

COMPREHENSIVE RESUME 12/12

I. GENERAL

A. Name: Susan Barton

B. Present rank and department: Professor – Math

C. Degrees held, dates, institutions:

Bachelor of Arts (Mathematics), 1981, University of California at Los Angeles

Master of Science, 1985, Cornell University

Ph.D., 1988, Cornell University

D. Date first employed at West Virginia Tech: August 1994

E. Dates of promotion and rank:

August 1998 promoted to Associate Professor

August 2004 promoted to Professor

F. Date of tenure or date of eligibility for tenure: Tenured August 2000

G. Total years college teaching and professional experience: 24.5 years

H. Teaching experience record - where, when, etc.:

West Virginia University Institute of Technology: August 1994 to the present.

Penn State University (Delaware County Campus): August 1988 to May 1994.

My position was that of an assistant professor. I taught Freshman and

Sophomore math courses ranging from Algebra through Differential Equations.

University of California, Santa Barbara: While finishing my Ph.D. thesis I worked as a part time instructor for two years.

II. TEACHING

A. Evaluation of teaching effectiveness:

1. Courses Taught: Semester, course, enrollment

F 1994	Math 020-06	(23)
	Math 141-03	(31)
	Math 148-03	(19)
Sp 1995	Math 020-03	(23)
	Math 247-02	(30)
	Math 344-02	(31)
Su 1995	Math 340-30	(13)
F 1995	Math 113-02	(25)
	Math 136-03	(30)
	Math 141-04	(14)
	Math 248-01	(13)
Sp 1996	Math 136-03	(19)
	Math 141-02	(24)
	Math 141-04	(20)
	Math 340-01	(23)
F 1996	Math 117-01	(33)
	Math 141-01	(26)
	Math 148-02	(30)
	Math 340-01	(28)

Sp 1997	Math 113-01	(21)
	Math 136-01	(19)
	Math 141-01	(21)
	Math 141-03	(29)
F 1997	Math 031-07	(16)
	Math 117-01	(25)
	Math 139-02	(23)
	Math 344-01	(24)
Sp 1998	Math 114-02	(18)
	Math 136-02	(23)
	Math 139-01	(26)
F 1998	Math 139-01	(27)
	Math 141-04	(15)
	Math 315-01	(09)
Sp 1999	Math 114-01	(24)
	Math 139-01	(30)
	Math 248-01	(15)
F 1999	Math 139-02	(27)
	Math 140-05	(19)
	Math 141-04	(16)
Sp 2000	Math 139-01	(22)
	Math 236-01	(19)
	Math 340-01	(11)

New course numbers start here

F 2000	Math 125-02	(25)
	Math 128-04	(28)
	Math 251-01	(12)
Sp 2001	Math 126-D1 (off Campus)	(06)
	Math 151-02	(23)
	Math 251-02	(27)
F 2001	Math 125-02	(32)

	Math 128-03	(36)
	Math 136-01	(37)
Sp 2002	Math 151-03	(36)
	Math 236-01	(15)
	Math 251-01	(23)
Su 2002	Math 151-W1 (Web)	(23)
(New set of course numbers)		
F 2002	Math 124-02	(30)
	Math 125-01	(28)
	Math 441-01	(09)
Sp 2003	Math 155-01	(27)
	Math 236-01	(19)
	Math 315-01	
	Math 378-01	(09)
Su 2003	Math 155-01 (1/2)	
F 2003	Math 125-01	(31)
	Math 156-01	(24)
	Math 283-01	(02)
Sp 2004	Math 236-01	(11)
	Math 155-01	(25)
	CSCI 350-01	(18)
	Math 378-01	(06)
	Math 441-01	(16)
F 2004	Math 124-02	(29)
	Math 125-01	(25)
	Math 283-01	(01)
Sp 2005	Math 128-01	(15)
	Math 128-02	(17)
	Math 126-02	(30)
	Math 236-01	(04)
F 2005	Math126-07	(26)

