

Barry Minemyer

Assistant Professor

Mathematical and Digital Sciences

Name: Dr. Barry Minemyer

Campus Phone: 389-4103

Department: Mathematical and Digital Sciences

Department Chairperson: Dr. Curt Jones (campus phone 4500)

Department Tenure Committee Chair: Dr. Kevin Ferland (campus phone 4502)

Date of Appointment: August 2017

Years of Service by End of Current Academic Year: 4

Date of Application: December 31, 2020

Section One: Background Information

A. Education Credentials

Institution	Degree	Major	Dates Attended	Date of Degree
Binghamton University	Ph. D.	Mathematics	2009-2013	August 2013
Binghamton University	M. A.	Mathematics	2007-2009	May 2009
Penn State Altoona	B. S.	Mathematics	2003-2007	May 2007

B. Teaching/Faculty Background

Institution	Rank	From/To	Years	Status
Bloomsburg University	Assistant Professor	2017-Present	4	Full-time
The Ohio State University	Ross Assistant Professor	2014-2017	3	Full-time
Alfred University	Assistant Professor	2013-2014	1	Full-time
Binghamton University	Graduate Teaching Assistant	2007-2013	6	Full-time

C. Other Work Experience

None.

D. Official Graduate Transcripts

Attached.

Official Academic Transcript from:
BINGHAMTON UNIVERSITY
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4400 VESTAL PARKWAY EAST
BINGHAMTON, NY 13902-6000

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State University of New York at Binghamton
Binghamton, New York 13902-6000

Date of Birth: 06-MAY-1985
Student ID: B00171243
SSN: *****5194

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BLOOMSBURG, PA 17815-8904

Transcript key:
<https://www.binghamton.edu/registrar/student/transcripts/transcript-key.html>

Course Level: Graduate
Only Admit: Fall 2007

Current Program
Doctor of Philosophy
Program : Harpur Doctor of Philosophy
College : GD Harpur
Major : Mathematics

Comments:
9 07 ADMITTED TO GD HARPUR

Degree Awarded Master of Arts 17-MAY-2009
Primary Degree
Program : Harpur Master of Arts
College : GD Harpur
Major : Mathematics

Degree Awarded Doctor of Philosophy 16-AUG-2013
Primary Degree
Program : Harpur Doctor of Philosophy
College : GD Harpur
Major : Mathematics

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
INSTITUTION CREDIT:			
Fall 2007			
GD Harpur			
Mathematics			
MATH 501	PROBABILITY	4.00 A-	14.80
MATH 507	LINEAR ALGEBRA&MATRIX THEORY	4.00 A	16.00
MATH 513	GENERAL TOPOLOGY I	4.00 A	16.00
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 46.80 GPA: 3.90			
Good Standing			
***** CONTINUED ON NEXT COLUMN *****			

SUBJ NO.	COURSE TITLE	CRED GRD	PTS R
Institution Information continued:			
Spring 2008			
GD Harpur			
Mathematics			
MATH 503	ALGEBRA I	4.00 A	16.00
MATH 505	ANALYSIS I	4.00 A	16.00
MATH 517	ALGEBRAIC TOPOLOGY I	4.00 A	16.00
Ehrs: 12.00 GPA-Hrs: 12.00 QPts: 48.00 GPA: 4.00			
Good Standing			
Fall 2008			
GD Harpur			
Mathematics			
MATH 518	Algebraic Topology II	4.00 A	16.00
MATH 525	Rings And Algebras I	4.00 A	16.00
MATH 590T	Toeholds in Topology	1.00 A	4.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00			
Good Standing			
Spring 2009			
GD Harpur			
Mathematics			
MATH 504	Algebra II	4.00 A	16.00
MATH 597	Independent Work	1.00 A	4.00
MATH 601A	Differentiable Manifolds	4.00 A	16.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00			
Good Standing			
Fall 2009			
GD Harpur			
Mathematics			
MATH 580A	Topics In Combinatorial Analy.	4.00 A	16.00
MATH 590T	Toeholds in Topology	1.00 A	4.00
MATH 601A	Riemannian Geometry	4.00 A	16.00
Ehrs: 9.00 GPA-Hrs: 9.00 QPts: 36.00 GPA: 4.00			
Graduate Good Standing			
***** CONTINUED ON PAGE 2 *****			

Amber Stallman

OFFICE OF THE REGISTRAR
State University of New York at Binghamton
Binghamton, New York 13902-6000

Date of Birth: 06-MAY-1985
Student ID: B00171243
SSN: *****5194

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SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R	SUBJ NO.	COURSE TITLE	CRED	GRD	PTS	R
Institution Information continued:						Institution Information continued:					
Spring 2010						Spring 2012					
GD Harpur						GD Harpur					
Mathematics						Mathematics					
MATH 590T	Toeholds in Topology	1.00	A	4.00		MATH 699	Dissertation	1.00	S	0.00	
MATH 601A	Geometric Analysis	4.00	A	16.00		Ehrs: 1.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00		
MATH 601B	Geometric Group Theory	4.00	A	16.00		Graduate Good Standing					
Ehrs: 9.00	GPA-Hrs: 9.00	QPts: 36.00	GPA: 4.00			Fall 2012					
Graduate Good Standing						GD Harpur					
Fall 2010						Mathematics					
GD Harpur						MATH 699					
Mathematics						Dissertation					
MATH 565	Topology Seminar I	1.00	A	4.00		Ehrs: 1.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00		
MATH 601A	Characteristic Classes	4.00	A	16.00		Graduate Good Standing					
MATH 604	Adv Topics:In Theory Of Groups	4.00	A	16.00		Spring 2013					
Ehrs: 9.00	GPA-Hrs: 9.00	QPts: 36.00	GPA: 4.00			GD Harpur					
Graduate Good Standing						Mathematics					
Spring 2011						MATH 699					
GD Harpur						Dissertation					
Mathematics						Ehrs: 1.00					
MATH 506	Anaylsis II	4.00	A	16.00		GPA-Hrs: 0.00					
MATH 565	Topology Seminar I	1.00	A	4.00		QPts: 0.00					
MATH 601A	Morse Theory	4.00	A	16.00		GPA: 0.00					
Ehrs: 9.00	GPA-Hrs: 9.00	QPts: 36.00	GPA: 4.00		Graduate Good Standing						
Graduate Good Standing						Last Standing: Graduate Good Standing					
Fall 2011						Summer 2013					
GD Harpur						GD Harpur					
Mathematics						Mathematics					
MATH 699	Dissertation	1.00	S	0.00		MATH 699					
Ehrs: 1.00	GPA-Hrs: 0.00	QPts: 0.00	GPA: 0.00			Dissertation					
Graduate Good Standing						Ehrs: 1.00					
***** CONTINUED ON NEXT COLUMN *****						GPA-Hrs: 0.00					
						QPts: 0.00					
						GPA: 0.00					
						***** CONTINUED ON PAGE 3 *****					

Amber Stallman

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***** TRANSCRIPT TOTALS *****				
	Earned Hrs	GPA Hrs	Points	GPA
TOTAL INSTITUTION	83.00	78.00	310.80	3.98
TOTAL TRANSFER	0.00	0.00	0.00	0.00
OVERALL	83.00	78.00	310.80	3.98
***** END OF TRANSCRIPT *****				



Amber Stallman

Amber Stallman, Director of Financial Aid and Student Records

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Section Two: Effective Teaching and Fulfillment of Professional Responsibilities

A. Narrative on Teaching and Fulfillment of Professional Responsibilities

Like every faculty member at Bloomsburg University, I have different “teaching philosophies”. For example, I put a much larger emphasis on understanding concepts as opposed to memorizing procedures, since understanding lasts forever. I try to help students develop their written communication skills, since this is an important skill in nearly every career. I work hard to create an open and friendly classroom environment in order to encourage classroom discussion, and to help make students feel comfortable approaching me about any issue they may have. But the promotion application guidelines say that this narrative should “explain the significance of the information which follows”. And the common theme that you will see in the information that follows in this application is *how much I care about my students’ success*. This drives me to work tirelessly to help my students succeed.

