Program Review

Master of Arts
Mathematics

College of Science

October 2006

MARSHALL UNIVERSITY
Date: Jan 07

Program: MA MATHEMATICS

Date of Last Review: 2001-02

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:

http://www.marshall.edu/gened/Pgm Rev 06 Gen Files/Signature Page Template March 2006.doc
Date Created: March 2002; Revised: 11/6/2006
Office of Program Review and Assessment, Marshall University, Huntington, WV 25755-2003
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: Hire permanent faculty (who can be active in research) to replace the annual temps.

**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 MA in Mathematics degree program growth closely parallels the expansion of the undergraduate degree program, and suffers from the same problems. During the five year period the number of masters degrees granted has increased by approximately 25%, however the growth has been accelerating in the most recent years resulting in almost a 100% increase in graduate enrollment in 2005 as compared to 2000. This growth should be recognized, supported, and rewarded in view of the fact that a relatively small number of full time permanent faculty are serving the massive math general education program, two majors, a graduate program that is flourishing while the department is constantly advertising, interviewing, and mentoring a stream of part time or temporary instructors that are in a constant state of flux. Having to devote so many resources and so much energy to repeatedly replacing short term faculty that comprise about one third of the department hampers focus on curriculum revision, direction of theses, as well as undergraduate research, and the academic endeavors in which faculty members engage. In spite of this less than conducive environment for progressive growth of research and scholarship the Mathematics Department has increased productively substantially in terms of scholarly publication, number of graduates, and increased enrollment.

Even though the impressive performance of the Mathematics Department is a marvel, the pace and extent of expansion and development are not without limits. The greatest limitation is permanent staffing. Part timers and temps do not contribute significantly to the expansion of the graduate program because they typically do not have the credentials or ability to advise master’s thesis students and/or do not possess a level of expertise and training to enable them to conduct research. Thus, the full brunt of the responsibility for mentoring a growing number of master’s students falls on the shoulders of a relatively small number of tenure track faculty. These excellent scholars, one of whom has recently received the first National Science Grant to be held by a Mathematics Professor at Marshall University, are at the limits of their capacity. At a time when Marshall is attempting to expand interdisciplinary research programs a strong graduate mathematics program should be considered a cornerstone in the plan to advance our university to the next level. That can only be accomplished by the addition of tenure track positions to broaden the base and increase the depth of expertise in the field of mathematics. I strongly urge you to consider identifying the MA program in Mathematics as one that needs to be bolstered by the addition of new positions.

Signature of the Dean: [Signature]
Date: Jan 07

Prepared by the Office of Program Review and Assessment, April 2005
I PROGRAM DESCRIPTION

This report is a five-year program review for the Master of Arts degree program in mathematics covering the period from May 2001 to May 2006. The Department also offers a Bachelor of Science degree program with majors in mathematics and applied mathematics about which there is a separate report.

The program has seen much assessment-driven curriculum review culminating in an overhaul that is currently going through the University approval process. The undergraduate curriculum is now more rigorous and more diverse. This has an effect on the graduate program since many courses are “piggy-backed” at the 400 and 500 levels.

In general, the program has doubled in size over the five years of this review. In particular, mathematics saw a 97% increase in graduate-level enrollment in Fall 2005 as compared with Fall 2000, five years earlier). 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%
- scholarly publications increased 265%

It is important to note the growth at the undergraduate level since it partially feeds the graduate program. In fact, sustained growth in the graduate program is unlikely without growth of the undergraduate program.

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

- breadth requirements in courses including algebra, analysis, and statistics
- flexibility that allows tailoring individual programs to career objectives
- minimum of 18 hours of 600-level coursework
- optional minor
- depth requirement satisfied by a thesis or comprehensive oral examination

Traditionally, mathematics graduates can step into virtually any career. While the classified advertisements rarely say “mathematician,” career choices are broad. Historically, a terminal masters degree program in mathematics was rather rare. Indeed, a master’s degree typically did not open up career options, but did boost initial salaries. Many graduates pursue doctorates in the mathematical sciences or in fields such as science, education, and engineering. Graduates also pursue careers in medicine, law,

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1 Using academic years starting with fall rather than summer, the increase was 38%.
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 M.A. degree program is outlined in the catalog description shown at the end of this report.

The program requires either 32 hours with a thesis or 36 hours with a comprehensive oral examination. There are three required classes, MTH 528, MTH 546, and MTH 550, representing three different areas of mathematics. A minimum of 18 hours at the 600-level is required. The coursework satisfies the traditional “breadth” requirement of a master’s program. The thesis or comprehensive examination satisfies the traditional “depth” requirement of a master’s program. Students may elect to use 6 hours towards an elective.

Master’s students in other departments may choose to minor in mathematics. This is fairly rare since most graduate mathematics courses have a chain of four to six undergraduate prerequisite courses beginning with calculus.

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 pur-
pose 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.

Every permanent faculty member holds a Ph.D. except one who holds an Ed.D. Of the 27 faculty members, the RedBook shows that only 56% have full or graduate faculty status. This number indicates a lack of strong institutional support for the program.

In general, graduate faculty members with terminal degrees teach every graduate level course. One recent exception occurred because of a lack of faculty (the instructor was “supervised” by a graduate faculty member with a terminal degree).

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: The Department’s Graduate Committee, which consists of the Chair, the Graduate Advisor, and two members of the graduate faculty, oversees admissions and graduate assistantships. While there is no specific rubric, the committee considers prior coursework, GRE score, and letters of recommendation. Full admission into the program requires an undergraduate mathematics record comparable to our own graduates; we will provisionally admit a student with deficiencies. (Often such individuals had an undergraduate major other than mathematics and we will require specific undergraduate coursework to remove the deficiency.)

b Entrance Abilities: Data provided by Institutional Research
indicates 34 students were admitted during the five-year period of this review. Among these, the mean Mathematics GRE score was 698.5 (N=33) and the mean undergraduate grade point average was 3.47.

c **Exit Abilities:** During the review period, 23 students earned their master’s degrees. Graduates of the program had a mean grade point average of 3.79. This is higher than the Graduate College mean of 3.77. (This is true despite the fact that the rather large graduating class of 2005-06 had a relatively low G.P.A.) See section 5 on assessment for more data.

4 **Resources:**

a **Financial:** The graduate program represents 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 severely under-supported 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.