	Math 251-01	(24)
S 2006	Math 251-02	(19)
	Math 283-01	(2)
	Math 378-01	(3)
	Stat 211-W1	(37)
Su 2006	Math 155-30	(5)
	Math 156-30	(10)
	Math 261-30	(7)
F 2006	Math 156-01	(10)
	Math 251-02	(15)
	Math 283-01	(1)
	Stat 211-01	(23)
	Stat 211-W1	(21)
S 2007	Math 126-03	(15)
	Math 155-01	(13)
	Stat 211-WO	(26)
	Math 493-01	(1)
Su 2007	Stat 211	(3)
F 2007	Math 124	(30)
	Math 441	(14)
	Stat 211-WO	(27)
	Stat 211-01	(26)
S 2008	Math 236-01	(5)
	Math 283 -01	(3)
	Math 378-01	(15)
	Stat 211 – WO	(22)
Su 2008	Stat 211 – W1	(3)
F 2008	Stat 211 – WO	(11)
	Stat 211 – 01	(21)
	Math 136 – 01	(24)
	Math 441 – 01	(11)

S 2009	Math 128-02	(29)
	Math 378-01	(11)
	Stat 211-WO	(10)
Su 2009	Math 128-01	(6)
F 2009	Math 126-01&02	(24)
	Math 126-03	(28)
	Math 441 – 01	(12)
	Stat 211-01	(8)
S 2010	Math 150-01	(3)
	Math 283-01	(6)
	Math 378-01	(17)
	Stat 211-01	(7)
F 2010	Math 126A-T03	(35)
	Math 126B-T05	(20)
	Math 093-T01	(35)
S 2011	Math 126B-T02	(25)
	Math 150-T01	(3)
	Math 378-T01	(7)
	Stat 211-T01	(34)
F 2011	Math 123-T01	(31)
	Math 283-T01	(6)
	Math 441-T01	(6)
	Stat 211-T01	(17)
S 2012	Math 126A-T01	(23)
	Math 155-T03	(39)
	Stat 211-T01	(14)
F 2012	Math 093-T01	(12)
	Math 256	(34)
	Math 341	(5)
	Stat 211	(32)

B. Teaching aids or methods employed:

I teach through lectures and handouts and encourage students to ask questions. I give quizzes and collect homework. I evaluate their absorption of the material through exams, quizzes, worksheets and homework.

I have a web page (<https://community.wvu.edu/~smb031/>) which includes course syllabi, homework, copies of solutions to old exams, copies of the handouts that were given to each class and links to other pages of interest to students. When I give an assignment or make an important announcement in class I follow it up with an e-mail to the class using Mix. In the Fall of 2012 I started to keep the grade books for all my courses inside eCampus.

In addition to the web based material I present to all of my courses. I currently run a Web-enhanced version of Stat 211 inside of eCampus. Inside of eCampus students have access to typed lecture notes, exercise solutions written by me, old exams, and versions of the publisher's PowerPoint's as edited by me. All quizzes in this course were given online.

Finally, I have a complete set of lecture notes with links to Java Applets etc. for an online Calculus I course. I use this material to augment any calculus courses that I teach. This Calculus course was first presented in the summer of 2002 and I use it as a resource for students when I teach Calculus I (such as in the Spring of 2007).

C. Courses developed

In the Fall of 2012 I taught Math 341 (Abstract Algebra) for the first time. I developed a complete set of lecture notes which I made available to my

students. I collected homework weekly and passed it back promptly along with a solution set. I found this course very rewarding, and I believe that my students did as well. I look forward to teaching it again and honing my skills.

In addition during 2012 I taught both Calc I and Calc II for the first time since Fall 2006/Spring 2007.

In the Fall of 2011 I moved from the 4th edition of the statistics text to the 5th edition. Unlike most edition changes the author made significant changes to the text. At least 50% of the material was rewritten. Tables were changed. Conditions determining which table to use were changed. Formulas changed. I knew they were mathematically the same, but they were different enough that online lecture notes, power points and solutions had to be changed. Because I have so much supportive material online for this course the work required was close to the work required in setting up a new course.

In the summer of 2007 eCampus switched from WebCt to Blackboard. Because Blackboard does not work as well as WebCt this caused major problems, and required me to do a complete overhaul of my stat 211 course. Files (including lecture notes) that were readable in WebCt were no longer readable in eCampus. In addition, a new edition of the book came out in the summer of 2007. Because my course has become so robust over the semesters, I would judge that the work I put in this summer was more than equivalent to starting a course from scratch.

Although I had never taken let alone taught Statistics, in the spring of 2006 I took over the teaching of an online Statistics course. Although this course had been offered in the past, I started from scratch and greatly increased the amount of material that is available on line. Inside of eCampus there are a

complete set of typed lecture notes (submitted with my portfolio), a complete set of PowerPoint presentations, worked homework problems (there is no solution manual for the book), and online quizzes for each section of the book. In the spring of 2008 I started writing my own applets for the course.