One of the many reasons why I care so much about the success of our students at BU is because of how much our typical student reminds me of me. At Bloomsburg University we are lucky to have a diverse collection of students who come from a diverse set of backgrounds. But, being a regional state school, we have a disproportionate number of students who come from a low socioeconomic status. I am a first-generation college student who grew up in rural Pennsylvania. I grew up in a low-income family in the sense that we qualified for free or reduced lunch every year of my childhood. I now live a life that is better than anything that I ever dreamed was possible. What caused this difference in my life is education, and the many faculty members and other people who helped me every step along the way. My goal as an educator is to help guide my students toward a successful future much like my professors did for me, and I work incredibly hard to try to do the best job at this as I can.

You will find my cumulative student evaluations in Table 1 below. I want to place special emphasis on Questions 2, 3, and 15 of the student evaluations, which demonstrate that my students see how hard I work to help them be successful. In Table 3 you will see my grade distributions, which demonstrate that I maintain high standards for my students. After all, the education is what really matters. My terrific colleagues in the Department of Mathematical and Digital Sciences have taken notice of how hard I work on behalf of my students, as demonstrated by their very kind teaching evaluations in the appendices of this application. The same applies to my department chairperson and his evaluations. Finally, my colleagues in the College of Science and Technology have realized how much I do for my students, as recognized by the College awarding me one of two 2019 Faculty Teaching Awards.

I would like to end this narrative with a “Thank You” note I received from a student. This student, Seth Pletcher, was an ACE student who took Calculus 1 and 2 (Math 125 and 126) with me during the 2018-2019 academic year. Seth said: *I want to thank you for a year of certainly the highest quality of education I have received in my life. Your ability to make the hardest material I have ever covered seem not only surmountable but interesting has been truly inspiring. I appreciate your focus on the student, the utility of your office hours, personal direction in class, and perfect use and placement of anecdotes and jokes throughout. Again, I just want to thank you for an amazing two semesters, for enlightening the education of something as hard as calculus, and making a couple rooms at Bloom feel welcoming, if only for a year. Thank You So Much!*

B. Bloomsburg University Teaching History

Number	Course Title	Taught (# of Sections)
Math 492	Independent Study in Advanced Linear Algebra	F-20 (1)
Math 492	Independent Study in Differential Geometry	Sp-20 (1)
Math 492	Independent Study in Algebraic Topology	Sp-19 (1)
Math 421	Real Analysis	Sp-19 (1)
Math 405	Introduction to Abstract Algebra	F-20 (1)
Math 314	Linear Algebra	F-18 (1)
Math 225	Calculus 3	F-19 (1)
Math 126	Calculus 2	Sp-19 (2)
Math 125	Calculus 1	F-18 (2)
Math 123	Essentials of Calculus	F-20 (1), F-19 (1), Sp-18 (2)
Math 109	College Algebra	F-20 (3), Sp-20 (3), W-19 (1), F-19 (2), Su-19 (1), Sp-19 (2), W-18 (1), Su-18 (1), F-17 (2)
Math 101	Mathematical Thinking	F-18 (2), Sp-18 (3), F-17 (2)

C. Summary Tables of Student Evaluations and Grade Distributions

Table 1. Cumulative responses from all evaluations given during fall and spring semesters, excluding the Spring 2020 semester.

Sessions Included: Fall 2017 - Fall 2020, excluding Spring 2020.

Students Enrolled (not including withdrawals): 714.

Students Responding: 537.

Response Rate: $537/714 \approx 75.2\%$.

	A	B	C	D	E	N/R	AB%
1. My initial interest in this course was . . .	168	115	169	57	24	4	52.7%
Frequency with which instructor . . .							
2. showed enthusiasm for teaching.	506	30	1	0	0	0	99.8%
3. was prepared for class.	477	59	1	0	0	0	99.8%
4. used specified grading procedures.	491	44	2	0	0	0	99.6%
5. explained evaluation of student's performance.	425	95	15	2	0	0	96.8%
6. made explanations that were clear and to point.	415	102	19	0	1	0	96.3%
7. Conveyed significance of subject matter.	426	90	17	1	2	1	96.1%
8. facilitated independent thinking.	410	94	29	3	1	0	93.9%
9. encouraged student involvement.	448	66	17	6	0	0	95.7%
How has this course helped you progress in . . .							
10. comprehension of terminology.	316	159	50	7	1	4	88.5%
11. knowledge of fundamental theories.	349	139	43	5	1	0	90.9%
12. improvement of problem solving skills.	347	144	34	11	1	0	91.4%
13. understanding how to gain new knowledge.	317	146	59	13	2	0	86.2%
14. enhancement of communication skills.	272	141	91	23	8	2	76.9%
Rate the course and instructor.							
15. I rate this instructor as . . .	464	57	11	1	0	4	97%
16. I rate this course as . . .	246	187	84	14	1	5	80.6%
17. I rate the course materials as . . .	235	184	88	15	7	8	78%

Right now, the application formatting guideline says to summarize the above data in various ways. And I will point out a few highlights now. But I think that the numbers in the right-most column of Table 1 speak for themselves, as they come from courses taught at all levels of our curriculum. Questions 2 through 9, and question 15, are the questions on the student evaluation form that directly address the quality of the instructor. As you can see in Table 1, I had an AB% of 93.9% or better on every one of these questions. To restate that for emphasis, *I was rated as "excellent" or "above average" by 93.9% or more of all respondents on every instructor-related question on the student evaluation.* I would especially like to point out the AB% for questions 2 and 3, which reflect how hard I work to be as good of a teacher as I can possibly be.

Note that Table 1 does not include my summer and winter classes, as well as spring 2020 (which is optional due to the COVID pandemic). This is not because those results are poor, but rather I

decided to omit those evaluations purely due to the response rate. My response rate for those classes is typically below 30%, whereas my response rate for in-person classes is over 80% (my overall response rate dropped to 75.2% from my online evaluations from the Fall 2020 semester). So I did not want those classes to negatively effect my response rate. But all of those evaluations are available in my supporting documents, and the numbers there are similar to the percentages in Table 1.

One final point about Table 1 is that I like to compare question 1 “My initial interest in this course was . . .” with question 16 “I rate this course as . . .”. I feel as if any improvement, or decline, in the responses in this question are at least partially due to the quality of the instructor. This is summarized in the following Table 2.

Table 2. Comparing question 1 to question 16. In this table, I assigned four points for every response of “A”, three points to every “B”, two points to every “C”, one point to every “D”, and zero points to every “E”. I also dropped all “no responses”.

Question	Mean
1. My initial interest in this course was . . .	2.65
16. I rate this course as . . .	3.25

While the numbers in Table 2 may not jump off the page, they correspond to about a 22.5% increase in student interest in the class! I have taught a lot of sections of College Algebra (Math 109), which is an introductory level math class that is mainly taken by COST majors. My hope is that, if students gain a greater interest in mathematics in their early-level math classes, then this will translate into them being more successful in their upper-level math classes.

