full-time, X Part-time, Adjunct

Current MU Faculty: X yes no

Highest Degree Earned: Ph.D Date Degree Received: August 1988

Conferred by: University of Kentucky

Area of Specialization: Mathematics: Partial Differential Equations

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each one of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
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<td></td>
</tr>
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<td>2004/Fall IST 230-102</td>
<td>Analytical Methods III – Integral Calculus</td>
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<td></td>
</tr>
<tr>
<td>2004/Fall MTH 448/548</td>
<td>Modern Geometries</td>
<td>12</td>
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</tr>
<tr>
<td>2004/Fall UNI 101-1SD</td>
<td>New Student Seminar</td>
<td>13</td>
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<tr>
<td>2005/Spring IST 231</td>
<td>Analytical Methods IV – Advanced Mathematical Topics</td>
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<tr>
<td>2005/Spring MTH 449/549</td>
<td>Projective Geometry</td>
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<td></td>
</tr>
<tr>
<td>2005/Spring CIME 558</td>
<td>Geometry for Middle School Teachers</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>2005/Summer MTH 331</td>
<td>Linear Algebra</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>2005/Fall MTH 585</td>
<td>Independent Study – Differential Geometry</td>
<td>1</td>
<td></td>
</tr>
</tbody>
</table>

1 If your degree is not in your area of current assignment, please explain.

Degree in field

2 Activities that have enhanced your teaching and or research.

I served as Content Specialist, since August 2004, for a Math Science Partnership Grant (No Child Left Behind). This involves traveling to high schools in 4 counties, as well as presenting summer workshops.

Served as Interim Associate Dean of the College of Science, 8/1/05-7/31/06.

Member of the Marshall University General Education Committee, 8/1/05-7/31/06.

One research paper, A Great Circle Metric by J. Silver & E. Stokes, accepted for publication. (Notified in June 2006.)


Developed an online course, CIME 558, in Spring 2006.

Presented Conics in Projective Geometry at the Marshall Mathematics Colloquium on April 8, 2005

Associate Chair of the MU Department of Mathematics (8/15/01-7/31/05).


Instructor for the Governor’s Honors Academy, Summer 2004. Taught two courses: Science & the Visual Arts and Viewpoints: Art & Mathematics


Served as Acting Dean of the Graduate College, July 18 – August 5, 2003.


Developed a new course, ISC 280 Science & the Visual Arts, in Spring 2003. Designed laboratories and put the materials up on WebCT.

In Spring 2003, I assisted the following COS faculty members by doing statistical analysis for their research: Dr. Wayne Elmore, Dr. Laura Jenski, & Dr. James Joy.

Developed (in conjunction with Bonnie Lawrence) 14 computer laboratories for IST 230 Integral Calculus, in Fall 2002.

In Fall 2002, using requests by Marshall University faculty for assistance in statistics, I developed a series of
homework assignments for MTH 446.
Did consulting work in Fall 2001 for the Aladdin Art Gallery, Ashland KY.

3 Discipline-related books/papers published (provide a full citation).
None

4 Papers presented at state, regional, national, or international conferences.
Math Partnership Grant Summer Institute (6/19/06-6/30/06), Radisson Hotel, Huntington WV. Made 4 presentations on Geometry topics and 1 presentation on Discrete Mathematics.
Math Partnership Grant Summer Institute (6/20/05 – 7/1/05), Radisson Hotel, Huntington WV. Made 12 presentations on College Algebra topics and 6 presentations on Art & Mathematics.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.
Membership in the Mathematics Association of America. 18 years.
Attended the Marshall University workshop: How to Use the ACT, October 3, 2006.
Attended the Center for Teaching Excellence Program: Producing Documents with LaTeX, November 1, 2005.
Attended the national 2005 Assessment Conference, Indiana University-Perdue University, October 24-25, 2005.
Attended a meeting on how to produce online courses, April 29, 2005.
Attended the Center for Teaching Excellence Program: Faculty Overload and Burnout, April 19, 2005.
Attended a workshop on STELLA software in Boston, August, 2004.
Attended the Mathematical Education of Teachers meetings at the Joint Mathematics Meetings in Phoenix AZ, January 6-10, 2004.
Attended the Mathematics Teacher Preparation in Appalachia Conference presented by Project ACCLAIM.
Radisson Hotel and Marshall University, Huntington WV. August 8-9, 2003.
Attended the Professional Development Team Training Session presented by Project ACCLAIM. Sheraton Four Points Hotel, Lexington KY, January 8, 2003.
Attended the Marshall University IST Retreat, May 15, 2003
Attended the IST Retreat at the Robert C. Byrd Center, August 22, 2002.
Attended the National Joint Mathematics Meetings in San Diego, January 6-9, 2002.

6 Externally funded research grants and contracts you received.
$7000 award from the WVHEPC for Math Initiatives at Marshall University, August 2006
Quinlan Endowment travel grant of $500 received for travel to the January 2004 Joint Mathematics Meetings in Phoenix.  
Incentive Grant for State Priorities:  MERIT Course Development.  West Virginia State Legislature.  $37,000.  

Awards/honors (including invitations to speak in your area of expertise) or special recognition.

Made an invited presentation to the Board of Governors on October 24, 2002, regarding the effect of budget cuts on the Department of Mathematics.

Community service as defined in the Greenbook.