The stipends for graduate assistants are uncompetitive. In mathematics departments nationally, every student who wishes to be supported is supported. Having uncompetitive stipends severely limits the application pool for admission. Moreover, the program is supported mostly by lab fees as all graduate assistants support the instructional mission of the Department through tutoring in the Math Lab or instruction of a class. (Teaching assistants have full responsibility for their classes, but have a faculty mentor and participate in our TA Seminar.)

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.

**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 M.A. in Mathematics is designed to prepare students for a variety of career and education options. Newly admitted students must have an undergraduate degree with a major in the mathematical sciences or in a related field with sufficient coursework in mathematics to enable them to begin graduate work. Occasionally, students are provisionally admitted with the understanding that undergraduate coursework will be needed.

The M.A. 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.
2. Personal Potential – Students should be able to undertake independent work and possess an advanced level of critical thinking, analytical skills, and mathematical maturity.
3. Nature of Mathematics – Students should expand their experience 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 write, listen, and speak mathematically and contribute to group efforts.
6. Content Specific Goals – Students should be able to apply the theory of advanced calculus and attain a depth of knowledge in other areas of study such as abstract algebra, real and complex analysis, and statistics.

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

1. a. ability to construct proofs of statements not encountered previously
   b. ability to use a wide variety of techniques for proving statements, including direct, contrapositive, contradiction, and mathematical induction
2. a. ability to research a mathematical topic
   b. ability to assimilate and apply knowledge of advanced topics to solve problems and prove statements
3. a. develop a deep understanding of the real number sys-
tem and its properties
b. develop a deeper appreciation of mathematics as a unique discipline that is both an art and a science

4. a. ability to read, interpret, organize, analyze, and solve complex multi-step mathematical problems
   b. ability to apply advanced concepts to real-world applications

5. a. ability to research and make written and oral presentations on various advanced topics
   b. ability to work effectively in a team to organize and analyze various approaches to solving mathematical problems and proving mathematical statements

6. a. ability to use knowledge of advanced calculus to study more advanced topics in analysis
   b. ability to expand and apply knowledge from undergraduate courses and beginning graduate courses to study advanced topics

b The data collected indicates satisfaction of 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 Percentage of Usable Course Grades table given below. All measures in the Assessment Plan have been positive during the review period.

<table>
<thead>
<tr>
<th></th>
<th>01-02</th>
<th>02-03</th>
<th>03-04</th>
<th>04-05</th>
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<td>100</td>
<td>100</td>
<td>100</td>
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<tr>
<td>Comp. Exam</td>
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<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
<td>100</td>
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</tbody>
</table>

Percentage of Usable Course Grades

Usable grades are defined as A, B, C, or CR; all other grades, including W and I, are considered not to be usable. (Note that MTH 589 does not use letter grades; every student registered in MTH 589 earned CR during the review period.)

The appended Chart I Assessment Summary indicates the connections between specific student learning outcomes and coursework. This includes the assessment roles
of theses with oral defenses, comprehensive oral exit examinations, and seminars—all have course numbers, but are not courses in the standard sense. (We have not insisted on the use of a standardized exit exam such as the GRE subject examination due to its expense.)

All graduates must either pass a comprehensive oral examination or write an approved thesis; this is the “depth” requirement of the program. The choice is completely up to the student. The “breadth” requirement for graduation is 36 credit hours (i.e., 12 courses) for students taking the oral examination or 32 credit hours (as few as 9 courses) for thesis students.

<table>
<thead>
<tr>
<th>Academic Year</th>
<th>Theses</th>
<th>Comprehensive Examinations</th>
<th>Subtotals</th>
</tr>
</thead>
<tbody>
<tr>
<td>2001–02</td>
<td>3</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>2002–03</td>
<td>5</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>2003–04</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2004–05</td>
<td>1</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>2005–06</td>
<td>3</td>
<td>7</td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td>13</td>
<td>10</td>
<td>23</td>
</tr>
</tbody>
</table>

Graduates Choice of thesis vs. comprehensive examination

The table above shows the number of graduates choosing the thesis option and the comprehensive examination. The increase is theses caught our attention. (In mathematics, master’s theses are generally not considered preferable. Of course, individual opinions vary widely on this issue. The feeling is that, with many masters continuing on towards doctorates, the thesis is not a useful step and often slows student progress by a year or more.)

We have experimented with graduate assistant stipends during the review period. The figures below indicate the stipends for graduate assistants employed 20 hours per week for one semester. During 2001-02 and 2002-03, all stipends were $3000.

In 2003-04, we had one graduate assistant who wrote a thesis; his stipend was $6000 per semester as a “research” graduate assistant. Also, his duties were to teach one class, counted as 10 hours, attend the Teaching Assistant Seminar, and conduct research for 10 hours. In some sense, these were reduced duties since other graduate assistants also typically tutored for 9 hours in the Math Lab.

While the research stipend for 2003-04 was approved by the Dean of the College of Science, he changed his mind for 2004-05, indicating that the difference between stipends was too large. For 2004-05, a research stipend of $4500 was
approved and the duties remained the same. At the same time, “teaching” graduate assistant stipends were increased to $3300.

In Spring 2005, it was decided that the result of the research stipends was an undesirable influence on the students’ decisions on whether or not to write a thesis. It was decided to keep the base stipend at $3000 while equalizing the teaching and research stipends at $3660 with similar duties, typically teaching one class, attending the Teaching Assistant Seminar, and tutoring for 9 hours in the Math Lab. The stipend increase from $3300 to $3660 was chosen to coincide with the increase in part-time faculty salaries.

We expect a balancing of theses and comprehensive exams in the future and more steady student progress towards their degrees.

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.

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, as well as comparison with the curricula at our peer institutions.

There were no program changes in 2001-02 and 2002-03. The only changes in 2003-04 were in the title and description of MTH 515 in coordination with MTH 415. The mathematics minor was reconfirmed in the Graduate College in 2004.

Changes in the undergraduate mathematics major(s) in 2004-05 resulted in corresponding changes in the graduate program: reactivation of MTH 552, MTH 560, MTH 561, and MTH 661; title changes for MTH 545, MTH 546, and MTH 548; and new courses in topology (MTH 530 and MTH
531) and numerical differential equations (MTH 667). MTH 667 ran as Special Topics in Spring 2004, while MTH 530 ran in Fall 2005; MTH 531 was schedule for Spring 2006. A new course in discrete mathematics also ran as Special Topics in Spring 2006.

c Since most of our 400- and 500-level courses are piggybacked, much of the assessment that drives curriculum changes at the 500-level stems from the undergraduate program. (See the Bachelor of Science in Mathematics/Applied Mathematics Review.)