Grade Distributions

Course	Term	A	A-	B+	B	B-	C+	C	C-	D+	D	F	Total
Math 101 (2109)	F17	5	2	5	6	3	2	4	4	3	2	3	39
Math 101 (2110)	F17	3	1	3	8	5	3	4	3	2	2	4	38
Math 109 (2122)	F17	4	1	2	3	1	4	6	0	2	3	6	32
Math 109 (2123)	F17	2	2	1	0	1	2	2	1	0	2	7	20
Math 101 (1610)	Sp18	6	3	0	5	3	4	5	5	1	3	3	38
Math 101 (1611)	Sp18	3	1	4	5	3	1	6	1	3	4	8	39
Math 101 (1612)	Sp18	10	2	1	4	5	1	1	1	6	2	3	36
Math 123 (1629)	Sp18	7	2	2	3	2	0	3	3	2	3	3	30
Math 123 (1630)	Sp18	1	0	2	2	1	2	1	0	0	2	1	12
Math 109 (1144)	Su18	2	1	0	0	1	1	0	0	1	0	3	9
Math 101 (1187)	F18	5	2	3	5	2	0	4	2	1	7	5	36
Math 101 (1192)	F18	8	4	2	1	4	1	8	1	1	5	1	36
Math 125 (2239)	F18	2	0	2	0	1	1	4	3	2	3	4	22
Math 125 (2240)	F18	4	4	3	2	4	0	3	3	3	1	4	31
Math 314 (2255)	F18	1	2	3	1	3	0	2	1	0	0	1	14
Math 109 (1006)	W18	3	2	0	4	0	3	4	1	2	0	3	22
Math 109 (2375)	Sp19	3	2	2	6	3	4	1	1	2	3	0	27
Math 109 (2376)	Sp19	4	1	0	2	0	0	6	2	2	1	5	23
Math 126 (2390)	Sp19	1	1	1	1	0	3	1	0	1	0	8	17
Math 126 (2391)	Sp19	6	0	4	1	2	2	1	1	0	0	10	27
Math 492 (2930)	Sp19	1	0	0	0	0	0	0	0	0	0	0	1
Math 109 (1128)	Su19	6	2	0	1	1	3	1	1	2	2	2	21
Math 109 (1173)	F19	2	0	1	2	4	0	1	6	0	3	3	22
Math 109 (1175)	F19	4	4	2	2	0	6	1	3	0	0	6	28
Math 123 (2096)	F19	6	3	8	0	1	3	0	2	0	3	3	29
Math 225 (2109)	F19	4	0	2	4	2	4	2	1	0	3	0	22
Math 109 (1017)	W19	3	0	2	1	0	0	1	1	0	1	2	11
Math 109 (2294)	Sp20	10	1	1	0	4	0	4	3	0	2	2	27
Math 109 (2295)	Sp20	11	3	0	1	2	1	0	0	1	3	3	25
Math 109 (3143)	Sp20	3	4	0	1	2	4	0	1	2	5	5	27
Math 421 (2331)	Sp20	4	1	2	1	0	0	1	1	1	1	0	12
Math 492 (3386)	Sp20	2	0	0	0	0	0	0	0	0	0	0	2
Math 109 (1077)	Su20	3	1	2	2	1	0	4	2	1	0	0	16
Math 109 (4153)	F20	3	2	1	2	0	2	1	0	1	2	7	21
Math 109 (4154)	F20	2	2	1	1	1	2	4	0	1	1	4	19
Math 109 (4155)	F20	6	1	1	2	0	1	4	1	0	2	2	20
Math 123 (1939)	F20	3	0	2	1	3	5	2	0	1	2	5	24
Math 405 (1955)	F20	5	0	0	0	1	1	4	0	0	1	0	12
Math 492 (3389)	F20	3	0	0	0	0	0	0	0	0	0	0	3
Total		161	57	65	80	66	66	96	55	44	74	126	890
Percent		18.1	6.4	7.3	9	7.4	7.4	10.8	6.2	4.9	8.3	14.2	100

Table 3 (on previous page). Grade distributions from every class that I have taught at Bloomsburg University. Note that the table does not include withdrawals.

The average (mean) GPA from all of my classes is approximately a 2.31, and the median GPA is a 2.33 (C+). It is worth pointing out here that my strong student evaluations listed in Table 1 are clearly not just because of my classes being easy. I earned those high evaluations from students while holding high standards in my classes. My students appreciate how I have high expectations for them, but then work incredibly hard with them to help them achieve those goals.

Finally, note that the final letter grades in Table 3 do not line up perfectly with the cumulative grade distribution in my supporting materials. This is because of the pass/fail option during the Spring 2020 semester. The grade distribution provided by the Registrar's office removed grades that students switched to "P's", whereas in Table 3 I recorded the actual grade earned by those students.

D. Fulfillment of Professional Responsibilities

Student advisement. I have officially been an academic advisor for the past two academic years. When asked a question by an advisee, I figure out the answer and respond in a timely manner.

I try to serve as an "informal advisor" to all of my students, regardless of their major. I work hard to build a rapport with all of my classes, so that my students feel comfortable approaching me with any questions or issues that they may have. This has led to me writing 13 letters of recommendation during my 3.5 years here at Bloomsburg University, as well as me having been listed as a reference on several student's job applications.

Finally, notice the two sections of "Math 492" listed in Table 1. Those are both independent study classes. The two classes that I offered were *Algebraic Topology* and *Differential Geometry*. We do not have enough math majors currently to run as many upper-level topics classes as I would like, and so I offered both of these independent study classes to help some of our top majors with their graduate school applications. I consider this a form of advising for our upper-level majors. This has already paid off as Zachary Norfolk, who was in both independent study classes, was accepted into Penn State's Mathematics Ph. D. program.

Acceptance of departmental assignments. I have accepted all departmental assignments asked of me, and have completed all of my work at a very high level. For more about my departmental service, please see Section 4.B.

Timely execution of work assignments. I complete all work assignments on time, and at a high level. You can confirm this assertion in both my department chairperson's and department evaluation committee's annual evaluations.

E. Assigned Time Activities

None.

F. Teaching Related Innovations

- In all three classes in our Calculus sequence (Math 125, 126, and 225) I developed hand-outs to be worked on in groups during our recitation classes. These are all 4-credit classes, consisting of a MWF 50-minute class as well a Tuesday or Thursday 75-minute “recitation” class. I lecture during the MWF classes, but have the students work on these worksheets during the recitation classes. I purposefully pick problems for the group worksheets that highlight the important conceptual topics from the past week’s classes. But these worksheets have the added bonus of helping the students work on their communication and interpersonal skills.
- I have developed analogous worksheets for my Mathematical Thinking (Math 101) classes. In Math Thinking I lecture for about 20 minutes each class, have the students work in groups on these worksheets for about 25 minutes, and then have students present solutions to problems for the last 5 minutes of class. All of the same comments about the Calculus worksheets apply here. Additionally, the students in Math Thinking are typically not very interested in taking a math class. These worksheets help keep students engaged in the class (as opposed to me just lecturing for 50 minutes every day), and very likely contribute to the high student evaluations listed in Table 1.
- I use BOLT in all of my classes. Within BOLT I post my syllabus, a tentative course schedule, and copies of exams (after they have been given) and exam keys. I also post student’s grades in BOLT, so that they can easily see their class grade.

Section Three: Continuing Scholarly Growth

A. Narrative on Continuing Scholarly Growth

Since I was hired in 2017 I have had four research papers published and one more accepted. I have co-organized a special session at a national conference, refereed and reviewed numerous research papers, and given several invited lectures. I have also developed an online class and participated in a variety of teaching-related professional development activities. All of that is detailed in this Section. In what follows I give a very general overview of my research, and on the level of impact it has had. This impact is why I was fortunate enough to be awarded a 2020 Provost's Award for Excellence in Research/Scholarly Activity by Provost Rogers-Adkinson.

A *metric space* is an abstract space with a well-defined way to measure the distance between any two points in the space. An *isometric embedding* of a metric space is a "realization" of the space into some sort of "nicer" space which preserves distance. In my Ph. D. thesis I proved the existence of isometric embeddings from "piecewise-flat" spaces into several different types of target spaces. My paper *On the isometric embedding problem for length metric spaces* generalizes some of these results for "length metric spaces. In my paper titled *Intrinsic geometry of a Euclidean simplex*, I give an explicit formula for how to compute distances in piecewise-flat spaces. This paper was peer-reviewed and included in a book that was published by the London Mathematical Society (LMS). The LMS is one of the most prestigious mathematical organizations in the world.

The mathematician John Nash was featured in the movie *A Beautiful Mind*. Nash is famous as a mathematician because he solved the isometric embedding problem for Riemannian manifolds. He passed away a few years ago, and Misha Gromov wrote a paper detailing Nash's work and surveying the isometric embedding problem. Gromov is arguably the top mathematician in the world, and he referenced my work in this survey paper! A copy of the paper is included in the supporting documents. Being cited by Gromov may honestly be the top achievement of my research career!

A *Riemannian manifold* is a "nice" metric space, meaning one can "do calculus" in some sense. A Riemannian manifold has *zero curvature* if the interior angles of any triangle in the space sum to exactly 180° , it has *positive curvature* if the angles sum to greater than 180° , and *negative curvature* if the angles sum to less than 180° . For example, if you draw a triangle with three straight edges on a piece of paper, then the interior angles sum to 180° . This is because the piece of paper has zero curvature (is flat). If you draw a triangle on a sphere with one point at the north pole and the other two points on the equator, you can see that the sum of the interior angles is greater than 180° . This is because a sphere has positive curvature.