I have taught this course every semester since Spring 2006. Although I have many ideas for future improvements (applets), I believe this course would already look good when stacked against another web based course.

During the Fall of 2005 I worked on preparing an online version of Stat 211. This course has been offered online before; however I am not using the material from the previous instructor. This course will be offered in the Spring of 2006.

In the Fall of 2003 I developed and taught a new course "Introduction to the Concepts of Math". This is the first time this course was taught at WVU Tech.

III. SCHOLARSHIP

A. Extension of training: Short courses, seminars, institutes, reading in current literature, etc.

2012: Although I did not see a conference this year that interested me (I kept skipping them thinking the "next" would be better). I did read some material on the teaching of Statistics and Abstract Algebra. In addition I have been working on a material that may lead to a paper/talk regarding the

students t-distribution that is used in Statistics.

May 19-21, 2011 I attended USCOTS (United States Conference on Teaching Statistics).

May 17-19, 2011 I attend a pre-conference workshop "Facilitating Student Projects in Elementary Statistics"

August 5-7, 2010. I attended MathFest, an annual meeting of the Mathematical Association of America. I attended 42 talks on a variety of topics in Math and Math Education. In particular I attended many talks in the sessions in "Teaching Introductory Mathematics" and "Innovative Ideas for an Introductory Statistics Class". I knew I was going to teach introductory mathematics for the first time in approximately 10 years in the Fall and took the opportunity to get some ideas about what worked and what did not work. In addition I am always looking for ways to improve my statistics class

January 5-8, 2009. I attended the annual Joint Meeting of the Mathematical Association of America and the American Mathematical Society in Washington D.C. In addition to attending 37 talks, I gave a talk based on my work writing flash applets for an introductory statistics course; "Interactive Tools for Exploring the Standard Normal Curve and More". This talk was based on the work I did writing flash applets the summer/fall of 2008. The talks I attended were mainly from the sessions "Demos and Strategies with Technology that Enhance Teaching and Learning Mathematics", "Mathlets for Teaching and Learning Mathematics", "Statistics Resources on the Web "

Throughout 2009 I have done some work on additional applets my beginning statistics course.

July 14 – July 17, 2008 I attended

“Teaching Introductory Statistics

East Tennessee State University, Johnson City, TN

Presented by Roger Woodard, North Carolina State University; &
Scott McDaniel, Middle Tennessee State University

The Consortium for the Advancement of Undergraduate Statistics Education (CAUSE) in conjunction with East Tennessee State University is sponsoring this 4 day workshop on teaching introductory statistics. The workshop will expose participants to current ideas in teaching and planning a course on introductory statistics and will explore many topics in the development and improvement of an introductory statistics course. The workshop will begin with methods of planning a course to highlight key concepts. Participants will then move on to the building and planning hands-on activities. Participants will also explore CAUSEweb.org, an online digital library of statistics teaching materials. The workshop will also help participants develop assessment strategies and instruments that identify student learning.”

June 9 - June 13, 2008. I attended a weeklong MAA PREP workshop Flash in the Valley: Creating Mathlets with Adobe Flash. As a result of this workshop I have written 3 applets to use with my online statistics course and hope to add more as time permits.

“Educators interested in developing interactive, web-based learning materials have an exciting and powerful tool in Adobe’s Flash Professional programming environment. Many websites use Flash applets to facilitate multimedia effects and user interactions. However, most books on Flash development are not written with educational

applications in mind. This workshop will provide carefully prepared, face-to-face training for educators in the form of demonstrations, computer lab sessions, and supervised projects. Each participant will learn how to manage basic user interactions such as text input and output, mouse clicks, and dragging objects on the screen, and these interactions will be presented in the context of examples focused on calculus and discrete mathematics instruction.

Each participant will develop a learning object for an area of mathematics in which they have special interest, and these projects will be shared at the end of the week as both presentations and additional resources for all of the other participants.

January 6-9, 2008. I attended the annual Joint Meeting of the Mathematical Association of America and the American Mathematical Society in San Diego, CA. There were 5 hours of talks on "College Algebra: Concepts, Data and Models", 7 hours of talks on "Crossing the Bridge to Higher Mathematics: What works and Why", 6 hours of talks on "Demo's and Strategies with Technology that enhance teaching and Learning Mathematics", 7 hours of talks on "Great Activities for an Introductory Statistics Class", 7 hours of talks on "Innovative and Effective Ways to Teach Linear Algebra", and 4 hours of talks on "MathLets and Web Resources for Mathematics and Statistics Education". I could not attend every talk in every one of these sessions since some of them conflicted, but I attended at least $2/3$ and probably close to $3/4$ of them.