The assessment data tells us that the program is thriving. The prime issue has been to balance the desirability of the thesis option. We believe that, with curriculum reform that is currently in the approval process and with our experimentation with graduate assistant stipends, we have addressed this issue. The reorganization of the undergraduate curriculum (and hence the 500-level courses) has led us to a currently active reevaluation of the 600-level courses.

d **Graduate and Employer Satisfaction:** 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>
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</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.

During the past five years, graduates have continued their studies at a variety of prestigious institutions, including the following:

- Baylor University, PhD, mathematics
- Marshall University, MD, medicine
- Ohio State University, PhD, mathematics
- Temple University, PhD, mathematics
- Université Pierre et Marie Curie, PhD, computer science
- University of Kentucky, PhD, mathematics
- University of Missouri–Rolla, PhD, mathematics
- University of Nebraska, PhD, mathematics
- 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 considerably while institutional funding has not kept pace.

7 Strengths/Weaknesses: The program is generally robust and expanding. It is receiving national and international notice through its faculty and graduates. Student research is leading to talks at international, national, and regional meetings as well as publications. Graduates are getting good job offers and are being admitted into distinguished universities for further studies.

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 Department’s programs. 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.

There has been much discussion about doctoral programs. We have sought a partner university with whom to offer a joint M.A./Ph.D. program. A student would complete the M.A. at Marshall and the Ph.D. at the partner university. Marshall faculty would be able to serve on Ph.D. student committees and perhaps supervise Ph.D. students. Student residency requirements would be made flexible.

Our first prospective partner (a Marshall peer institution) turned us down despite the support of their department chair. We are currently beginning a trial period with a partner who has accepted a recent Marshall graduate. Of course, such a partnership is lopsided: Marshall has far more to gain than the partner.

There has been discussion of a Ph.D. program in the natural sciences (or some similar title). This would be an umbrella degree that would include majors in mathematics and various other areas such as biology and chemistry. With our current growth and interest, we expect that Marshall could produce one or two Ph.D.’s in mathematics annually once such a program was initiated.

B VIABILITY
1 Articulation Agreements: None.
2 Off-Campus/Distance Delivery Classes: No graduate courses apply.
3 **Service Courses:** There are several service courses for Education. See Appendix IV.

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

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

6 **Enrollment Projections:** Over the five-year period 2001–2006, there were 34 students admitted and 23 graduated. These were increases of 48% and 38%, respectively, over 1996–2001. We fully expect this trend to continue. 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 programs.

   Thirdly, the increase in undergraduate majors will generate an increase at the graduate level.

   Fourthly, our efforts at developing a doctoral program will bring new energy to the Department.

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 statistics, 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.

IV **PROGRAM OF EXCELLENCE**

Not applicable.
Appendix I
Required/Elective Course Work in the Program

Degree Program: M.A. Mathematics
Person responsible for the report: Ralph W. Oberste-Vorth

<table>
<thead>
<tr>
<th>Courses Required in Major¹</th>
<th>Hrs.</th>
<th>Elective Credit Required by the Major</th>
<th>Hrs.</th>
<th>Related Fields Courses Required</th>
<th>Hrs.</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTH 527² Advanced Calculus I</td>
<td>0-3</td>
<td>Six approved 600-level MTH courses</td>
<td>18</td>
<td>Optional approved minor</td>
<td>6</td>
</tr>
<tr>
<td>MTH 528 Advanced Calculus II</td>
<td>0-3</td>
<td>Approved 500- or 600-level MTH courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 545³ Probability and Statistics I</td>
<td>0-3</td>
<td>Choice of comprehensive exam or thesis (MTH 681)</td>
<td>0-6</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 546 Probability and Statistics II</td>
<td>0-3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>MTH 550 Modern Algebra I</td>
<td>0-3</td>
<td></td>
<td></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 Each of these requirements will be waived for students who have already passed equivalent courses as undergraduates.
² MTH 527 is a prerequisite for the required MTH 528.
³ MTH 545 is a prerequisite for the required MTH 546.
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. N/A

   Developed and taught on-line course MERIT Data Analysis for in-service teachers, using WebCT for the first time
   Preparation of SAS computer exercises for classroom instruction and possible publication
   Preparation of Excel exercises for use in Introductory Statistics courses
   Served as entry-level advisor for the College of Science.
   Volunteer for SCORES Academic Festival, MU Math Competition, and WV State Science Fair
   Served on Master’s Thesis Committee for Diana Fisher, defended on 8-2-2005
   Served on Yeager Scholars committee for Mary Haupt, presentation given on May 4, 2006

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.

Member of Mathematical Association of America
Member of American Statistical Association (Sections on Statistical Education, Teaching Statistics in the Health Sciences)
Talk presented to MU Medical School on Oct. 11, 2002: “Common Mistakes Made by Non-Statisticians…”
Consulting for MU students and faculty in Business, Journalism, Political Science, Biology, Medicine, and IST
Consulting for students at Mountain State University and the University of Exeter in England
Consulting with business and industry, including local Boards of Education, Cabell-Huntington Hospital, Portsmouth DA’s Office, and IBM in Atlanta
Unpublished research submitted to *Neurology – Official Journal of the Academy of Neurology*, and *Journal of Clinical Gastroenterology*

<table>
<thead>
<tr>
<th></th>
<th>Externally funded research grants and contracts you received.</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>Funding for the development of online course MERIT Data Analysis</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Awards/honors (including invitations to speak in your area of expertise) or special recognition.</th>
</tr>
</thead>
<tbody>
<tr>
<td>7</td>
<td>None</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Community service as defined in the <em>Greenbook</em>.</th>
</tr>
</thead>
<tbody>
<tr>
<td>8</td>
<td>None</td>
</tr>
</tbody>
</table>
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Alfred A. Akinsete
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: 1996

Conferred by: The University of Ibadan.

Area of Specialization: Mathematical Statistics

Professional Registration/Licensure ___ Agency: ______________

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>01</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>21</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>03</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>24</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>03</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>
</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>08</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 Spring</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.

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

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 Hastings-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 (με).

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 Colloquium 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

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.