Content Specialist for the Math Partnership Grant (No Child Left Behind), Fall 2004 to present.  This involves driving to Mingo, Mason, Lincoln, & Logan counties to work with teachers, making presentations at summer workshops, and attending planning meetings in Charleston and at the RESA II office in Huntington.  
Chair of the Advisory Committee to organize the West Virginia Mathematics Symposium, March 18-20, 2006.  
Member of the Region II Math/Science Consortium, 2002-2006.  
Proof reader for the Math3 SCORES Exam, Spring 2006.  
Member of the Math Field Day Committee, Spring 2006.  
Member of the Partnership Schools Grant Committee, 2003-2005.  
Assisted St. Joseph High School by answering faculty questions in Fall 2005.  
Reviewed one college algebra book for Addison-Wesley.  Submitted April 5, 2005.  
Outside reviewer for a WVU promotion and tenure file (Dr. Laura Pyzdrowski), in Spring 2005.  
Organized the A Beautiful Mind seminar at Marshall University, April 25, 2002.  
One of eight appointed members of the West Virginia Mathematics Task Force, beginning in 2002.  Chair of the Subcommittee on Preparation of Teachers.  
Member of the West Virginia State WvEB Algebra Course Design Committee, 2001-2002.  
Member of the WV State K-12 Mathematics Initiative Committee, 2001-2002.  
Member of the WV State MERIT Mathematics Committee, 2001-2002.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Nicholas Bedway_________________________________ Rank: __Instructor / Part time faculty__________

Status (Check one): Full-time _X_ Part-time _X_ Adjunct_____ Current MU Faculty: __X__yes __no

Highest Degree Earned: ___M.A._______________________Date Degree Received: _1991______________

Conferred by: __Marshall University______________________________

Area of Specialization: __Mathematics__________________________

Professional Registration/Licensure__________________________Agency:____________________________________

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Years in service at Marshall during this period of review ________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1. If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2. Activities that have enhanced your teaching and or research.

3. Discipline-related books/papers published (provide a full citation).

4. Papers presented at state, regional, national, or international conferences.

5. Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6. Externally funded research grants and contracts you received.

7. Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8. Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Nicholas Bedway________________________________Rank: Instructor / Part time faculty

Status (Check one): Full-time__X__ Part-time__X__ Adjunct_____ Current MU Faculty: ___X__yes ___no

Highest Degree Earned: ___M.A._______________________Date Degree Received:__1991______________

Conferred by:____Marshall University_______________________________________________________________

Area of Specialization:__Mathematics___________________________________________________________

Professional Registration/Licensure____________________Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall 6
Years of employment in higher education 6
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___William Case_________________________________________ Rank: ___Instructor________________________

Status (Check one):  Full-time _X_ ___Part-time_____ Adjunct_____ Current MU Faculty: ___yes _X__no

Highest Degree Earned: ______M. A.____________________Date Degree Received:________________

Conferred by:___________________________________________________________________

Area of Specialization:_____________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

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<td>Years in service at Marshall during this period of review</td>
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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II

Faculty Data Sheet
(for the period of this review)

Name: ___James Denvir___________________________ Rank: ___Associate Professor__________________________

Status (Check one):  Full-time___ X___ Part-time_____  Adjunct_____ Current MU Faculty: ___yes  ___X__no

Highest Degree Earned: ___Ph. D______________________ Date Degree Received:________________

Conferred by:___________________________________________________________________

Area of Specialization: _______ Mathematics___________________________________________

Professional Registration/Licensure________________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Diana Fisher
Rank: Instructor

Status (Check one): Full-time X Part-time Adjunct
Current MU Faculty: yes X no

Highest Degree Earned: M.A. Date Degree Received: 2005

Conferred by: Marshall University

Area of Specialization:

Professional Registration/Licensure Agency:

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.)
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___ Michael Godbey ________________________________________ Rank: ___ Instructor ________________

Status (Check one): Full-time ___ Part-time ___ Adjunct ___ Current MU Faculty: ___ yes ___ X no

Highest Degree Earned: ___ Masters __________________ Date Degree Received: __________________

Conferred by: _____________________________________________________________________________

Area of Specialization: _____________________________________________________________________

Professional Registration/Licensure __________________ Agency: ______________________________

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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Linda Hamilton
Rank: Instructor/Part Time Faculty

Status (Check one): Full-time _X__ Part-time _X__ Adjunct ___ Current MU Faculty: _X yes _ _ no

Highest Degree Earned: __________________________Date Degree Received:________________

Conferred by:___________________________________________________________________

Area of Specialization:_____________________________________________________________

Professional Registration/Licensure__________Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Name: Kristina Henderson
Rank: Instructor

Status (Check one): Full-time _X_ Part-time _X_ Adjunct _  Current MU Faculty: ___yes _X_ no

Highest Degree Earned: ___M.A. __________Date Degree Received: __________

Conferred by: Marshall University __________Date Degree Received: __________

Area of Specialization: Mathematics

Professional Registration/Licensure __________Agency: __________

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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Name: __ Tracy Marsh ___________________ Rank: __ Instructor ___________________

Status (Check one): Full-time__X___ Part-time_____ Adjunct_____ Current MU Faculty: _X__yes ___no

Highest Degree Earned: ___M S._______________________Date Degree Received: _2001__________

Conferred by: ______ Marshall University_____________________________________________________________

Area of Specialization: _______Physical Science______________________________________________________

Professional Registration/Licensure_________________________ Agency:____________________________________

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7 Externally funded research grants and contracts you received.