August 6-10, 2007 I participated in the NSF funded workshop "Enhancing the Problem Authoring Capabilities of WeBWork". This was a true workshop where we all worked 8 hours a day, sometimes together, sometimes in small groups and sometimes separately. I am very proud of the work I/we did that week.

August 3-5, 2007, I attended the annual summer meeting of the Mathematical Association of America known as MathFest. At this event I learned innovative teaching techniques for both my online and traditional courses.

May 10, 2007 I attended the faculty development workshop "Rebuilding your course in eCampus 4.x".

February 23-24, 2007, I attended the WV Higher Education Symposium on Mathematics Education held at the Caperton Center in Clarksburg, WV.

January 5-8 2007 I attended the annual Joint Meeting of the Mathematical Association of America and the American Mathematical Society in New Orleans, LA. I mainly went to talks hosted by the MAA on teaching strategies and innovations.

In August of 2006 I attended three faculty development seminars hosted by WVU Tech at the beginning of the fall semester.

In January of 2006 I completed the workshops "Designing with Vista" and "Teaching with Vista" run by Kathy Fletcher, WVU Office of Information Technology.

From August 16-18, 2005 I attend 3 Faculty development training sessions.

From August 4th, 2005 through August 6th, 2005, I attended the National Meeting of the Mathematical Association of America known as MathFest in Albuquerque, New Mexico. This conference is centered on innovations in the teaching of Mathematics at the college level and how mathematics relates to the non-mathematical world.

On May 10, 2005 I participated in a 5 hour workshop on WebCT Vista.

On March 24th, 2005 I attended a training course for "Burnout".

On January 6th, 2005 I attended Ferpa training.

On October 7th 2004 I attended the Distance Education Brown Bag Luncheon program, "Migrating WVU to WebCT Vista,". The program was a video conference originating from Morgantown.

On August 18, 2004 I attended WVU Faculty Development Workshops entitled "Effective Grading and Assessment", "Introduction to WebCT vista", and "Banner Web".

On November 6, 2003 I attended a WVU Faculty Development Workshop on ADA training. The workshop was given by Jennifer McIntosh, Executive Officer for Social Justice.

On Nov 5, 2003 I attended a WVU Faculty Development Workshop given by Jennifer McIntosh. The purpose of the workshop was to provide training for searches.

From July 31 to August 2, 2003 I attended Mathfest, the national meeting of the Mathematical Association of America. All meetings of the MAA concentrate on the effective teaching of Mathematics.

In May 19th and 20th, 2003 I attended the First Annual Northeast Regional WebCT Conference in Philadelphia, PA.

Between January 7th and January 9th of 2003 I attended 3 faculty development

workshops at WVU Tech. FrontPage Intermediate, Training for Searches, and Banner & Campus Pipeline.

In the Spring of 2002 I audited a course in the Java Programming Language taught at WVU Tech by Don Smith.

January 6-9, 2002, I attended the Joint Meeting of the American Mathematical Society and the Mathematical Association of America held in San Diego, California. This was a national meeting for both organizations.

I attended the 14th Annual International Conference on Technology in Collegiate Mathematics on November 1 - 4, 2001. This conference emphasizes the way that technology can be used to either present online courses and/or enhance teaching effectiveness in the classroom.

In the fall of 2001 I attended a 9 week training session on WebCT organized by Barbara Crist and Andrew Blackwood.

August 16th I attend a 3 hour "advanced" session on Front Page as part faculty development.

I spent the summer of 2001 working on an online Calculus I course which I hope to have running by the summer of 2002.

From August 3 - 5, 2000, I attended Mathfest, a conference devoted to strengthening and enhancing the teaching of mathematics. This annual meeting is a national meeting of the Mathematics Association of America and was held in Los Angeles California.

From May 8 through May 11, 2000, I attended WebCt Master Track training. Although events of the summer did not allow me move my web documents over

to a WebCt environment I feel that this very informative course gave me firm ground on which to build.

On April 4, 2000 I attended WVU's Computing and Technology Fair. The talks presented at this event help me to remain current in my use of Technology in the classroom.