Manifolds with negative curvature are "more mysterious" because they are harder to see (meaning they require more dimensions to realize). Negatively curved manifolds are important in physics, and it is known in the abstract that many such manifolds exist. But few explicit examples are actually known. In my paper *Real hyperbolic hyperplane complements in the complex hyperbolic plane*, I construct a new family of examples of negatively curved manifolds. The journal *Advances in Mathematics* that it was published in is widely considered to be a very prestigious journal, and typically ranks in the top 25 or so math journals in the world. My paper *Negatively curved codimension one distributions* is also in this area of research. Here, I use formulas that I developed earlier to give a counterexample to a question asked in another paper.

The last paper listed below, *Filling triangulated surfaces*, is a joint project with two former colleagues from Ohio State. The journal *Geometriae Dedicata* is also a widely respected journal.

B. Activities

Publications of Juried Scholarly Articles

- *On the isometric embedding problem for length metric spaces*, accepted to “Journal of Topology and Analysis”. One can see the status of this paper at

<https://www.worldscientific.com/toc/jta/0/0>

- *Negatively curved codimension one distributions*, Topology Proceedings, vol. 56, pg. 111-124, 2020.
- *Filling triangulated surfaces* (joint with R. Kowalick and J.F. Lafont), Geometriae Dedicata, vol. 202, pg. 373-386, 2019.
- *Real hyperbolic hyperplane complements in the complex hyperbolic plane*, Advances in Mathematics, vol. 338, pg. 1038-1076, 2018.
- *Intrinsic geometry of a Euclidean simplex*. In N. Broaddus, M. Davis, J-F. Lafont, and I. J. Ortiz (Eds.) “Topological Methods in Group Theory” (London Mathematical Society Lecture Note Series, vol. 451, pg. 135-143, 2018). Cambridge: Cambridge University Press. ISBN: 9781108437622.

Remark 1: The American Mathematical Society (AMS) hosts a database called “Mathscinet”. All legitimate peer-reviewed math publications are indexed in Mathscinet. My publications listed above are all indexed in Mathscinet. You can check this by searching my name in

<https://mathscinet.ams.org/mathscinet>

(Subscription required. So you must be using BU’s internet or remotely logged in).

Remark 2: In pure mathematics, authors are always listed alphabetically with very few exceptions. There is no “first author”, etc. Specifically, I did approximately one third of the work in the third paper listed above.

Professional Awards and Honors

- *2020 Provost’s Award for Excellence in Research/Scholarly Activity*
I was fortunate enough to have been nominated for this award by Dean Aronstam and selected for this award by Provost Rogers-Adkinson.

Participation in Professional Conferences

- Fall 2019 AMS Eastern Sectional Meeting at Binghamton University, October 2019.

- 2019 Spring Topology and Dynamics Conference at the University of Alabama at Birmingham, March 2019.
- Joint Mathematics Meetings in Baltimore, January 2019.
- Spring 2018 AMS Central Sectional Meeting at The Ohio State University, March 2018.

Grant Acquisitions

- *AMS-Simons Travel Grant*

I was awarded an AMS-Simons travel grant during the summer of 2016, before I was hired at Bloomsburg University. This was a 2-year grant that I had extended for a third year, and so it was active during the 2017-2018 and 2018-2019 academic years. This grant is a small travel grant for early career Mathematicians, but the MADS Department did receive a small amount of money from the grant in 2017-2018.

Invitational Lectures Presented

- *The geometry of n -dimensional triangles via edge lengths*, Juniata College Undergraduate Colloquium, September 2019.
- *Warped product metrics on complex hyperbolic manifolds*, Spring Topology and Dynamics Conference at the University of Alabama at Birmingham, March 2019.
- *Real hyperbolic hyperplane complements in the complex hyperbolic plane*, 2019 Joint Mathematic's Meetings in Baltimore, January 2019.
- *Real hyperbolic hyperplane complements in the complex hyperbolic plane*, invited talk at the Temple University Geometry Seminar, December 2018.
- *Introduction to Differential Geometry*, Conference of the Academy at Bloomsburg University, August 2018.
- *Real hyperbolic hyperplane complements in the complex hyperbolic plane*, American Mathematical Society Central Sectional Meetings at The Ohio State University, March 2018.
- *A Higher-Dimensional Analogue to Heron's Formula*, Bloomsburg University MADS Department Seminar, November 2017.

Refereeing of Papers and Publication Reviews

- *Reviewer for MathSciNet, Fall 2017 - Present*

The AMS relies on mathematicians to review articles for their database Mathscinet (which I discussed above in Remark 1). I have reviewed seven articles for MathSciNet.

- *Judge for 2018 EPADEL Student Paper Competition, Summer 2018*
The acronym “EPADEL” stands for “Eastern Pennsylvania and Delaware”, and is the region of the Mathematical Association of America that contains Bloomsburg University. I served as a judge for the 2018 student paper competition. The entailed reading and scoring all of the submitted papers.
- *Journal Referee, Fall 2017*
I have refereed one paper for the *Michigan Journal of Mathematics*.

Other Contributions to Scholarly Growth

- **Conference Session Organizer**

- *Symmetry in Differential Geometry*, Special Session at the 2018 American Mathematical Society Central Sectional Meetings at The Ohio State University

I co-organized the conference session listed above, along with Samuel Lin from Dartmouth College and Benjamin Schmidt from Michigan State University. We organized the session, recruited a host of presentations from leading researchers across the country, and then moderated the session. My co-organizers invited me to also give a talk here on a recent paper of mine. That talk is listed above under “Invitational Lectures Presented”.

- **Memberships**

- *Member of the AMS from 2018-present.*

- **Development of Distance Education Program**

- *Developed College Algebra (Math 109) for Distance Education*
The MADS Department approached me early in the spring 2018 semester about developing a distance education version of College Algebra. I developed this class during the summer and fall of 2018, and the department began offering it during the Winter 2018 term.

- **Teaching Related Professional Development**

- *Military Green Zone Training*, January 2020
- *Teaching Online Certification Class (TOCC)*, Summer 2019

– *Applying the QM Rubric (APPQMR), May 2019*

I completed the TOCC and APPQMR classes in order to improve my distance education College Algebra class. These courses helped me improve my Math 109 class substantially, and they of course have been very useful during the COVID-19 pandemic.

– *Attendance at events at the TALE Center*

I have attended various miscellaneous events that the TALE Center has provided. Some of the recognition letters are provided in my supporting documents.

• **Consultancies**

– *Reviewer for the Math Section of the SAT, January 2020 - Present*

This is a paid consultancy. I was hired as a consultant by the College Board to help review individual math questions, and entire math sections, for the SAT.

– *Reader for the AP Calculus Exam, Summer 2018 - Present*

This is a paid consultancy. I have helped grade the AP Calculus Exam (both AB and BC exams) every year since 2018.

Section Four: University and/or Community Service

A. Narrative on Contributions to University and Community

I care greatly about the future direction of both the MADS Department and the University, and I have dedicated a large amount of time to departmental and University service in order to help shape the future of both of these units.

Within the MADS Department, I have been an active member of our Adjunct Search and Screen Committee as well as the Mathematics Curriculum Committee (MCC). Both of these committees help shape the pedagogical nature of our department. In the former committee we hire individuals who teach some of the lower-level service courses within the department, while in the latter committee we make decisions that affect the curriculum within the entire department. I have more recently become a member of the new Under-Prepared Student Subcommittee (this is a subcommittee of the MCC). One of the main charges of this committee is to develop changes in our early-level service courses in an attempt to help our under-prepared students. I have very recently been developing a co-requisite class to pair with Math 109 to help students progress through the Enrich 90/Math 109 sequence one semester faster.

I have also been the coordinator of our department seminar series and have been a member of the Honors Banquet Committee. Both of these positions provide service to our upper-level majors. The seminar series provides a venue for our majors to give talks on projects that they are working on, as well as helping to instill a research environment within our department. And the Honor's Banquet provides a nice way for the department to recognize our strongest and hardest working majors. So I have been active within the MADS Department with service that positively effects students within all levels of our curriculum.

At the University level, I was first appointed to the ROTC Strategic Enrollment Scholarship Committee during my first semester here at BU. I worked with Bob Heckrote and the rest of the committee to develop a rubric for a scholarship intended to help 2nd year ROTC students stay in the program. Additionally, I ran for the General Education Committee but was unsuccessful.

During my second year (2018-2019) at BU I was appointed to the search committee for the new ACT 101/EOP Director. I am a strong supporter of the ACT 101 and EOP Programs, and so I was very excited to be asked to be on this committee! Afterward, I was asked to work with the new ACT 101 Director to develop the math component of the inaugural Jump Start Program. I have done this for two summers now, and I believe that the program has been very successful!