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 LaTec, 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: ___________________________ 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 ____________
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 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>
<tr>
<td>2004 Fall</td>
<td>MTH 132</td>
<td>Precalculus</td>
<td>25</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 127</td>
<td>College Algebra – Expanded</td>
<td>18</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 405</td>
<td>History of Mathematics</td>
<td>3</td>
</tr>
<tr>
<td>2005 Fall</td>
<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

<table>
<thead>
<tr>
<th>Years non-teaching experience</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td>Years of employment other than Marshall</td>
<td>0</td>
</tr>
<tr>
<td>Years of employment at Marshall</td>
<td>38</td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td>38</td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
<td>5</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>
</tr>
</thead>
<tbody>
<tr>
<td>04/05/1ST</td>
<td>MTH 203</td>
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<td>04/05/1ST</td>
<td>MTH 121</td>
<td>CONCEPTS &amp; APPLICATIONS</td>
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<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.

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

2006 Northeast Area Benefit Conference- Boston Mass June 8, 2006
2005 Conference of Consulting Actuaries – Annual Meeting Asheville, NC – October 30 – Nov 2, 2005
2005 Great Lakes Benefit Conference – Chicago ILL May 5 & 6, 2005
2005 Pension Symposium – Pension Funding Reform – Washington DC April 6 & 7, 2005
2005 Enrolled Actuaries Meeting – Washington DC – April 3 – 6, 2005
Professional Standards Seminar – Washington DC – April 3, 2005
2004 American Society of Pension Actuaries – Washington DC – October 24 -27, 2004
2003 Great Lakes Conference – Chicago ILL – May 1 and 2, 2003
Sun Guard Corbel – Introduction to 401 (k) Plans – Indianapolis IN – December 12 and 13, 2002
Introduction to Retirement Plans E-Seminar – September 20, 2002
FAS 87/88 Seminar – Washington DC – March 13 and 14, 2002

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: Associatie rings & algebras

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 employment 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) __4 lines for two years! What a joke!!

<table>
<thead>
<tr>
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<td>trigonometry</td>
<td>32</td>
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<td>2004 Fall</td>
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<td>Math for Elementary Teachers</td>
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<td>MTH203</td>
<td>calculus for business</td>
<td>22</td>
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<tr>
<td>2005 Spring</td>
<td>MTH229</td>
<td>calculus I</td>
<td>13</td>
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<td>MTH203 (2)</td>
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<td>30</td>
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<td>2006 Spring</td>
<td>MTH230</td>
<td>calculus II</td>
<td>44</td>
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<tr>
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<td>MTH203</td>
<td>calculus for business</td>
<td>24</td>
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<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.

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

2006 Chautauqua: Improving Retention of Underrepresented Students in the Sciences

2005 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.

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.

M.A. Mathematics Appendix II, Page 12
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._______________________
Conferred by: __University of Georgia
Area of Specialization: _____Mathematics__________________________

Professional Registration/Licensure______________________
Agency:_____________________________________________________

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<td>Years of employment in higher education</td>
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<tr>
<td>Years in service at Marshall during this period of review</td>
<td>3</td>
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</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></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.

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

Professional Registration/Licensure Agency:

Years non-teaching experience 0
Years of employment other than Marshall 0
Years of employment at Marshall 5
Years of employment in higher education 5
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, title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
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<th>Title</th>
<th>Enrollment</th>
</tr>
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<td>Applied Calculus</td>
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<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>
</tr>
<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>
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<td>2006/Spring</td>
<td>MTH580</td>
<td>MERIT Discrete Mathematics</td>
<td>3</td>
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<tr>
<td>2006/Summer</td>
<td>MTH203</td>
<td>Calculus for Business</td>
<td>21</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.

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
- 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

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


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
985th 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.

1P20 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, title and enrollment. (Expand the table as necessary)

<table>
<thead>
<tr>
<th>Year/Semester</th>
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<td>2004 Fall</td>
<td>MTH229H</td>
<td>Calculus I Honors</td>
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<tr>
<td>2004 Fall</td>
<td>MTH230</td>
<td>Calculus II</td>
<td>25</td>
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<td>2005 Spring</td>
<td>MTH610/450</td>
<td>Modern Algebra</td>
<td>5</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH220</td>
<td>Discrete Math</td>
<td>11</td>
</tr>
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<td>2005 Spring</td>
<td>MTH203</td>
<td>Business Calculus</td>
<td>22</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH203</td>
<td>Business Calculus</td>
<td>23</td>
</tr>
<tr>
<td>2005 Summer</td>
<td>MTH 480/580/690</td>
<td>Number Theory</td>
<td>7</td>
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<tr>
<td>2005 Fall</td>
<td>MTH132</td>
<td>Pre-Calculus</td>
<td>24</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH229</td>
<td>Calculus I</td>
<td>26</td>
</tr>
<tr>
<td>2005 Fall</td>
<td>MTH690</td>
<td>Ind. Study in Field Theory</td>
<td>3</td>
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<tr>
<td>2005 Fall</td>
<td>MTH491</td>
<td>Senior Seminar</td>
<td>2</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>MTH482/582</td>
<td>Combinatorics</td>
<td>7</td>
</tr>
<tr>
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<td>MTH220</td>
<td>Discrete Math</td>
<td>27</td>
</tr>
<tr>
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<td>MTH231</td>
<td>Calculus III</td>
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<td>2006 Spring</td>
<td>MTH491</td>
<td>Senior Seminar</td>
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<tr>
<td>2006 Summer</td>
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<td>Coding Theory</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.

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>1.5</td>
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<tr>
<td>Years of employment in higher education</td>
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</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
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</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>
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<th>Enrollment</th>
</tr>
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<td>Fl 05, Sp 06</td>
<td>Math 132</td>
<td>Precalculus</td>
<td>15</td>
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<tr>
<td>Sp 06, Fl 06</td>
<td>Math 300</td>
<td>Introduction to Higher Mathematics</td>
<td>7, 22</td>
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<td>Fl 06</td>
<td>Math 230</td>
<td>Calculus II</td>
<td>24</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.