On August 18, 1999 I attended WVU Tech's Faculty Development Workshop "Web CT". On August 19, 1999 I attended two WVU Tech Faculty Development Workshops. The first was titled "The Connecting WVU Tech" and the second was titled "EEO/ADA".

From July 31 to August 2, 1999 I attended Mathfest in Providence, Rhode Island. This event is a national meeting of the Mathematical Association of America. Topics at this event focused on the teaching of mathematics.

On July 30, 1999 I attended the Calculus Consortium for Higher Education's Seventh Annual Conference on the Teaching of Mathematics.

On May 13, 1999 I attended two 3 hour long WVU faculty development sessions in Morgantown; "Web Page Design: An Introduction to Front Page" and "Web Page Design: Using WebCT, A Course Management System"

On April 16, 1999 I attended the Satellite Video conference "Innovative Uses of the Web to Enhance Learning" from 1:30 - 3:00 PM.

On April 8, 1999 I attended a full day of talks at the West Virginia University Computing and Technology Fair sponsored by WVU's Office of Academic Computing. This even concentrated on the ways technology can be used to augment teaching effectiveness.

On March 27, 1999 I attended the spring conference of the West Virginia

Mathematical Association of Two Year Colleges in Saulsville, WV. This event concentrated on techniques for teaching the first two years of college mathematics

From 4:30 - 6:45 on March 17, 1999 I attended a workshop presented by Irwin/McGraw-Hill Publishers. This event focused on using online sites associated with textbooks to enhance teaching effectiveness.

From August 20 to 21 of 1998 I attended 4 faculty development workshops. The titles were "Learning Disabilities", "Liability in the Classroom", "Student Retention" and "Student Advising".

In August of 1997 I participated in an all day faculty workshop on Microsoft PowerPoint. There I learned how to use PowerPoint to write presentations. At the end of the workshop I wrote my own five page presentation.

I attended the sixth annual West Virginia University Computing and Technology Fair, sponsored by the WVU office of Academic Computing. The fair was held on March 18-19, 1997 at West Virginia University, Morgantown, WV.

I have attended several seminars on the Internet. As a result I have a home page at <http://www.wvutech.edu/~smbart>. I use my web page, as well as e-mail, to interact with students.

In January of 1994, I attended an AMS meeting in Cincinnati, Ohio. While there I attended a full two days of seminars on the use of the computer programs MatLab, Mathematica and Derive in the classroom.

I read the college mathematics journal Focus and the Notices of The American Mathematical Society.

I have become familiar with Math Cad.

B. Professional Societies

1. Membership:

Mathematical Association of America (MAA)

2. Participation in activities:

I attended a national meeting of the MAA Aug 5-7 2010

I attended (and gave a talk) at a national meeting of the AMS and MAA Jan 5-8, 2009

I attended a national meeting of the AMS and MAA Jan 6-9, 2008

I attended a national meeting of the MAA, Aug 3-5, 2007

I attended the Joint meeting of the AMS and MAA Jan 5-8, 2007

I attended a national meeting of the MAA from August 4-6, 2005

I attended a national meeting of the MAA, July 31 to Aug 2, 2003

I attended a national meeting of the AMS and MAA, Jan 6-9, 2002

I attended a national meeting of the MAA, Aug 3 - 5, 2000.

I attended a national meeting of the MAA, July 31 - August 2, 1999.

I attended a WVMATYC conference on March 27, 1999.

I attended a national AMS conference in January of 1994.

C. Publications:

"The Real Spectrum of Higher Level of a Commutative Ring", Can. J. Math. Vol. 44(3), 1992 pp. 449-462

"Extensions of orderings of higher level on rings", Math. J. Okayama Univ. Vol 35, 1993

I am listed as a contributing author of the Dictionary of Algebra, Arithmetic, and Trigonometry, edited by Steven G. Krantz. Copyright 2001 by CRC Press LLC

- D. **Research:** Over the summer of 1998 I defined 100 terms for a CRC Math Dictionary (see above). These terms were from current mathematical literature and publications and each required significant study before I had a clear enough understanding that I could write a definition. I spent over 80 hours inside the libraries of WVU, Marshall, Ohio State University (Columbus) and Ohio University. And even more hours at home with the material I had xeroxed from Journals etc. while in the Libraries.

IV. SERVICE

A. **Committee assignments.**

1. **Committees on which I presently serve.**

- Faculty Welfare, 2009 –
- Math and Science Bowl Committee, Chair 2005-2012
- Math Field Day Committee for Resa III, 2005-2012
- Math Field Day Committee for County Competitions, 2005-2012.