In the spring of 2019 I was elected to three University-wide committees. These committees were the Faculty Professional Development Committee, the Library Advisory Committee, and the Faculty/Student Liaison Committee. I am very proud of the work that I have accomplished within all three of these committees, and I believe that this work has positively effected the University. But, just as importantly, these committees have given me the opportunity to meet many of my colleagues from different departments. Hearing their perspectives on issues has helped me become a better faculty member at BU. In the spring of 2020 I was also asked to coordinate the math component of the inaugural GEAR UP Program. This is another summer program which is similar to the Jump Start Program, although it is much smaller. I imagine that I was asked to help with this program due to the success of the Jump Start Program. I believe that this program was also very successful, and I look forward to working with this program again in the future!

B. Committee Service

Name of committee: Mathematics Curriculum.

Type: Departmental.

Membership: Appointed.

Dates of membership: September 2017 - present.

Personal contributions: Through this committee I have done numerous things to help our department. Some things include volunteering for several BU recruitment days, developing ways to help under-prepared students (before we had a separate committee for this), and updating several master syllabi in preparation for our department's five-year review.

Name of committee: Adjunct Search and Screen.

Type: Departmental.

Membership: Appointed.

Dates of membership: September 2017 - present.

Personal contributions: I evaluate all applicants in our Adjunct Temp Pool. I participate in all group discussions about our applicants, and take part in any necessary phone interviews. This committee has hired one or more math adjuncts every semester (counting our technical writing class).

Name of committee: Honors Banquet Committee

Type: Departmental

Membership: Appointed

Dates of membership: Fall 2018 - present.

Personal contributions: Myself and the other committee members organize the MADS Department honors banquet. I help plan all aspects of the event, including reserving the room and ordering the food. I also participate in hosting the event.

Name of committee: Under-Prepared Student.

Type: Departmental.

Membership: Appointed.

Dates of membership: September 2019 - present.

Personal contributions: I have begun developing a course, Math 109A, to serve as a 2-credit recitation for some students with Math 109. The Math 109-109A combination will be open to students with a math placement of Enrich 90, and the purpose of 109A is to help students successfully progress through their lower-level math classes quicker. This will hopefully also improve the DFW rates of Enrich 90 graduates in Math 109, which is currently between 55% and 60%. I am currently creating the class, and it will run on an experimental basis during the Spring 2021 semester. I have also attended every meeting with this committee, and have been an active participant in planning the direction of our lower-level service math classes.

Name of committee: Five-Year Review.

Type: Departmental.

Membership: Appointed.

Dates of membership: February 2020 - present.

Personal contributions: I have attended and participated in all meetings, and have discussed

different portions of the five-year review with various members of the committee. I was responsible for writing one section of the report, and I proofread and suggested edits to the final document.

Name of committee: COST Faculty Recognition.

Type: College.

Membership: Appointed.

Dates of membership: October 2020 - present.

Personal contributions: I was just appointed to this committee prior to submitting this application, and so I have not done any work on this committee yet. I am listing this as more to emphasize my commitment to continuing service to the University. Additionally, I was asked to be on this committee due to being fortunate enough to have been awarded a 2019 COST Faculty Teaching Award.

Name of committee: ROTC Strategic Enrollment Scholarship.

Type: University.

Membership: Appointed.

Dates of membership: November 2017 - present.

Personal contributions: I was an inaugural member of this committee. The first year I worked with Robert Heckrote and the rest of the committee to develop a rubric to determine the winners of this scholarship. Every semester since I have verified the scores to ensure that the scholarship is awarded to the correct individuals.

Name of committee: Faculty Professional Development.

Type: University.

Membership: Elected.

Dates of membership: September 2019 - present.

Personal contributions: I reviewed and rated all Fall 2019 Mini Grant Applications, all 2019-2020 Reassigned Time Applications, and all Spring 2020 Regular, Mini, and Start-Up Grant Applications. I also participated in all meetings and helped determine the recipients for each award.

Name of committee: Library Advisory.

Type: University.

Membership: Elected.

Dates of membership: September 2019 - present.

Personal contributions: We meet about once a month during each semester. I have done all pre-meeting reading assignments and have been an active participant in all meetings. In one meeting there was a question on a topic concerning BUCC. I took the initiative to bring this question to Dr. John Riley, who was the chair of BUCC at the time, since we are in the same department.

Name of committee: Faculty/Student Liaison.

Type: APSCUF.

Membership: Elected.

Dates of membership: September 2019 - present.

Personal contributions: I reviewed and rated all of the applications for the 2020 Bloomsburg University APSCUF scholarship.

Name of committee: Search Committee for the ACT 101/EOP Director.

Type: APSCUF.

Membership: Appointed.

Dates of membership: January 2019 - May 2019.

Personal contributions: I reviewed and rated all applications, participated in all phone interviews, and participated in the on-campus interviews. I was an active member of all meetings which eventually led to us successfully filling the position.

C. Advisement of Student Organizations

None.

D. Other Contributions to the University

- *Department Seminar Series, Coordinator, Fall 2018 - Present.*
Since the fall of 2018 I have run our Department Seminar, which has a speaker approximately every other week. My responsibilities include organizing the schedule, reserving a room, advertising the talk, and introducing the speaker prior to their talk. The seminar has been on hold since March of 2020 due to the covid-19 pandemic.
- *Math Coordinator for the Jump Start Program, Spring 2019 - Present.*
I worked with Ralph Godbolt and the rest of the Jump Start Committee to develop the math component of the inaugural Jump Start Program. This is a two week summer program designed to help incoming at-risk students successfully transition to college. During 2019 we had over 80 students improve their incoming math placement. I again worked with the committee to develop the summer 2020 program. Like all things, our plans were altered by the covid-19 pandemic. Our program had to be done virtually. But I am very happy with how the program went, considering the circumstances.
- *Math Coordinator for the GEAR UP Program, Spring 2020 - Present.*
I worked with Dr. Kim Bolig and the rest of the GEAR UP Committee to develop the math component of the inaugural GEAR UP Program during the summer of 2020. The program is similar in some ways to the aforementioned Jump Start Program, but it is much smaller and targets students from the Allentown area. The program had the same issues with the covid-19 pandemic as the Jump Start program did, but it similarly went very well!
- *Assisting With the Transition to Distance Education, March 2020.*
In 2018 I developed an online course (College Algebra), and in 2019 I took all of the distance education training that Bloomsburg University offers in order to improve my class. So when the covid-19 pandemic hit in March 2020, I volunteered with the TALE Center to help in any way possible. I was assigned to “Team Fountain”, and was available to assist any faculty member who needed help transitioning their class online.

- *Department High School Math Contest, Fall 2017 - Present.*
The Bloomsburg University High School Math Contest is an annual event that brings hundreds of potential students onto BU's campus. I volunteer every year during all times that do not interfere with my classes. I have served as a faculty judge during the "quiz bowl" section, I have assisted Dr. Lister in organizing the tournament, I have helped award the prizes, and I have been a dealer during the "21" portion of the day.
- *Department High School Programming Contest, Spring 2018 - Present.*
This is another annual high school contest which brings hundreds of potential students onto BU's campus. Again, I volunteer every year during the times that do not interfere with my class schedule. I typically assist as an extra judge to help answer any questions that arise as quickly as possible.

E. Community Contributions

- *West Berwick Elementary School Career Day, May 2019.*
I gave a 20 minute presentation to every 3rd and 4th grade class in the school (approximately 10 in total). In my presentation I explained what a Math Professor at Bloomsburg University does, and I tried to use this opportunity to motivate to all of the students about math and science!

Section Five: Appendix Pages

A. Annual Evaluations by Department Chairperson

Remark: I was granted one year of service time for prior employment. This year counted as my third year, and so I have no third year evaluations. My first year at Bloomsburg University was the 2017-2018 academic year, my second year was the 2018-2019 academic year, and my fourth year was the 2019-2020 academic year.

Department of Mathematics, Computer Science, and Statistics
Department Chairperson's
Fourth Year Probationary Review
of
Dr. Barry Minemyer

Dr. Barry Minemyer is an exceptional faculty member in our department. He has a great research program already developed and is having tremendous success in the classroom. He is far exceeding my expectations as a tenure-track faculty member in our department.