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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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: __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)

<table>
<thead>
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<td>MTH 121</td>
<td>Concepts and Applications</td>
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<td>200406</td>
<td>MTH 231</td>
<td>Calculus/Analytic Geom III</td>
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<td>MTH 123</td>
<td>Selected Topics Col Alg</td>
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</tr>
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<td>200501</td>
<td>MTH 130H</td>
<td>College Algebra Honors</td>
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<tr>
<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 Degree Received: 12/88

Conferred by: SUNY at Stony Brook

Area of Specialization: foliations and differential geometry

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>
<thead>
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<th>Year/Semester</th>
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<th>Title</th>
<th>Enrollment</th>
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<td>MTH 130(104)</td>
<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>
</tr>
<tr>
<td>Fall 2005</td>
<td>MTH 450(101)</td>
<td>Modern Algebra I</td>
<td>21</td>
</tr>
<tr>
<td>Fall 2005</td>
<td>MTH 550(101)</td>
<td>Modern Algebra I</td>
<td>3</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>
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<td>Fall 2004</td>
<td>MTH 132(104)</td>
<td>Precalculus</td>
<td>7</td>
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<tr>
<td>Fall 2004</td>
<td>MTH 203(104)</td>
<td>Business Calculus</td>
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<td>Fall 2004</td>
<td>MTH 515(101)</td>
<td>Partial Differential Equations</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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<tr>
<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>
</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 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

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)______________________________

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>
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<td>2004 Fall</td>
<td>MTH 123 -101</td>
<td>Selected Topics in College Algebra</td>
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<tr>
<td>2004 Fall</td>
<td>MTH 127 -104</td>
<td>College Algebra - Expanded Version</td>
<td>26</td>
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<td>2005 Spring</td>
<td>MTH 300 - 201</td>
<td>Introduction to Higher Mathematics</td>
<td>3</td>
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<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>
<td>13</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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<tr>
<td>2005 Fall</td>
<td>MTH 331 - 101</td>
<td>Linear Algebra</td>
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<td>2006 Spring</td>
<td>MTH 130 - 202</td>
<td>College Algebra</td>
<td>19</td>
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<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>
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<tr>
<td>2006 Summer D</td>
<td>MTH 231 - 601</td>
<td>Calculus with Analytic Geometry III</td>
<td>6</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.
- 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).

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

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.

Talks Attended:
- 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 Multipoint Boundary Value Problems
- 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
- Title: Extremal Points for Fourth Order Boundary Value Problems
- Special Session on Functional Differential Equations and Application, Southeastern Meeting of the AMS, Indiana University, Bloomington, Indiana, April 4-5, 2003.
- 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

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:  

Years non-teaching experience

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<th>Enrollment</th>
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<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>26</td>
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<td>200501</td>
<td>MTH 229</td>
<td>Calculus/Analytic Geom I</td>
<td>27</td>
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<tr>
<td>200501</td>
<td>MTH 231</td>
<td>Calculus/Analytic Geom III</td>
<td>27</td>
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<tr>
<td>200502</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>27</td>
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<td>200502</td>
<td>MTH 229</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>
<td>Plane Trigonometry</td>
<td>22</td>
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<td>200601</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>25</td>
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<td>200601</td>
<td>MTH 122H</td>
<td>Calculus I Honors</td>
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<td>200602</td>
<td>MTH 122</td>
<td>Plane Trigonometry</td>
<td>27</td>
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<td>200602</td>
<td>MTH 229</td>
<td>Calculus/Analytic Geom I</td>
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<tr>
<td>200602</td>
<td>MTH 230</td>
<td>Calculus/Analytic Geom II</td>
<td>23</td>
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</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)

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

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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.

M.A. Mathematics  
Appendix II, Page 26
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________________________________________

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>
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<th>Enrollment</th>
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<td>Intro to Higher Mathematics</td>
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<td>200501</td>
<td>MTH 331</td>
<td>Linear Algebra</td>
<td>7</td>
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<td>200501</td>
<td>MTH 589</td>
<td>TA Seminar</td>
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<td>200502</td>
<td>MTH 480</td>
<td>SpTp: Elementary Linear Algebra</td>
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<td>MTH 485</td>
<td>Independent Study</td>
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<td>200502</td>
<td>MTH 589</td>
<td>TA Seminar</td>
<td>9</td>
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<td>200505</td>
<td>MTH 681</td>
<td>Thesis</td>
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<td>MTH 589</td>
<td>TA Seminar</td>
<td>7</td>
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<td>200601</td>
<td>MTH 650</td>
<td>Real Variables I</td>
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<td>Thesis</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.

2  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)
   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-Liouville boundary 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, 2006
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 ________
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>
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<tr>
<td>2004/Fall</td>
<td>CI 580</td>
<td>SpTp: MERIT Geometry</td>
<td>1</td>
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<tr>
<td>2004/Fall</td>
<td>MTH 400</td>
<td>Structure of Algebra</td>
<td>10</td>
</tr>
<tr>
<td>2004/Fall</td>
<td>MTH 500</td>
<td>Structure of Algebra</td>
<td>1</td>
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<tr>
<td>2004/Fall</td>
<td>MTH 580</td>
<td>SpTp: MERIT</td>
<td>1</td>
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<tr>
<td>2005/Spring</td>
<td>CI 581</td>
<td>SpTp: MERIT Geometry Methods</td>
<td>1</td>
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<tr>
<td>2005/Spring</td>
<td>MTH 580</td>
<td>SpTp: MERIT Geometry</td>
<td>1</td>
</tr>
<tr>
<td>2005/Spring</td>
<td>CI 415</td>
<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>
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<td>2005/Fall</td>
<td>MTH 400</td>
<td>Structure of Algebra</td>
<td>9</td>
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<tr>
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<td>MTH 500</td>
<td>Structure of Algebra</td>
<td>1</td>
</tr>
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<td>2005/Fall</td>
<td>MTH 448</td>
<td>Modern Geometries</td>
<td>2</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>MTH 548</td>
<td>Modern Geometries</td>
<td>1</td>
</tr>
<tr>
<td>2006/Spring</td>
<td>MTH 449</td>
<td>Projective Geometry</td>
<td>6</td>
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<tr>
<td>2006/Spring</td>
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<td>Projective Geometry</td>
<td>1</td>
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<tr>
<td>2006/Spring</td>
<td>MTH 480</td>
<td>SpTp: Math Materials &amp; Methods</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.

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
ACCLAIM Leadership Institute - July 7- 25, 2003, Lexington, KY
Using Data/ Getting Results: Improving Schools through Collaborative Inquiry, Huntington, WV, November 6-7, 2003
NCATE, January 11, 2003, 8:30-4, Morgantown, WV  
Writing Winning Grants, November 22-23, 2002, 8-4, Huntington, WV  
ACCLAIM Research Symposium, November 4-5, 2002, Ravenwood Castle, Vinton County, Ohio - I served as a reactor to two papers. I read the papers and the related research articles and helped lead a discussion of the papers after the authors presented them.  
Great Teacher Seminar, June 25-28, 2001, Cairo, WV  
WAC, January 5, 2001, Marshall University  
Active Learning Strategies, Marshall University, March 2, 2001  
West Virginia Higher Education Symposium, April 19-20, 2001, Charleston, WV  
The Power of PDS, January 30-31, 2001, Charleston, WV

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

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.
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 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

6 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.