Committees on which I have previously served.

- Faculty Evaluation Committee (Spring 2011)
- Personal Review Committee (BHS) 1998-1999
- Faculty Status Committee 2003 -2006, Chair 2003-4, 2004-5
- Student Issues Task Force 1998-1999

- Chair, Elections Committee of the Faculty Assembly 2000.
- Faculty Assembly Council, 2003 – 2006
- Election Committee, Spring 2005.
- Cluster Committee “E” (BHS) 2001
- Student Issues Task Force (one meeting Feb 4, 2000)
- Personal Review Committee (BHS) 1997-1999
- Student Grievance Committee 1996-2003, Chair 1997, 1999, 2002
- Student Faculty Discipline Committee 1997-2004
- Math Search Committee Spring 2003, Spring 2004
- Nominating Committee, Chair, Spring 2004

3. Summary of activity level.

I am an active participant in each of the above committees.

4. Meeting attendance/time spent.

Fall 2012	44 hours
Spring 2012	12 hours
Fall 2011	29 hours
Spring 2011	28 hours
Fall 2010	36 hours
Spring 2010	10 hours
Fall 2009	37 hours
Spring 2009	10 hours
Fall 2008	67 hours
Spring 2008	10 hours

Fall 2007	42 hours
Spring 2007	14 hours
Fall 2006	40 hours
Spring 2006	10 hours
Fall 2005	63 hours
Spring 2005	39 hours
Fall 2004	5 hours
Spring 2004	32 hours
Fall 2003	17 hours
Spring 2003	37 hours
Fall 2002	4 hours
Spring 2002	7 hours
Fall 01	2 hours
Spring 01	16 hours
Fall 00	2 hours
Spring 00	8 hours
Fall 99	1 hour
Spring99	6 hours
Fall 98	5 hours
Spring 98	20 hours
Fall 97	12 hours
Spring 97	10 hours

B. Student Recruitment:

An effort is made at the Math and Science Bowl to recruit students.

C. Special Assignments:

1. I organized the Twenty-Fifth Annual Math and Science Bowl which

took place on Nov 15, 2012.

2. I organized the Twenty-Fourth Annual Math and Science Bowl which took place on Nov 17, 2011
3. I organized the Twenty-Third Annual Math and Science Bowl which took place on November 18, 2010.
4. I organized the Twenty-Second Annual Math and Science Bowl which took place on November 17, 2009.
5. I organized the Twenty-First Annual Math and Science Bowl which took place on November 20, 2008.
6. April 19, 2008 I represented the Math Department at Spring Open House.
7. On November 15, 2007 I organized the Twentieth Annual Math and Science Bowl. This event brought students from 9 high schools to WVU Tech.
8. On October 23, 2007, I attended the RESA III Science, Math and Technology Consortium meeting.
9. On October 15, 2007 I represented WVUTech and an organizational meeting that introduced WvEb to faculty in institutions of higher learning from across the state. (Although it was decided that this online College Algebra and Trigonometry course was not something we needed at our campus).
10. In the Fall of 2006 I organized the Nineteenth Annual Math and Science Bowl. All the evaluations commented on how smooth the event ran. I

graded exams at two different Math Field days (Resa III and Fayette Co.).

11. In the Fall of 2005 I organized the Eighteenth Annual Math and Science Bowl. All the evaluations commented on how smooth the event ran. I graded exams at two different Math Field days (Resa III and Fayette Co.). I represented my department at Tech's Open House. I helped two evenings with the Computer Science Department's "Camp Stem". In the fall of 2005 one of my courses was cancelled due to low enrollment. In its stead I was assigned 5 hours a week of tutoring for retention. This was accomplished through hours in the Library tutoring and extra hours in the Math Lab tutoring.
12. In the Fall of 2004 I organized the Seventeenth Annual Math and Science Bowl. This event was attended by teams from 10 regional highschools. The evaluations received were very good. A good impression was made on students and their accompanying sponsors/teachers.
13. In the Fall of 2003 I organized the Sixteenth Annual Math and Science Bowl. This event once again attracted a wide variety of schools. Ten teams registered to participate and although poor weather kept several teams away the event received very good reviews from the schools that attended. Once again the event was attended from teams as far away as Bluefield and Hurricane.
3. In the Fall of 2002 I organized the Fifteenth Annual Math and science Bowl. This event attracted students for high schools as far away as Bluefield and Hurricane. This year schools could register over the internet. The event was a huge success.