Fulfillment of Professional Responsibilities

Many younger faculty members struggle when first transitioning to four or more sections of classes each semester at Bloomsburg University. This is especially true when a large part of the course load is for the general education population. Dr. Barry Minemyer is the exception to the rule. He taught nine sections of five different classes during the Fall 2018 to Spring 2019 academic year and is already one of our best instructors. His skill set is so refined I recommended Barry to work with the Summer JumpStart program to help get underprepared students ready for college coursework. He completed this assignment with outstanding success and has already been invited back for next year.

Peer observation reports are very positive for Dr. Minemyer. They note his clear and precise lectures and his attention to detail. Barry is an enthusiastic instructor who carefully plans his lectures. He maintains a great rapport with all his students and provides a friendly, non-intimidating classroom environment. Barry keeps his students engaged during lectures and continues to impress students with his teaching abilities, even in notoriously difficult to teach classes like College Algebra. College Algebra traditionally is a difficult course to instruct and students blame the instructor for their own struggles. Students responded so well to his educational techniques that I asked Barry to create an online version of College Algebra that we can offer during the winter and summer sessions. Barry has some of the highest student evaluation numbers of any faculty member in our department. I commend him on his ability to motivate all students to perform well in the classroom. It is clear the students enjoy having Dr. Minemyer as their instructor. Dr. Barry Minemyer's classroom performance is far exceeding my expectations of a fourth-year Mathematics faculty member.

Fall 2018 – Spring 2019
Student Evaluations

A & B responses by students in all courses			
Q1 Student Interest in Course	Q2 Instructor Enthusiasm	Q3 Prepared	Q6 Clear Explanations
56%	100%	100%	95%
Q8 Facilitate Independent Thinking & Problem Solving	Q9 Encourage Student Involvement	Q12 Problem Solving Skills Improvement	Q15 Instructor Rating
92%	94%	90%	97%

Scholarly Growth

Dr. Minemyer has developed an outstanding research program that is producing exceptional results. He had three research papers accepted for publication by peer-reviewed journals during the 2018-2019 academic year. He submitted one additional paper and has two papers in preparation. He gave an invited seminar talk at Temple University, a research presentation at the 2019 Joint Math meetings in January and a third research talk at a Topology and Dynamic Systems Conference.

We will look to support Dr. Minemyer and encourage him to keep scholarly actively. Every indication is that he will maintain his scholarship pursuits while managing a four class per semester teaching load. Dr. Barry Minemyer is exceeding my scholarly activity expectations as a fourth-year Mathematics faculty member. I am looking for great future results from him in this area.

Service

Dr. Minemyer is completing a high amount of service for a third-year, tenure-track faculty member. During the 2018-2019 academic year, Barry was a member of the *ROTC Strategic Enrollment Scholarship Committee* and was on the ACT 101 EOP Director search committee. Last spring, he was elected to three University-wide committees. They are the Faculty Professional Development Committee, the Library Advisory Committee and the Faculty Student Liaison committee.

This summer, Dr. Minemyer was selected as the Math Coordinator for Bloomsburg University's JumpStart program. He designed and implemented a plan to help underprepared students sharpen their math skills before starting college in the fall. Many students were able to improve their math abilities under Barry's leadership. This program was considered a huge success by Bloomsburg University.

He is active on several departmental committees and helps with our Annual High School Math Contest each fall and our Annual High School Programming contest each spring. He is our Seminar Series coordinator. I am pleased with Barry's service activities. He is exceeding my service expectations.

Conclusion

Dr. Barry Minemyer is exceeding my expectations as a fourth-year, tenure-track faculty member in our department. I am pleased with his performance to date and recommend his continued employment at Bloomsburg University.



Curt Jones, Ph.D.
Department Chairperson
November 7, 2019

Department of Mathematics, Computer Science, and Statistics
Department Chairperson's
Second Year Probationary Review
of
Dr. Barry Minemyer

Dr. Barry Minemyer had an outstanding first year as a faculty member in our department. He has a great scholarly activity program and has had tremendous success in the classroom. He is exceeding my expectations as a second year faculty member.

Fulfillment of Professional Responsibilities

Many newer faculty members struggle when first transitioning to teaching general education math classes at Bloomsburg University. Barry started with two sections of Math Thinking and two sections of College Algebra in his first semester on campus. College Algebra traditionally is a difficult course to instruct and students blame the instructor for their own struggles. I was pleasantly surprised when I reviewed his student observations summary for the fall semester. Over 80% of the students ranked him as an excellent instructor. This is very rare for any faculty member, let alone someone in their first semester on campus. The spring semester results were just as positive. It is clear the students enjoy having Dr. Minemyer as their instructor.

Peer observation reports are also very positive for Dr. Minemyer. They note his clear and precise lectures and his attention to detail. I am pleased with how well he delivered lectures on correlation and regression in a general education class like Math Thinking. Barry keeps his students engaged during lectures. He adapted to using ALEKS in College Algebra and earned high marks from students in a class that is notoriously difficult to teach. Barry's previous teaching experience has prepared him for teaching at Bloomsburg University and his students responded very well to his educational techniques. Dr. Barry Minemyer's classroom performance is exceeding my expectations of a second year Mathematics faculty member.

Fall 2017 – Spring 2018
Student Evaluations

A & B responses by students in all courses			
Q1 Student Interest in Course ^A	Q2 Instructor Enthusiasm	Q3 Prepared	Q6 Clear Explanations
47%	100%	100%	96%
Q8 Facilitate Independent Thinking & Problem Solving	Q9 Encourage Student Involvement	Q12 Problem Solving Skills Improvement	Q15 Instructor Rating
95%	97%	91%	97%

Scholarly Growth

Dr. Minemyer comes to us with a solid research program that is producing exceptional results. He had two articles published this year, one in the highly regarded *Advances in Mathematics Journal* and one as a book chapter. He has four other papers currently being reviewed and has two papers in preparation. He had four papers appear in print between 2015 and 2017. In addition to his written work, Barry gave three scholarly presentations in his first year on campus. His presentations were well delivered and he was highly prepared and he clearly answered questions. I can see why our students enjoy having him as an instructor.

We will look to support Dr. Minemyer and encourage him to keep scholarly active. Every indication is that he will maintain his scholarship pursuits while managing a four class per semester teaching load. Dr. Barry Minemyer is exceeding my scholarly activity expectations as a second year Mathematics faculty member.

Service

Dr. Minemyer is completing an appropriate amount of service for a second-year, tenure-track faculty member. He is active on several departmental committees and helped with our Annual High School Math Contest this past fall. He is member of the *ROTC Strategic Enrollment Scholarship Committee* and now is in charge of our Seminar Series. He also was a judge for the *EPaDel Student Paper Competition* and co-organized an American Mathematics Association Special Session on Differential Geometry at Ohio State University last spring. I am pleased with Barry's service activities. We will look for him to start running for College and University committees starting this academic year.

Conclusion

Dr. Barry Minemyer is exceeding my expectations as a second-year, tenure-track faculty member in our department. I am pleased with his performance to date and recommend his continued employment at Bloomsburg University.



Curt Jones, Ph.D.
Department Chairperson
November 5, 2018

Department of Mathematics, Computer Science, and Statistics
Department Chairperson's
First Year Probationary Review
of
Dr. Barry Minemyer

Fulfillment of Professional Responsibilities

Peer observation reports are positive for Dr. Minemyer. They note his clear and precise lectures and his attention to detail. I am pleased with how well he delivered lectures on correlation and regression in a general education class like Math Thinking. He adapted to using ALEKS in College Algebra and earned high marks from students in a class that is notoriously difficult to teach. Student evaluation perceptions are much higher than I expect for a new faculty member. Barry's previous teaching experience has prepared him for teaching at Bloomsburg University and his students responded very well to his educational techniques. Dr. Barry Minemyer is exceeding my expectations as a first year faculty member in terms of classroom performance.