7 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

8 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.
As part of Project ENCOMPASS, I conducted two professional development workshops for high school mathematics teachers. June 18-20, 2001 and July, 19, 2001, Charleston, WV
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

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<td>Years of employment at Marshall</td>
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<tr>
<td>Years of employment in higher education</td>
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<tr>
<td>Years in service at Marshall during this period of review</td>
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</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>
</tr>
</thead>
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<td>MTH 203 MTH 681</td>
<td>Calculus for Business (with Wen Xue &lt;10%)</td>
<td>16</td>
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<tr>
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<td></td>
<td>Thesis</td>
<td>2</td>
</tr>
<tr>
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<td>MTH 430 MTH 530 MTH 681</td>
<td>Topology I</td>
<td>2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Topology I</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>2005 Spring</td>
<td>MTH 428 MTH 528</td>
<td>Advanced Calculus II</td>
<td>4</td>
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<tr>
<td>2004 Fall</td>
<td>MTH 427 MTH 527</td>
<td>Advanced Calculus I</td>
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<td>Advanced Calculus I</td>
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<td>2004 Summer</td>
<td>MTH 570</td>
<td>Independent Study</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. 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)
• R. W. Oberste-Vorth, Normal forms and Fatou-Bieberbach domains, WSEAS Trans. on Math. 3 (2004), pp. 253–258
• R. W. Oberste-Vorth, Hénon mappings and Wada lakes, WSEAS Trans. on Math. 2 (2003), pp. 240–245

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: UNIVERSITY OF 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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<td>SELECTTOPICS COLLGEALGEBRA</td>
<td>69</td>
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<td>2004/FALL</td>
<td>MTH203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>58</td>
</tr>
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<td>2005/SPRING</td>
<td>MTH123</td>
<td>SELECTTOPICS COLLGEALGEBRA</td>
<td>42</td>
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<tr>
<td>2005/SPRING</td>
<td>MTH203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>32</td>
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<td>MTH123</td>
<td>SELECTTOPICS COLLGEALGEBRA</td>
<td>29</td>
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<td>2006/SPRING</td>
<td>MTH203</td>
<td>CALCULUS FOR BUSINESS</td>
<td>32</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.
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.
6 Externally funded research grants and contracts you received.
Awards/honors (including invitations to speak in your area of expertise) or special recognition.

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 Puppolo-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>
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<th>Title</th>
<th>Enrollment</th>
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<tr>
<td>200501</td>
<td>HON 201</td>
<td>1 Peer Mentoring</td>
<td></td>
</tr>
<tr>
<td>200501</td>
<td>HON 480</td>
<td>4 SpTp: Hist of the Coll of Sci (team 50%)</td>
<td></td>
</tr>
<tr>
<td>200501</td>
<td>HON 485</td>
<td>1 1 to 4 Independent Study</td>
<td></td>
</tr>
<tr>
<td>200502</td>
<td>HON 485</td>
<td>2 2461 1 to 4 Independent Study</td>
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<td>MTH 121B</td>
<td>101 3144 4 Conc &amp; Appl of Math W/Alg</td>
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<td>200601</td>
<td>MTH 121H</td>
<td>101 3145 3 Concepts and Applications</td>
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<td>200601</td>
<td>MTH 300</td>
<td>101 3200 4 Intro to Higher Math</td>
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<td>200601</td>
<td>UNI 101</td>
<td>131 4382 1 New Student Seminar</td>
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<td>200602</td>
<td>IST 231</td>
<td>201 2698 4 Analytical Methods IV</td>
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<td>200602</td>
<td>MTH 121</td>
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<td>MTH 125</td>
<td>201 3186 3 Finite Mathematics</td>
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<td>MTH 121</td>
<td>601 6118 3 Concepts and Applications</td>
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<td>200606</td>
<td>MTH 122</td>
<td>601 6119 3 Plane Trigonometry</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.
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, 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>2006/Summer</td>
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<td>College Algebra</td>
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<td>Multivariate Math Statistics</td>
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<td>2006/Spring</td>
<td>MTH 225</td>
<td>Intro. Statistics</td>
<td>10</td>
</tr>
<tr>
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<td>Intro. Statistics</td>
<td>10</td>
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<td>Prob. &amp; Stat. I</td>
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<tr>
<td>2005/Fall</td>
<td>MTH 225</td>
<td>Intro. Stat.</td>
<td>10</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>MTH 445/545</td>
<td>Prob. &amp; Stat. II</td>
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<tr>
<td>2005/Fall</td>
<td>MTH 225</td>
<td>Intro. Stat.</td>
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<tr>
<td>2005/Summer</td>
<td>MTH 225</td>
<td>Intro. Stat.</td>
<td>7</td>
</tr>
<tr>
<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>
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<tr>
<td>2005/Spring</td>
<td>MTH 122</td>
<td>Trigonometry</td>
<td>12</td>
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<tr>
<td>2005/Spring</td>
<td>MTH 121</td>
<td>Liberal Arts Math</td>
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<tr>
<td>2004/Fall</td>
<td>MTH 121</td>
<td>Liberal Arts Math</td>
<td>13</td>
</tr>
<tr>
<td>2004/Fall</td>
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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>
</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.

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, Part-time, Adjunct
Current MU Faculty: 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 Concepts and Applications</td>
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<td>M121 (2)</td>
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<td>2005/Spring</td>
<td>442/542</td>
<td>Numerical Linear Algebra College Algebra</td>
<td>~10 ~20</td>
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<td></td>
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<td></td>
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<td>2006/Spring</td>
<td>M121 (2)</td>
<td>Concepts and Applications</td>
<td>~30</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.