8 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Frances Martin
Rank: Instructor

Status (Check one): Full-time __X__ Part-time _____ Adjunct _____
Current MU Faculty: ___yes  ___no

Highest Degree Earned: ___M.A._______________________Date Degree Received: ____1995____________
Conferred by: ___Morehead State University______________________________

Area of Specialization: ____Education_______________________________

Professional Registration/Licensure____________________Agency:__________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall __6___
Years of employment in higher education __6___
Years in service at Marshall during this period of review __5___

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and the percentage of the course you taught. For each course include the year and semester taught, course number, title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1. If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2. Activities that have enhanced your teaching and or research.
3. Discipline-related books/papers published (provide a full citation).
4. Papers presented at state, regional, national, or international conferences.
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6. Externally funded research grants and contracts you received.
7. Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8. Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Kosto Mitov ___________________________ Rank: Visiting Associate Professor __________

Status (Check one): Full-time _X_ Part-time_____ Adjunct_____ Current MU Faculty: yes _X_ no

Highest Degree Earned: _Ph.D./ DMS_ __________________________ Date Degree Received: 1983/2001 ______

Conferred by: University of Sofia (Bulgaria) / Bulgaroam Academy of Sciences __________________________

Area of Specialization: Mathematics ____________________________________________________________

Professional Registration/Licensure __________________________ Agency: ____________________________

Years non-teaching experience
Years of employment other than Marshall __________________________
Years of employment at Marshall __________________________
Years of employment in higher education __________________________
Years in service at Marshall during this period of review __________________________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.)

2 Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).
   - Mitov, Kosto V.; Nadarajah, Saralees Limit distributions for the bivariate geometric maxima, Extremes 8 (2005), 357-370
   - Nadarajah, S.; Mitov, K. Moments and L-moments of the linear hazard function distribution, Biometrics 61 (2005), 311

4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

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7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___David Mitra_________________________________________ Rank: __Instructor______________________

Status (Check one):  Full-time__X___ Part-time_____  Adjunct_____ Current MU Faculty:  ___yes   _X__no

Highest Degree Earned: ___Ph. D._______________________Date Degree Received:________________

Conferred by:_____University of South Carolina_____________________________________________________________

Area of Specialization:___Mathematics__________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall  ___4____
Years of employment at Marshall  ___2____
Years of employment in higher education  ___6____
Years in service at Marshall during this period of review  ___2____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Heather Pack ________________________________________
Rank: Instructor __________________________________________

Status (Check one): Full-time ___ X ___ Part-time _____ Adjunct_____ Current MU Faculty: ___yes ___ X__no

Highest Degree Earned: __________________________Date Degree Received:________________

Conferred by:________________________________________________________

Area of Specialization:_______________________________________________

Professional Registration/Licensure________________ Agency:______________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __Kim Shin__________________________  Rank: __Instructor_/ Part Time Faculty_________________

Status (Check one):  Full-time__X___ Part-time__X___ Adjunct_____ Current MU Faculty:  __X yes ___no

Highest Degree Earned: ___Ph.D._______________________Date Degree Received:__1995__________
Conferred by: _Ohio State University__________________________________________________________
Area of Specialization: ____Education__________________________________________________________
Professional Registration/Licensure__________________ Agency: ______________________________________

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8 Community service as defined in the Greenbook.

B.S. Mathematics/Applied Mathematics  Appendix II, Page 60
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Laura Stapleton_________________________________ Rank: _Instructor______________________

Status (Check one): Full-time _X_ Part-time_____ Adjunct_____ Current MU Faculty: __X yes ____no

Highest Degree Earned: ___M.S_______________________Date Degree Received: ____1988____________

Conferred by: ___Marshall University___________________________

Area of Specialization: ___Physical Sciences________________________________________________________

Professional Registration/Licensure________________________Agency:____________________________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall ___6____

Years of employment in higher education ___6____

Years in service at Marshall during this period of review ___4____

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1. If your degree is not in your area of current assignment, please explain.
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5. Professional development activities, including professional organizations to which you belong and state,
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6 Externally funded research grants and contracts you received.
7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8 Community service as defined in the Greenbook.
### Appendix II

**Faculty Data Sheet**

*(for the period of this review)*

Name: ___Wayne Tabor___________________________Rank:_Visiting Assistant Professor_________________

Status (Check one):  Full-time X Part-time_____ Adjunct_____ Current MU Faculty: _X_ yes  _ _no

Highest Degree Earned: ___Ph.D._______________________Date Degree Received:__2002______________

Conferred by: ____Washington State University_____________________________________________________________

Area of Specialization: ______Mathematics_______________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

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<td>Years in service at Marshall during this period of review</td>
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List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment.  (Expand the table as necessary)

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7. Awards/honors (including invitations to speak in your area of expertise) or special recognition.
8. Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ______Gary Adkins_______________________________ Rank:_Part Time Faculty_______________________

Status (Check one):  Full-time_____ Part-time__X___ Adjunct_____ Current MU Faculty: ___yes  _X__no

Highest Degree Earned: _____Masters_____________________ Date Degree Received:______________

Conferred by:___________________________________________________________________

Area of Specialization:_____________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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3  Discipline-related books/papers published (provide a full citation).