Fall 2017

A & B responses by students in all courses			
Q1 Student Interest	Q2 Instructor Enthusiasm	Q3 Prepared	Q6 Clear Explanations
41%	100%	100%	97%
Q8 Facilitate Independent Thinking & Problem Solving	Q9 Encourage Student Involvement	Q12 Problem Solving Skills Improvement	Q15 Instructor Rating
95%	98%	90%	96%

Scholarly Growth

Dr. Minemyer comes to us with a solid research program that is producing nice results. He spent the summer and fall resubmitting three papers to journals and finished a fourth paper. He currently has these four papers being reviewed and is working on a fifth article. We will look to support Dr. Minemyer and encourage him to keep scholarly actively. Every indication is that he will maintain his scholarship pursuits while managing a four class per semester teaching load. Dr. Barry Minemyer is meeting my expectations as a first year Mathematics faculty member

Service

Dr. Minemyer is completing an appropriate amount of service for a first-year, tenure-track faculty member. He is active on several departmental committees and helped with our Annual High School Math Contest this past fall. In addition, he is member of the *ROTC Strategic Enrollment Scholarship Committee* and takes his service commitments seriously. I am pleased with Barry's service activities and next year we will look for him to start running for additional College and University committees.

Conclusion

Dr. Barry Minemyer is meeting my expectations as a first-year, tenure-track faculty member in our department. I am satisfied with his performance to date and recommend his continued employment at Bloomsburg University.



Curt Jones, Ph.D.
Department Chairperson
February 1, 2018

B. Annual Evaluations by Departmental Evaluation Committee

Fifth Year Performance Review and Evaluation of Dr. Barry Minemyer

Evaluation Committee
Department of Mathematical and Digital Sciences
Fall 2020

The Evaluation Committee has reviewed the performance of Dr. Barry Minemyer for the Fall 2020 semester. Based on his vita, peer observations, student evaluations, and his personal reflection statement, the committee concludes that Dr. Minemyer is performing very well in teaching, scholarly activity, and service.

Effective teaching and fulfillment of professional responsibilities

Peer evaluations commend Dr. Minemyer for his extensive preparation, his clear explanation of mathematical ideas, and the friendly atmosphere he creates in the classroom. His student evaluation numbers over the past year are outstanding, summed up by the 90% who rate him as excellent and 96.3% who rate him excellent or above average. (It should be noted that, of the 3.7% who didn't rate him excellent or above average, 75% were "no response".) Barry gets high marks both for in-person teaching and for his organization and presentation in the online format. Barry had already designed an online version of College Algebra, so he was well-positioned to transition to online when the coronavirus outbreak made that necessary. In addition, he has taught independent study courses in both semesters of 2020, a poorly-remunerated task that is nonetheless crucial to the development of our advanced students.

Continuing scholarly growth and professional development

Dr. Minemyer already has an impressive number of publications for a mathematician of his age. He has published one paper and had another accepted – both in refereed journals – in the 2019-20 academic year. Dr. Minemyer has reviewed 3 papers for MathSciNet, the most widely used database of publications in the mathematical sciences. He spoke at Juniata College's Undergraduate Colloquium and was invited to a conference in China that was postponed due to coronavirus.

Service: contribution to the University and/or community

Dr. Minemyer's service to Bloomsburg University has been outstanding. He currently serves on four university-level committees: the Faculty Professional Development Committee, the Library Advisory Committee, the Faculty Student Liaison Committee, and ROTC Strategic Enrollment Scholarship Committee. Also worth highlighting is his work in developing the math component of the Act 101 Jump Start Program. In our department, Barry serves on four committees, including (this year) the important Five-Year Review Committee. He also organizes our department seminar series, though that is temporarily on hiatus.

Conclusion

Dr. Barry Minemyer has excelled in all aspects of his work at Bloomsburg University. He is a hard-working, dedicated, and friendly teacher. He has managed to excel at traditional instruction while also developing new ways of delivering courses. Barry is also an active scholar with a thriving research program. He has done this while performing exemplary service to the department and to the university. As he mentions in his personal statement, Barry's Spring 2020 was made more complicated than most by the arrival of a daughter three months

premature. That he accomplished all of the above while balancing greater-than-usual family responsibilities is truly impressive. We commend Dr. Minemyer for his work in all areas.

Department of Mathematical and Digital Sciences

Evaluation Committee

Drue Coles Digitally signed by Drue Coles
Date: 2020.10.29 08:19:34
-0400

Drue Coles, Chair

Eric Kahn Digitally signed by Eric Kahn
Date: 2020.10.29 08:19:49
-0400

Eric Kahn

John Polhill Digitally signed by John Polhill
Date: 2020.10.29 08:20:18
-0400

John Polhill

Reza Noubary Digitally signed by Reza Noubary
Date: 2020.10.29 08:20:30 -0400

Reza Noubary

Scott Inch Digitally signed by Scott Inch
Date: 2020.10.29 08:20:43
-0400

Scott Inch

Dong Zhang Digitally signed by Dong Zhang
Date: 2020.10.29 08:20:54 -0400

Dong Zhang

William Calhoun Digitally signed by William
Calhoun
Date: 2020.10.29 08:21:08 -0400

William Calhoun

Chris Lynd Digitally signed by Chris Lynd
Date: 2020.10.29 08:21:18 -0400

Chris Lynd

Paul Loomis Digitally signed by Paul Loomis
Date: 2020.10.29 08:21:28 -0400

Paul Loomis

Mehdi Razzaghi Digitally signed by Mehdi Razzaghi
Date: 2020.10.29 08:21:38 -0400

Mehdi Razzaghi

Kevin Ferland Digitally signed by Kevin Ferland
Date: 2020.10.29 08:21:50 -0400

Kevin Ferland

John Riley Digitally signed by John Riley
Date: 2020.10.29 08:22:01
-0400

John Riley

Robert Montante Digitally signed by Robert
Montante
Date: 2020.10.29 08:22:14 -0400

Robert Montante

Youmin Lu Digitally signed by Youmin Lu
Date: 2020.10.29 08:22:24
-0400

Youmin Lu

Fourth Year Performance Review and Evaluation¹

of

Dr. Barry Minemyer

Evaluation Committee

Mathematical and Digital Sciences

Fall 2019

Dr. Minemyer continues to serve the department and university as an exemplary faculty member. He is an effective and valuable teacher, scholar, and colleague.

Teaching

In the student evaluations (Fall 2018 and Spring 2019), a very high percentage of students rank Barry either Very High (A) or High (B) in critical categories. The challenging population of students with which Dr. Minemyer works is reflected by their relatively low responses to question 1 (initial interest in the course), scoring 56%. However, Dr. Minemyer was very highly praised in question 2 (enthusiasm for teaching), scoring 100%, and in question 3 (preparation for class), also scoring 100%. He also received excellent marks in question 8 (facilitating independent thinking), scoring 92%. In question 15 (rating of instructor), Barry scored 97%, which is especially impressive considering the result in question 1. As a further reflection of Dr. Minemyer's impact on students, he taught an independent study course and developed a new online version of our College Algebra course.

In the observation reports provided by members of the department, Barry was unanimously praised. Among the comments, observers said that Barry "has a good rapport with his class" and was "very knowledgeable, well-prepared, and enthusiastic."

Research

Dr. Minemyer continues to be an active scholar. He has had an impressive three papers accepted for publication in refereed mathematics journals, and he has an additional paper submitted for publication. Barry has also been a well-traveled speaker, presenting three talks in three different states in 2019 alone. Dr. Minemyer's dedication to his research program is laudable.

Service

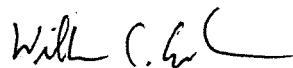
Dr. Minemyer is very generous with his time in service to the department. He was a member of the Adjunct Search and Screen Committee and he is the coordinator for the department seminar. Throughout all of his years, Barry has also served on the department Curriculum Committee.

¹ Although Dr. Minemeyer completed three years at Bloomsburg University in 2018-19, he also received one year of service credit in 2018-19. Therefore, this is officially his fourth-year review and evaluation.

At the university level, Dr. Minemyer serves on the Faculty Professional Development Committee, the Library Advisory Committee, and the Faculty Student Liaison Committee. Beyond the university, Barry served as an organizer for a special session of talks at a sectional meeting of the American Mathematical Society.

Summary

In summary, Dr. Minemyer is firing on all cylinders in the three categories of measure. He is a highly valued member of the department and university. We strongly recommend Barry's continued employment at Bloomsburg University.