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:  ____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

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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<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
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<td>Math 127 College Algebra</td>
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<td>2006/Spring</td>
<td>MTH 335</td>
<td>MTH 335 Advanced Calculus II</td>
<td>6</td>
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<tr>
<td></td>
<td>HON 396</td>
<td>HON 396 Problem Solving in Sciences and Engineering</td>
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<td>2005/Fall</td>
<td>Math 127</td>
<td>Math 127 College Algebra</td>
<td>25</td>
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<tr>
<td></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 “Applications of Algebraic Topology in Sciences and Engineering”</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>MATH 127</td>
<td>MATH 127 College Algebra</td>
<td>25</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.
• 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 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>
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<td>18</td>
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<td>IST 230-102</td>
<td>Analytical Methods III – Integral Calculus</td>
<td>12</td>
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<td>2004/Fall</td>
<td>MTH 448/548</td>
<td>Modern Geometries</td>
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<td>2004/Fall</td>
<td>UNI 101-1SD</td>
<td>New Student Seminar</td>
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<tr>
<td>2005/Spring</td>
<td>IST 231</td>
<td>Analytical Methods IV – Advanced Mathematical Topics</td>
<td>19</td>
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<tr>
<td>2005/Spring</td>
<td>MTH 449/549</td>
<td>Projective Geometry</td>
<td>13</td>
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<tr>
<td>2005/Spring</td>
<td>CIME 558</td>
<td>Geometry for Middle School Teachers</td>
<td>12</td>
</tr>
<tr>
<td>2005/Summer</td>
<td>MTH 331</td>
<td>Linear Algebra</td>
<td>9</td>
</tr>
<tr>
<td>2005/Fall</td>
<td>MTH 585</td>
<td>Independent Study – Differential Geometry</td>
<td>1</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 8-10, 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.

7 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.

8 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:___________________________

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>
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<td>MTH 123</td>
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<tr>
<td>200602</td>
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<td>Selected Topics Col Alg</td>
<td>10</td>
</tr>
<tr>
<td>200701</td>
<td>MTH 123</td>
<td>Selected Topics Col Alg</td>
<td>7</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.

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)

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Alpha Des. &amp; No.</th>
<th>Title</th>
<th>Enrollment</th>
</tr>
</thead>
<tbody>
<tr>
<td>200502</td>
<td>MTH 123</td>
<td>Selected Topics Col Alg</td>
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<tr>
<td>200601</td>
<td>MTH 123</td>
<td>Selected Topics Col Alg</td>
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<td>200602</td>
<td>MTH 123</td>
<td>Selected Topics Col Alg</td>
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</tr>
<tr>
<td>200701</td>
<td>MTH 123</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: 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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<th>Years non-teaching experience</th>
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</tr>
<tr>
<td>Years of employment at Marshall</td>
<td></td>
</tr>
<tr>
<td>Years of employment in higher education</td>
<td></td>
</tr>
<tr>
<td>Years in service at Marshall during this period of review</td>
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</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>
</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.

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: 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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2 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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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.
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 ___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

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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: ___Michael Godbey_________________________________________ Rank: ___Instructor_____________________

Status (Check one): Full-time___X___ 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:_____________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall___X___ 4
Years of employment in higher education___X___ 4
Years in service at Marshall during this period of review___X___ 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:___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.

M.A. Mathematics Appendix II, Page 54
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Kristina Henderson
Rank: Instructor

Status (Check one): Full-time _X_ Part-time _X_ Adjunct
Current MU Faculty: _X_ yes _no

Highest Degree Earned: _M.A._ Date Degree Received:

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
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: __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:____________________________________

Years non-teaching experience
Years of employment other than Marshall
Years of employment at Marshall ______ 5
Years of employment in higher education ______ 5
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)

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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.
Name: Frances Martin
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: ___1995________

Conferred by: ___Morehead State University_________________________

Area of Specialization: _____Education_______________________________

Professional Registration/Licensure: _______ Agency: ______________________

Years non-teaching experience

| Years of employment other than Marshall | 6 |
| 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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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 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_________________________________________________________

Years non-teaching experience
Years of employment other than Marshall 20

Years of employment at Marshall 1

Years of employment in higher education 20

Years in service at Marshall during this period of review 1

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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Activities that have enhanced your teaching and or research.

3 Discipline-related books/papers published (provide a full citation).
   • Nadarajah, Saralees, Mitov Georgi K.; Mitov Kosto V. An estimate of the probability Pr(x<y), Pliska-Stud.Math.Bulg. 16 (2004), 159-170
   • 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

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

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.

Externally funded research grants and contracts you received.

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

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
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: ___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: __________________

Conferral 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: ___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:____________________________________

Years non-teaching experience
Years of employment other than Marshall  ___1____
Years of employment at Marshall  ___2____
Years of employment in higher education  ___3____
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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8 Community service as defined in the Greenbook.
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

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: __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: ___________________________________________

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: 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:_______________
Conferral 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: ___ Dora Artrip ____________________ Rank: ___ Part Time Faculty __________________

Status (Check one): Full-time ___ Part-time ___ X ___ 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: ___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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8 Community service as defined in the Greenbook.

M.A. Mathematics Appendix II, Page 67
Appendix II
Faculty Data Sheet
(for the period of this review)

Name: Richard Collins

Faculty

Rank: Part Time

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

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Years in service at Marshall during this period of review

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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 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

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.

(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).

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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: ___Larry Lamb____________________________________Rank: _Part Time Faculty____________________

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

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.

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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: Elias Majdalani
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:____________________________________

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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: __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
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 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: 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
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, 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: ___ Parthasarathi Roy ______________________ 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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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 ___X__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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8 Awards/honors (including invitations to speak in your area of expertise) or special recognition.

9 Community service as defined in the Greenbook.
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__ 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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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: ___ 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 ___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, 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 ________

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# Appendix IIa
## Graduate Assistant Data Sheet

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M.A. Mathematics

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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

Graduate classes are not being taught off-campus.
## Appendix IV
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## Appendix V

### Program Course Enrollment

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¹ The University has not yet approved this course number. The course has been offered under Special Topics.
² Formerly named Theory of Statistics I.
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⁴ Formerly named Fundamental Concepts of Modern Geometry.
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\* The University has not yet approved this course number. The course has been offered under Special Topics.