4. In the Fall of 2001 I organized the Fourteenth Annual Math and Science Bowl. This event attracted students from 11 different high schools ranging from Bluefield to St. Albans. Once again this double elimination tournament was a huge success. This event was funded by a grant from Union Carbide that Mary Bradford and I obtained.
5. In the Fall of 2000 I organized the thirteenth annual Math and Science Bowl. Once again this double elimination tournament was a huge success. Last December, after having received 1 year of a grant from Union Carbide, I submitted a project summary. And with the help of Mary Bradford I submitted a request for an additional two years. That request was granted. This December I am submitting my final project summary, and hope to receive the final 2 years of the originally stipulated five year grant.
6. In the Fall of 1999 I organized the twelfth annual Math and Science Bowl. This year I helped Mary Bradford apply for a five year grant from Union Carbide. We received this grant and were able to buy some much needed equipment and make other improvements in our event.
6. In the Fall of 1998 I organized the eleventh annual Math and Science Bowl. In order to improve the event I expanded it to a double elimination tournament. In addition, I arranged for it to become a preliminary round of the National Science Bowl sponsored by the U.S. Department of Energy. This made the event more meaningful for the students and allowed WVU Tech to receive outside grant money from RESA III to pay for the expenses incurred. The event was considered a success by all participants.
7. In the spring of 1998 I organized the tenth annual Math and Science Bowl. The attempts I made to improve the event were well received,

and once again the event was a success.

8. In the spring of 1997 I ran the ninth annual Math and Science Bowl. This academic competition was rated a success by those high schools that attended. Participation increased from 11 to 13 schools.

9. In the spring of 1996, I took over the organization and operation of the Eighth Annual Math and Science Bowl. Attendance increased from 7 to 11 schools. Questionnaires showed that the event was considered a success and a distinct improvement over the previous years event. I achieved this (in part) by the following; Changing the presentation (locale, hospitality, etc.), typing the questions to make them legible, throwing out the worst questions and changing the wording on many others, and getting rid of duplicate questions. I also wrote a series of Internet pages connected to the event.

D. COMMUNITY ACTIVITIES:

In the Spring of 2012 I helped grade Math Field Day tests for Fayette County and Resa III. I wrote one question for these exams.

In the Spring of 2011 I helped grade Math Field Day Tests for Fayette County and Resa III. I also served as a Judge at the Science Fair.

In the Spring of 2010 I helped grade the Math Field Day tests for Fayette County and Resa III.

In the Spring of 2009 I helped grade the Math Field Day tests for Fayette County and Resa III.

In the Spring of 2008 I helped grade the Math Field Day tests for Fayette County and for Resa III.

On March 15, 2008 I judge at the Science Fair hosted by Tech.

In the Spring of 2007 I helped grade the Math Field day tests for Fayette County and Resa III.

In the spring of 2006 I helped grade the Math Field Day tests for Fayette County and for Resa III. (total 16 hours work minimum). I also served as the judge of the Investigatory Projects Division in Mathematics at the 2006 Central and Southern West Virginia Regional Science and Engineering Fair.

In the spring of 2005 I helped grade the Math Field Day tests for Fayette County and for Resa III. (total 16 hours work minimum). I also served as the judge of the Investigatory Projects Division in Mathematics at the 2005 Central and Southern West Virginia Regional Science and Engineering Fair.

In the Fall of 2005 I organized the Eighteenth Annual Math and Science Bowl

In the spring of 2004 I helped grade with the tests for Fayette County Math Field Day, and Resa III Math Field Day, and Resa IV Math Field Day. Each of these events lasted the entire day.

In the February of 2003 I worked as a grader at Fayette County's Math Field Day. In March of 2003 I worked as a grader at Resa III's Math Field Day as well as Resa IV's Math Field Day.

I volunteered as a Science Judge at East Bank Middle School's Science and Social Science Fair on January 29th 2003.

I worked as a grader for Fayette County Math Field Day, in the springs of 1995-2002, and as a grader for Resa III's Math Field Day in the Springs of 2000,2001, and 2002. In the Spring of 2000 I also graded for Resa IV's Math Field Day. I have also been a judge at the WVU Tech's Science Fair during the springs of 1997 - 2000. The Math and Science Bowl mentioned under special assignments above also served the community.