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8  Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ____________ Dora Artrip ____________________________________________

Rank: __ Part Time Faculty _______________________________________

Status (Check one): Full-time_____ Part-time____ X Adjunct_____ Current MU Faculty: ___ yes _X__ no

Highest Degree Earned: __________________________ Date Degree Received: __________________

Conferred by: __________________________________________________________

Area of Specialization: _____________________________________________________

Professional Registration/Licensure__________________________ Agency: ___________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___Melissa Bledsoe_________________________ Rank: ___Part Time Faculty_________________________

Status (Check one): Full-time__ ___ Part-time__X___ Adjunct____ Current MU Faculty: _X__yes _ __no

Highest Degree Earned: ___M. A._______________________Date Degree Received: ___2002_____________

Conferred by: _____Marshall University____________________________________________________________

Area of Specialization:_____________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

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7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II  
Faculty Data Sheet
(for the period of this review)

Name: __Richard Collins________________________________________ Rank: __Part Time
Faculty______________________

Status (Check one): Full-time_____ Part-time_X___ Adjunct_____ Current MU Faculty: ___yes  X__no

Highest Degree Earned: __________________________Date Degree Received:________________

Conferred by:___________________________________________________________________

Area of Specialization:_____________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years of service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: __________ Linda Grose _____________________________________ Rank: Part Time Faculty ____________________

Status (Check one): Full-time_____ Part-time__X__ Adjunct_____ Current MU Faculty: _X__yes ___no

Highest Degree Earned: __________________________________ Date Degree Received: _______________

Conferred by:_______________________________________________________________________________

Area of Specialization:______________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience ________

Years of employment other than Marshall ________

Years of employment at Marshall ________

Years of employment in higher education ________

Years in service at Marshall during this period of review ________

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Larry Lamb ______________________________________ Rank: Part Time Faculty ____________________

Status (Check one): Full-time ___ Part-time ___ Adjunct ___ Current MU Faculty: ___ yes ___ no

Highest Degree Earned: ___ Masters __________________ Date Degree Received: ________________

Conferred by: ____________________________________________________________________________

Area of Specialization: ___________________________________________________________________

Professional Registration/Licensure ________ Agency: _________________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Elias Majdalani
Rank: Part Time Faculty

Status (Check one): Full-time___ Part-time ___ Adjunct ___ Current MU Faculty: ___yes ___no

Highest Degree Earned: __________________________ Date Degree Received: ________________

Conferred by: __________________________________________

Area of Specialization: ______________________________________________________

Professional Registration/Licensure: ___________ Agency: __________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Bradley Markins ____________________________________ Rank: Part Time Faculty ________________

Status (Check one): Full-time__ ___ Part-time__X___ Adjunct_____ Current MU Faculty: _X__yes   __no

Highest Degree Earned: _M.S._______________________Date Degree Received: ______1994________

Conferred by: __Ohio University_______________________________________________________________

Area of Specialization: _____Mathematics________________________________________________________

Professional Registration/Licensure____________________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Daniel McNeely

Rank: Part Time Faculty

Status (Check one):  Full-time  Part-time  Adjunct

Current MU Faculty:  yes  no

Highest Degree Earned:

Date Degree Received:

Conferred by:

Area of Specialization:

Professional Registration/Licensure

Agency:

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Parthasarathi Roy ___________________________________ Rank: Part Time Faculty ______________________

Status (Check one): Full-time ___ Part-time _X__ Adjunct _____ Current MU Faculty: ___yes _X___ no

Highest Degree Earned: __________________________________ Date Degree Received: __________________

Conferred by: ____________________________________________

Area of Specialization: __________________________________

Professional Registration/Licensure ____________________________ Agency: _______________________________ 

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

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NOTE: Part-time adjunct faculty does not need to fill in the remainder of this document.

1 If your degree is not in your area of current assignment, please explain.

(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

2 Activities that have enhanced your teaching and or research.

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4 Papers presented at state, regional, national, or international conferences.

5 Professional development activities, including professional organizations to which you belong and state, regional, national, and international conferences attended. List any panels on which you chaired or participated. List any offices you hold in professional organizations.

6 Externally funded research grants and contracts you received.

7 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

8 Community service as defined in the Greenbook.
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Saleem Salameh

Rank: Part Time Faculty

Status (Check one): Full-time_ Part-time_X__ Adjunct_____ Current MU Faculty: ___yes ___no

Highest Degree Earned: ___Ph.D._________ Date Degree Received: December 1999

Conferred by: ____________________________________________________________________________________

Area of Specialization: ____________________________________________________________________________

Professional Registration/Licensure_______________ Agency: ____________________________________________

Years non-teaching experience __________

Years of employment other than Marshall __________

Years of employment at Marshall __________

Years of employment in higher education __________

Years in service at Marshall during this period of review __________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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B.S. Mathematics/Applied Mathematics
Appendix II, Page 74
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ______ Anita Walz __________________________________ Rank: Part Time Faculty ______________________________________________________________________

Status (Check one): Full-time ______ Part-time ___ Adjunct _____ Current MU Faculty: ___ yes ___ no

Highest Degree Earned: __________________________________ Date Degree Received: ______________

Conferred by: ____________________________________________________________________________

Area of Specialization: ________________________________

Professional Registration/Licensure ________________________ Agency: ____________________________

Years non-teaching experience

Years of employment other than Marshall

Years of employment at Marshall

Years of employment in higher education

Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Richard Wilkes________________________________Rank: Part Time Faculty_______________________

Status (Check one):  Full-time__ ___ Part-time__X___  Adjunct_____ Current MU Faculty: _X__yes _ __no

Highest Degree Earned: __________________________Date Degree Received:________________

Conferred by:___________________________________________________________________

Area of Specialization:_____________________________________________________________

Professional Registration/Licensure_______________ Agency:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___ Mary Wolfe ___________________________________________ Rank: ___ Part Time Faculty _____________________________

Status (Check one): Full-time ___ Part-time ___ Adjunct ___ Current MU Faculty: ___ yes ___ no

Highest Degree Earned: __________________________________________ Date Degree Received: ___________________________

Conferred by: ____________________________________________________________

Area of Specialization: __________________________________________________

Professional Registration/Licensure ___________ Agency: ____________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall
Years of employment in higher education
Years in service at Marshall during this period of review

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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(For each of the following sections, list only events during the period of this review and begin with the most recent activities.