M.A. Mathematics

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# Appendix VI
## Program Enrollment

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Marshall University
Assessment of Student Outcomes: Component/Course/Program Level
5 year summary

Component Area/Program/Discipline: M.A. Mathematics

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<tbody>
<tr>
<td>1. Mathematical Reasoning</td>
<td>Faculty</td>
<td>MTH 610, 630, 640, 650 grades</td>
<td>Usable grades for 70% of students</td>
<td>100%, 89%, 100%, resp.</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>2. Personal Potential</td>
<td>Faculty</td>
<td>MTH 610, 630, 640, 650, 681 grades; comprehensive exams</td>
<td>Usable grades for 70% of students</td>
<td>100%, 89%, 100%, 100%, 100%, resp.</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>3. Nature of Mathematics</td>
<td>Faculty</td>
<td>MTH 610, 630, 640, 650, 661, 662, 681 grades</td>
<td>Usable grades for 70% of students</td>
<td>100%, 89%, 100%, 100%, 83%, 100%, resp.</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>4. Mathematical Modeling</td>
<td>Faculty</td>
<td>MTH 610, 640, 650, 661, 662 grades</td>
<td>Usable grades for 70% of students</td>
<td>100%, 100%, 100%, 83%, 100%, resp.</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>5. Communication and Resourcefulness</td>
<td>Faculty</td>
<td>comprehensive exams; credit in MTH 589</td>
<td>Usable grades for 70% of students</td>
<td>100%, 100%.</td>
<td>Continue to track usable grades.</td>
</tr>
<tr>
<td>6. Content Specific Goals</td>
<td>Faculty</td>
<td>MTH 610, 640, 650, 661, 662, 681 grades</td>
<td>Usable grades for 70% of students</td>
<td>100%, 100%, 100%, 83%, 100%, 100%, resp.</td>
<td>Continue to track usable grades.</td>
</tr>
</tbody>
</table>
Name: _________________________________

Address: _________________________________
_________________________________
_________________________________

Phone(s): _________________________________
e-mail: _________________________________
Check as many as applicable by entering your
Marshall graduation year for each degree:
B.S. Mathematics ___________________
M.S. Mathematics _________________
B.A. Education _________________
other ( ) _________________

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.
From the 2006-2008 Graduate Catalog:

MATHEMATICS (MTH)

Course offerings in mathematics may be used to satisfy major requirements in three programs of the Graduate College, or to satisfy minor requirements in all programs.

The Master of Arts degree with a major in mathematics is offered by the Department of Mathematics. An area of emphasis in mathematics is offered in the Master of Arts (Secondary Education) degree. This degree program, offered by the Division of Teacher Education, is intended to meet the needs of public school teachers (1-12).

Master of Arts Degree (Mathematics)

The Mathematics Department offers an M.A. in Mathematics which can prepare students for positions in industry, government agencies, or business, for further graduate study at the doctoral level, and for teaching positions at the secondary or two-year college level.

To be admitted to the program, students must complete the Graduate Record Exam (GRE) and have the score sent to Marshall University. GRE scores are considered when awarding graduate assistantships and during initial advising.

A minimum of 36 hours is required; if the student decides to write a thesis, the minimum is 32 hours, including not more than 6 hours for the thesis. A minor of 6 hours in any related area is permitted, subject to approval by the student's advisor and concurrence of the Math Department Chairperson. A final (oral) comprehensive exam is administered by a committee of 3-5 graduate faculty chosen by the student and his/her advisor.

The following are specific requirements for the program:

(1) at least 18 hours of 600 level courses offered by the Math Department; (2) at least 12 more hours of 500 or higher level courses offered by the Math Department, including MTH 528, 546, and 550 (or equivalents); (3) at least 6 more hours of 500 or higher level courses selected from another department at Marshall offering a graduate program or from the Math Department.
To: Dr. Ralph Obserste-Vorth, Chair, Department of Mathematics  
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>Yearly Assessment Report Critique</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. a. Program goals:</td>
</tr>
<tr>
<td>Program Goals were outlined.</td>
</tr>
<tr>
<td>b. Learning outcomes</td>
</tr>
<tr>
<td>and data collection:</td>
</tr>
<tr>
<td>Program objectives were outlined. Program goals were used in</td>
</tr>
<tr>
<td>developing the statistical information. Generally goals don’t relate to</td>
</tr>
<tr>
<td>specific competencies. Grades in classes probably are not good</td>
</tr>
<tr>
<td>measures of student academic achievement within classes as classes</td>
</tr>
<tr>
<td>generally paint subject matter with multiple content areas.</td>
</tr>
<tr>
<td>c. Results:</td>
</tr>
<tr>
<td>Useable grades don’t tell us much. Rarely do graduate students earn</td>
</tr>
<tr>
<td>less than a “B” in their course work.</td>
</tr>
<tr>
<td>II. BOT Initiative #3:</td>
</tr>
<tr>
<td>Not applicable to graduate programs</td>
</tr>
<tr>
<td>III. Plans for current year:</td>
</tr>
<tr>
<td>Program changes are being contemplated; a new course is being planed.</td>
</tr>
<tr>
<td>Is there sufficient evidence to warrant such a course addition?</td>
</tr>
<tr>
<td>IV. Assistance needed:</td>
</tr>
<tr>
<td>Assistance with graduate stipends. The University and College must</td>
</tr>
<tr>
<td>address this issue. Information will be forwarded.</td>
</tr>
<tr>
<td>V. Lessons learned:</td>
</tr>
<tr>
<td>The program is healthy, and students are having luck finding jobs.</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. The program is using program goals as opposed to student outcomes as the defining characteristic of the assessment of student performance. The program should use the learning outcomes/objectives as the measure by which students are evaluated. The program has considered the revamping of the program and addition of various courses with virtually no student documented evidence to support such changes.
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.

<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>I. Learning Outcomes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>II. Assessment Measures</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>III. Feedback Loop</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Total Overall Score:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>8</td>
</tr>
<tr>
<td>Level of Implementation (efficacy of assessment)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
</tbody>
</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 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

<table>
<thead>
<tr>
<th>Efficacy of Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>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</td>
</tr>
<tr>
<td>A total overall score between 4 and 6 indicates Level 2: the program is making progress toward implementing a viable assessment program</td>
</tr>
<tr>
<td>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</td>
</tr>
</tbody>
</table>

Interpretation:

The program has a series of student learning outcomes which indicate competencies in various areas. Additionally, the program has a variety of measures, one of which is the comprehensive exam which is used to evaluate student performance. This allows the program to be rated fairly high; however, there is no particular evidence that the results of these measures produce any valuable information on which to base programmatic changes.

Recommendations:

The program should restructure the assessment summary chart and begin measuring the student oriented outcomes as opposed to program goals. The program would do well to dispense with collecting 'useable' grades as indicators of student competence and look for more discrete measures of student academic achievement.

General Comments:

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