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Appendix II
Faculty Data Sheet
(for the period of this review)

Name: ___ Mary Wolfe ___________________________ Rank: ___ Part Time Faculty _____________________________

Status (Check one): Full-time ___ Part-time ___ Adjunct ___ Current MU Faculty: ___ yes  ___ no

Highest Degree Earned: __________________________________ Date Degree Received: __________________

Conferred by: ____________________________________________________________

Area of Specialization: ________________________________________________

Professional Registration/Licensure ___________________ Agency: __________________________

Years non-teaching experience
Years of employment other than Marshall ____________________________
Years of employment at Marshall _____________________________
Years of employment in higher education ____________________________
Years in service at Marshall during this period of review __________________

List courses you taught during the final two years of this review. If you participated in a team-taught course, indicate each of them and what percentage of the course you taught. For each course include the year and semester taught, course number, course title and enrollment. (Expand the table as necessary)

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## Appendix IIa
### Graduate Assistant Data Sheet

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Complete graduate teaching assistant’s name; course number and course name taught; indicate enrollment in the semesters taught.
Appendix III
Off-Campus Classes

(Note: List courses offered at locations other than the Huntington Campus, or the South Charleston Campus.) Please include the courses offered in the past 2 years.

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# Appendix IV
## Service Courses

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<td>Intro Graphing Calculator</td>
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<td>Discrete Structures</td>
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B.S. Mathematics/Applied Mathematics

Appendix IV, Page 1
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## Appendix V
### Program Course Enrollment

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<td>MTH 331(^1)</td>
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\(^1\) Formerly numbered MTH 330.
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2 The University has not yet approved this course number. The course has been offered under Special Topics.
3 Formerly named Theory of Statistics I.
4 Formerly named Theory of Statistics II.
5 Formerly named Fundamental Concepts of Modern Geometry.
6 The University has not yet approved this course number. The course has been offered under Special Topics.
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<td>Su</td>
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## Appendix VI
### Program Enrollment

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<td>New Students Admitted</td>
<td>N/A</td>
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<td>Mathematics Majors Enrolled (in Fall semester)</td>
<td>34</td>
<td>26</td>
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<td>Applied Mathematics Majors Enrolled (in Fall semester)</td>
<td>N/A</td>
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<td>Mathematics Minors (in Fall semester)</td>
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<td><strong>Grand Total of Students Enrolled in the Program</strong></td>
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<td>35</td>
<td>41</td>
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<td>Mathematics Minors</td>
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<td><strong>Grand Total of Graduates of the Program</strong></td>
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<td>20</td>
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The Mathematics and Applied Mathematics majors are open majors; there are no program admission or application requirements. Nationally, the average student declaring a major in the mathematical sciences has junior class standing; it is not unusual for a major to be declared when applying for graduation. Minors are virtually never declared until application for graduation.
Chart I Assessment Summary  
Marshall University  
Assessment of Student Outcomes: Component/Course/Program Level  
5 year summary  

Component Area/Program/Discipline: B.S. Mathematics/Applied Mathematics

<table>
<thead>
<tr>
<th>Student Outcome</th>
<th>Person or Office Responsible</th>
<th>Assessment Tool or Approach</th>
<th>Standards/Benchmark</th>
<th>Results/Analysis</th>
<th>Action Taken</th>
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<tbody>
<tr>
<td>1. Mathematical Reasoning</td>
<td>Faculty</td>
<td>MTH 229, 300, 427, 450 course grades</td>
<td>Usable grades for 70% of students</td>
<td>78%, 75%, 73%, 79%, resp.</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>2. Personal Potential</td>
<td>Faculty</td>
<td>MTH 229, 230, 231, 427, 450, 491 course grades</td>
<td>Usable grades for 70% of students</td>
<td>78%, 65%, 80%, 73%, 79%, 85%, resp.</td>
<td>Continue to track usable grades. We will continue to monitor MTH 230. Math majors typically pass over 70% of the time. Also, the W rate is usually over 20%.</td>
</tr>
<tr>
<td>3. Nature of Mathematics</td>
<td>Faculty</td>
<td>MTH 300, 335, 411, 427, 428, 443, 446, 450, 491 course grades</td>
<td>Usable grades for 70% of students</td>
<td>75%, 70%, 79%, 73%, 78%, 79%, 79%, 79%, 85%, resp.</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>--------------------------</td>
<td>---------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------</td>
<td>-------------------------------------------------</td>
<td>-------------------------------</td>
</tr>
<tr>
<td>4. Mathematical Modeling</td>
<td>Faculty</td>
<td>MTH 229, 230, 231, 331, 411, 427, 445, 450, 491 course grades</td>
<td>Usable grades for 70% of students</td>
<td>78%, 65%, 80%, 74%, 79%, 73%, 75%, 79%, 85%, resp.</td>
<td>Continue to track usable grades. We will monitor MTH 230. Math majors typically pass over 70% of the time. Also, the W rate is usually over 20%. Changes to Linear Algebra were executed (see the narrative).</td>
</tr>
<tr>
<td>5. Communication and Resourcefulness</td>
<td>Faculty</td>
<td>MTH 491 course grades</td>
<td>Usable grades for 70% of students</td>
<td>85%</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>6. Content Specific Goals</td>
<td>Faculty</td>
<td>MTH 491 course grades</td>
<td>Usable grades for 70% of students</td>
<td>85%</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>BOT Initiative #3</td>
<td>Chair</td>
<td>ETS Major Field Test</td>
<td>Mean scores above 45&lt;sup&gt;th&lt;/sup&gt; percentile of national data</td>
<td>Above national average.</td>
<td>Continue to administer MFT. When more data is available, analyze the subscores.</td>
</tr>
</tbody>
</table>
The Department of Mathematics offers two majors, Mathematics and Applied Mathematics, leading to the Bachelor of Science degree. These majors prepare students for a vast variety of careers in the mathematical sciences and in numerous related disciplines. Graduating students will have a solid foundation that enables them to perform successfully in industry, business, government, and further studies. Graduates may pursue advanced degrees in mathematics, applied mathematics, and related areas such as engineering and economics. They may also prepare for secondary mathematics certification or for professional degree programs such as law and medicine.

Students with an interest in mathematics should consult sites on the Internet hosted by the Mathematical Association of America (www.maa.org) and the American Mathematical Society (www.ams.org) such as www.ams.org/employment and www.maa.org/students/undergrad/career.html.

Mathematics serves as an essential tool for many other majors, and it plays an important role in the general education of all students. The Department of Mathematics at Marshall University makes every effort to help students learn valuable critical thinking and problem-solving skills.

Majors must fulfill the general and specific requirements for the B.S. degree in the College of Science except for the minor (see requirements below). Students should go to the College of Science dean’s office, Science 270, in order to declare a major. Within the 128 semester hours required for the B.S. degree, the major in Mathematics or Applied Mathematics must complete the following coursework.

**Computer Competency Requirement**

Mathematics and Applied Mathematics majors may satisfy the computer competency requirement of the Marshall Plan by completing a course in computer programming in C++ or Java. By written approval of the Chair or Associate Chair, this requirement may also be satisfied by some other programming course or by programming experience.

**Mathematics and Applied Mathematics Major Requirements**

Either major requires 14 mathematics courses, a minimum of 47 credit hours. Students with a second major or a minor outside of the Department of Mathematics can count some of those credit hours towards their Mathematics or Applied Mathematics major. This is explained in the section on Elective Requirements below.

Since the major is quite flexible, students are expected to consult with an advisor in the Department. Moreover, before graduation, the advisor must approve the selection of sequences and electives.

**Core Requirements for Both Majors (21 CH; 5 courses)**

The following are required for majors in both Mathematics and Applied Mathematics:

- **MTH 229 (5 CH)** Calculus with Analytic Geometry I
- **MTH 230 (4 CH)** Calculus with Analytic Geometry II
- **MTH 231 (4 CH)** Calculus with Analytic Geometry III
- **MTH 300 (4 CH)** Introduction to Higher Mathematics
- **MTH 331 (4 CH)** Linear Algebra

**Capstone Requirement for Both Majors (2 CH; 1 course)**
Mathematics and Applied Mathematics majors must complete one of the following:

- MTH 490 (2-12 CH) Internship
- MTH 491 (2 CH) Senior Seminar

**Sequence Requirements for Mathematics Majors (12 CH; 4 courses)**

Mathematics majors must complete two of the following elective sequences:

- MTH 427 and MTH 428  Advanced Calculus
- MTH 430 and MTH 431  Topology
- MTH 450 and MTH 452  Modern Algebra
- MTH 460 and MTH 461  Complex Variables

**Sequence Requirements for Applied Mathematics Majors (12 CH; 4 courses)**

Applied Mathematics majors must complete two of the following elective sequences:

- MTH 335 and MTH 415  Differential Equations
- MTH 442 and MTH 443  Numerical Methods
- MTH 445 and MTH 446  Probability and Statistics
- MTH 460 and MTH 461  Complex Variables

**Elective Requirements for Both Majors (0–12 CH; 0–4 courses)**

Mathematics and Applied Mathematics majors are not required to satisfy the College of Science requirement of a minor in another discipline. However, Mathematics and Applied Mathematics majors often elect to complete a second (or more) major(s) and/or one (or more) minor(s). The Department of Mathematics encourages students to pursue broad interdisciplinary studies.

The elective courses in this section may not duplicate those used for the sequence requirements. The number of elective courses required depends on outside minors and majors. The following are the three options:

1. **No Outside Major or Minor:** A student may graduate with a major in either Mathematics or Applied Mathematics, without a second major or a minor by completing an additional 4 elective mathematics courses from the list below. The major requires 47 credit hours.

2. **Outside Minors:** A student graduating with a single major, Mathematics or Applied Mathematics, and at least one minor must complete at least 2 additional elective mathematics courses from the list below. Effectively, the major requires 41 credit hours.

3. **Outside Double Majors:** A student graduating with multiple majors, including either Mathematics or Applied Mathematics, need not take any additional elective mathematics courses. Effectively, the major requires 35 credit hours.

**Math/Applied Math Double Major**

A student may graduate with a double major in Mathematics and Applied Mathematics by completing 4 different sequences that satisfy both Sequence Requirements plus 4 Elective courses not in those sequences; that is, the full Mathematics requirements plus 2 Applied Mathematics sequences, without duplication. Effectively, this double major requires 59 credit hours; no credit will derive from an outside major or minor.

**Elective Courses for All Majors**

- MTH 335 (4 CH), Differential Equations
MTH 405 (3 CH), History of Mathematics
MTH 411 (3 CH), Mathematical Modelling
MTH 415 (3 CH), Partial Differential Equations
MTH 427 (3 CH), Advanced Calculus I
MTH 428 (3 CH), Advanced Calculus II
MTH 430 (3 CH), Topology I
MTH 431 (3 CH), Topology II
MTH 440 (3 CH), Discrete Mathematics
MTH 442 (3 CH), Numerical Linear Algebra
MTH 443 (3 CH), Numerical Analysis
MTH 445 (3 CH), Probability and Statistics I
MTH 446 (3 CH), Probability and Statistics II
MTH 448 (3 CH), Modern Geometry
MTH 449 (3 CH), Projective Geometry
MTH 450 (3 CH), Modern Algebra I
MTH 452 (3 CH), Modern Algebra II
MTH 455 (3 CH), Number Theory
MTH 460 (3 CH), Complex Variables I
MTH 461 (3 CH), Complex Variables II
1. Please list your places of employment with titles, dates, and salaries since graduating from Marshall.

2. Which of the above positions are related to mathematics?

3. Did you pursue further studies, certification, or licensure elsewhere? Please provide details.

4. On a scale of 0 (lowest) to 10 (highest), please rank the following:
   _____ the quality of the instruction that you received in mathematics at Marshall
   _____ the effectiveness of your mathematics studies at Marshall as compared with your colleagues
   _____ the usefulness of your mathematics training in your employment

5. Please comment of the most satisfactory aspects of your educational experience at Marshall.

6. Please comment of the least satisfactory aspects of your educational experience at Marshall.
MEMORANDUM

TO:       Dr. Ralph Oberste-Vorth, Chair, Department of Mathematics
FROM:    Bob Edmunds, Coordinator for Program Review and Assessment
DATE:    August 19, 2003
SUBJECT: Review of Yearly Assessment Report
PROGRAM: BS Mathematics

1. Thanks for submitting the yearly assessment report for BS Mathematics. Your report has been reviewed by members of the University Assessment Committee. What follows is a brief summary of the reviewers’ comments as well as some suggestions for the program to consider as it begins its assessment work for 2003-2004.

2. Guidelines for Yearly Assessment Reports:
   1. Program Goals: Program goals were listed. This is an impressive list.
   2. Learning Outcomes and Data Collection: The specific outcomes for the program were not listed. Data collection consists of useable grades.
   3. Results: No results were discussed.
   4. Assessment Chart: No Assessment Chart was provided.
   5. BOT Initiative #3: ETS Field Specialization Test.
   6. Plans for the current year: Specified.
   7. Assistance needed: Help with the cost of the ETS field test. At this time the office of program review and assessment does not have the funds to supplement the department requirements. As the University plans for new space, the program should submit proposals for additional space requirements.
   8. Lessons learned: Students compare favorably using the ETS test.

3. The feedback loop from data collection, analysis and interpretation to the addressed faculty will be important in future reports. Specific changes in the courses, program, requirements, etc., should be well documented. Programmatic changes should be based upon careful examination of the data presented.
4. Primary Traits Analysis: As a part of our ongoing accreditation process with NCA/Higher Learning Commission, UAC has completed a chart identified as Efficacy of Assessment at the Program Level. This is based on the student academic achievement assessment levels of implementation. Here is the committee’s perception of the program’s Efficacy of Assessment:

1. Learning Objectives: Level 2
2. Assessment Measures: Level 2
3. Feedback Loop: Level 1

Overall Score: 5

Range:
Level One: Beginning Implementation of Assessment Programs 1-3
Level Two: Making Progress in Implementing Assessment Programs 4-6
Level Three: Maturing Stages of Continuous Improvement 7-9

The reviewers have evaluated the report and assigned an overall score of 5 to the program which places it in Level Two: Making Progress in Implementing Assessment Programs.

5. The program must explore other ways of obtaining assessment data. Useable grades in courses are generally not a reliable method of assessing competency, because a wide variety of data go into making up a grade. They are at best an indirect measure. Grades in classes can be used if the grades given directly relate to student performance activities, i.e., tests, and research projects. If enhancements or changes in grades result from attendance, or lack of attendance, or extra credit, or dropping to lowest test grade, then grades are not a direct measure of student academic achievement. If course syllabi are examined and grades are based solely on performance, then such measures can be used; however, if any other factors play a role in grade make-up, then grades should not be used to measure student academic achievement.

6. The program needs to prepare an assessment summary chart such as the one that has been forwarded to the program chair. If a copy is not available, please contact this office. The assessment summary chart will help to outline the problems encountered in writing the yearly assessment summary, by specifically asking for assessment measures, benchmarks/standards, results, and action taken. Please make sure that a summary chart accompanies the yearly assessment report due in October.

7. Thank you for your report. If you have any questions please do not hesitate to contact this office.
To: Dr. Ralph Oberste-Vorth  
From: Bob Edmunds, Coordinator for Program Review and Assessment  
Date: June 14, 2006


Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2006-2007.

The Yearly Assessment Report for documenting AY 2005-2006 assessment activities is due by October 3, 2006. If the program is scheduled for a program review during the 2006-7 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:
What follows is a brief critique of the report you submitted for the academic year 2004-2005. In most cases the report has been reviewed by members of the University Assessment Committee.

<table>
<thead>
<tr>
<th>I. a. Program goals:</th>
<th>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>b. Learning outcomes and data collection:</td>
<td>The specific learning objectives were listed. The specific learning outcomes are indicated, but in the assessment chart the program goals are used. This is basically a disconnect between specific reporting of student academic achievement and meeting program goals.</td>
</tr>
<tr>
<td>c. Results:</td>
<td>Results are listed for program goals and not specific learning outcomes.</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
<td>ETS Field Specialization Test</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
<td>The program plans to review the requirements for the mathematics major.</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
<td>Funding for the ETS field specialization test.</td>
</tr>
<tr>
<td>V. Lessons learned:</td>
<td>Mathematics students perform well on the ETS Field Specialization Test.</td>
</tr>
</tbody>
</table>

Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The assessment summary chart is present. Program goals are listed and data have been collected supporting the program goals. The Program should begin to use specific learning outcomes as opposed to program goals in this chart. While useable grades are an indicator of student progress, they do not reflect specific measurement of the program objectives. Please revise the chart to include program objectives and the measurement thereof.

Efficacy of Assessment:
Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

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<td>I. Learning Outcomes</td>
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<td>3</td>
<td>3</td>
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<tr>
<td>II. Assessment Measures</td>
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<td>1</td>
<td>1</td>
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<tr>
<td>III. Feedback Loop</td>
<td>2</td>
<td>2</td>
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<tr>
<td>Total Overall Score:</td>
<td>6</td>
<td>6</td>
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<tr>
<td>Level of Implementation (efficacy of assessment)</td>
<td>2</td>
<td>2</td>
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</table>

Score Ranges
- Score Ranges 0-3 in each of the three categories
  - A score of 0 indicates minimum activity in the category
  - A score of 1 indicates that a program is in the beginning stages of assessment
  - A score of 2 indicates that a program is making progress toward implementing a viable assessment program
  - A score of 3 indicates that a program is in the maturing stages of its assessment program

Levels of Implementation Efficacy of Assessment
- A total overall score between 0 and 3 indicates Level 1: the program is in the beginning stages of its assessment of student academic achievement
- A total overall score between 4 and 6 indicates Level 2: the program is making progress toward implementing a viable assessment program
- A total overall score between 7 and 9 indicates Level 3: the program is in the maturing stages of continuous improvement of student academic achievement

Interpretation:
The program is reporting information on program goals as opposed to specific program objectives. The program should collect specific student academic achievement data on each of the 19 specific program objectives. However, it appears as if there are 6 global categories. If this is the case, these six global categories may be used as the appropriate program outcomes, with attendant data collection.

Recommendations:
The program should reorganize the collection and reporting of data to indicate student academic achievement based on the program objectives as opposed to the program goals.

General Comments:
Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.
Enclosures
Yearly Assessment Report for: BS Mathematics 2002-03

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2006-2007.

The Yearly Assessment Report for documenting AY 2005-2006 assessment activities is due by October 3, 2006. If the program is scheduled for a program review during the 2006-7 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

Reviewer summary of yearly assessment report:
What follows is a brief critique of the report you submitted for the academic year 2004-2005. In most cases the report has been reviewed by members of the University Assessment Committee.

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Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

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The assessment summary chart is present. Program goals are listed and data have been collected supporting the program goals. The Program should begin to use specific learning outcomes as opposed to program goals in this chart. While useable grades are an indicator of student progress, they do not reflect specific measurement of the program objectives. Please revise the chart to include program objectives and the measurement thereof.

Efficacy of Assessment:
Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

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Interpretation:

The program is reporting information on program goals as opposed to specific program objectives. The program should collect specific student academic achievement data on each of the 19 specific program objectives. However, it appears as if there are 6 global categories. If this is the case, these six global categories may be used as the appropriate program outcomes, with attendant data collection.

Recommendations:

The program should reorganize the collection and reporting of data to indicate student academic achievement based on the program objectives as opposed to the program goals.

General Comments:

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.
To: Ralph Oberste-Vorth, Chair, Department of Mathematics
From: Bob Edmunds, Coordinator for Program Review and Assessment
Date: June 14, 2006

Yearly Assessment Report for: BS Mathematics 2004-2005

Thank you for submitting the Yearly Assessment Report for the program. Please use the information in this report to guide your assessment activities during AY 2006-2007.

The Yearly Assessment Report for documenting AY 2005-2006 assessment activities is due by October 3, 2006. If the program is scheduled for a program review during the 2006-7 academic year, the Program Review will suffice as the documentation of assessment activities and no separate report will be due.

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<td>I. a. Program goals: The program goals were included.</td>
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</tr>
<tr>
<td>c. Results: Students are performing at an acceptable level. However, one problem may be that usable grades are for all students enrolled in the course and not just Mathematics majors.</td>
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Review of the Assessment Summary Chart “Marshall University: Assessment of Student Outcomes.”

This chart will help the program and the University Assessment Committee monitor a program’s patterns of evidence. Please remember that a program does not have to assess every outcome every year; however, within a 3-4 year period of time all program objectives must be evaluated, results analyzed, and actions taken (feedback loop) documented.

The assessment summary chart is present. Program goals are listed and data have been collected supporting the program goals. The Program should begin to use specific learning outcomes as opposed to program goals in this chart. While usable grades are an indicator of student progress, they do not reflect specific measurement of the program objectives. Please revise the chart to include program objectives and the measurement thereof.
No specific feedback loop was presented other than continuing to collect and interpret 'useable' grades. No specific programmatic changes were indicated in the chart; however, programmatic changes are being contemplated. A list of programmatic changes was included in the narrative.

**Efficacy of Assessment:**

Programs are evaluated in terms of the development of measurable learning outcomes, the use of viable assessment measures, and the implementation of an effective feedback loop. The current report has been evaluated based on these categories. This year the report shows program scores from 2000-2001 to the present.

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The program is reporting information on program goals as opposed to specific program objectives. The program should collect specific student academic achievement data on each of the 19 specific program objectives. However, it appears as if there are 6 global categories. If this is the case, these six global categories may be used as the appropriate program outcomes, with attendant data collection.

**Recommendations:**

The program should reorganize the collection and reporting of data to indicate student academic achievement based on the program objectives as opposed to the program goals.
General Comments:

Thanks so much for continuing to aid Marshall in its ongoing assessment efforts.

Enclosures