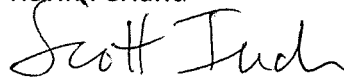
William Calhoun, Chair



Drue Coles



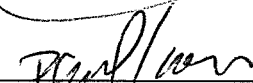
Kevin Ferland



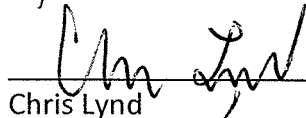
Scott Inch



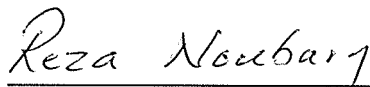
Eric Kahn



Paul Loomis



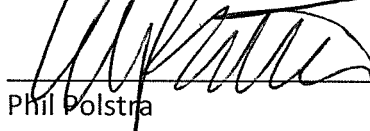
Chris Lynd



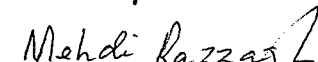
Reza Noubary



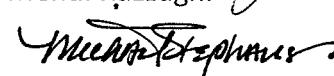
John Polhill



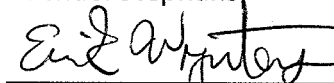
Phil Polstra



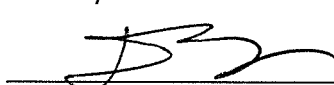
Mehdi Razzaghi



Michael Stephans



Erik Wynters



Dong Zhang

**Second Year Performance Review and Evaluation
of
Dr. Barry Minemyer**

**Evaluation Committee
Department of Mathematical and Digital Sciences
Fall 2018**

Teaching

Student evaluations and peer observations show that Dr. Barry Minemyer is a well-prepared, enthusiastic teacher. All the peer observations said he explained things clearly, was well-prepared, kept students interested, and encouraged their participation in class. In 2017-18, Barry taught general education math courses whose students are mostly not math majors and aren't very interested in or enthusiastic about taking a math class. That was shown in his student evaluations with the initial interest in the top two categories (A & B) about 41% in Fall 17 and about 52% in Spring 18. That makes his student evaluations even more impressive. His overall instructor rating in the top two categories (A & B) was about 96% for both semesters and his ratings for preparation and enthusiasm were both about 100% for both semesters. And his rating of giving clear explanations was about 96% for both semesters. His teaching is definitely excellent.

Scholarly Activity

Dr. Minemyer had two research papers accepted for publication during his first year here, one in the journal *Advances in Mathematics* and one in a book titled *Topological Methods in Group Theory*. He also had a research presentation at a regional mathematical conference in Ohio and two research presentations on our campus. He also refereed a paper for the *Michigan Mathematical Journal* and reviewed three for *Mathscinet*. His scholarly activity is substantial for his first year here, particularly since he had to prepare to teach two different courses he had never taught before during his first Fall 17 semester here. He also had to prepare to teach another new one he had never taught during the Spring 18 semester and also had to teach five courses (an overload). He also has several other submitted research papers that could be accepted and published. His scholarly activity is very good.


Service

Dr. Minemyer helped organize a special session in a regional mathematical conference in Ohio. He helped judge student-submitted papers for the EPaDel student paper competition. He's a member of our new university ROTC Strategic Enrollment Scholarship Committee and helped create the criteria for judging the applications. He's a member of two department committees: the curriculum committee that develops and modifies courses and degree requirements, and a search and screen committee for adjunct faculty positions. He volunteered to help run two high school competitions our

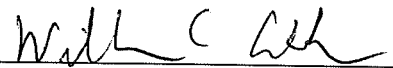
department runs on campus for high school students: a math competition and a computer programming competition. His service is very good.

Summary

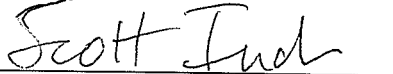
Dr. Minemyer's first year was very good. He was an excellent teacher. He has been active in scholarship, both in his own research and in helping to judge other people's work. He has had significant service activities off campus, on campus at the university level, and in our department. His performance in all three categories is very good. He is exceeding our expectations.



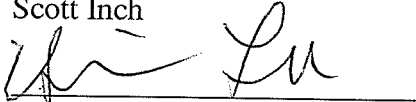
Phil Rolstra, Chair



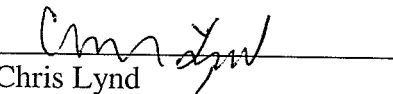
William Calhoun




Scott Inch



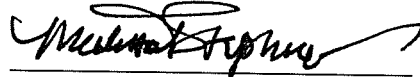
Youmin Lu



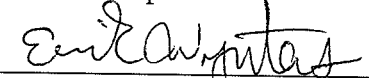
Chris Lynd



Robert Montante



Michael Stephans



Erik Wynters



Dong Zhang

First Year Performance Review and Evaluation of Dr. Barry Minemyer

Evaluation Committee
Department of Mathematical and Digital Sciences
Spring 2018

The Evaluation Committee has reviewed Dr. Barry Minemyer's materials. These include his vita, peer observations, student evaluations, and his annual personal reflection statement. Based on these items as well as our professional interactions with Dr. Minemyer, the committee finds that he already excels in the areas of teaching and scholarly activity. As this was his first semester, he provided a very reasonable amount of service to the Department and University as well.

Effective Teaching and Fulfillment of Professional Responsibilities

Dr. Minemyer was assigned to teach two sections each of Math Thinking and College Algebra for the Fall 2018 semester. Due to the fact that these are general education courses for non-majors, students do not generally have much enthusiasm for the subject and evaluations can be low. This was far from the case for Dr. Minemyer. 100% of students ranked Dr. Minemyer's teaching in the top two categories for enthusiasm and preparation, and similarly 97% for giving clear explanations and encouraging students to be involved in the learning process. Over 96% gave him an A or B overall rating. Peer evaluations were excellent overall noting that Dr. Minemyer motivates and engages his students and explains things clearly. The committee applauds him for this outstanding start and looks forward to his teaching courses within the mathematics major.

Continuing Scholarly Growth

Dr. Minemyer came to Bloomsburg University already established as an expert in his field of geometry, specifically embeddings of polyhedra. In the short time he has been employed by BU, he has been extremely active in the area of scholarly activity building on the success he enjoyed prior to his arrival. Dr. Minemyer currently has 6 research articles that have been submitted for publication or are in preparation. He gave a talk in the Department Seminar, refereed a journal article, and reviewed another for MathSciNet. He is co-organizing a session at a sectional conference of the American Mathematical Society. Just as with teaching, the committee commends him on his truly excellent work in the area of scholarship.

Contributions to the University and Community

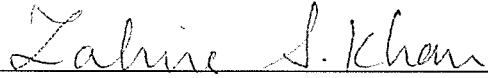
Dr. Minemyer has already become an active and contributing member of the Mathematics group at Bloomsburg University. His service includes serving on two committees within the department and supporting the BU High School Math Contest; this level of service more than meets expectations for a first-semester faculty member. He also serves on the ROTC Strategic Enrollment Scholarship Committee at the University level. The committee recognizes that Dr. Minemyer is making solid contributions to the university in the area of service at an appropriate level for a first-year faculty member.

Conclusion

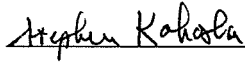
Dr. Minemyer has instantly become a valuable member of the department. His teaching and research are already at an excellent level. Bloomsburg University is fortunate to have him among its faculty and the Department Evaluation Committee enthusiastically recommends his continued employment.



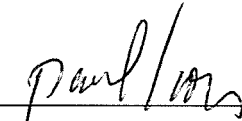
Drue Coles, Chair



Zahira Khan




Stephen Kokoska



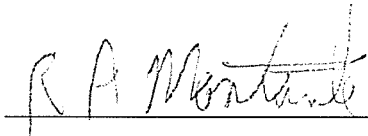
Paul Loomis



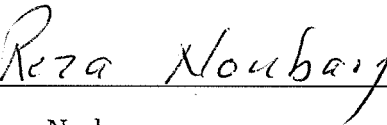
Youmin Lu



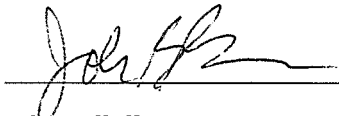
Elizabeth Mauch



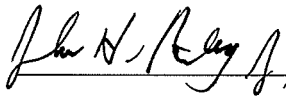
Robert Montante



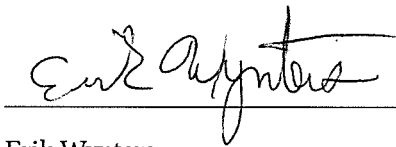
Reza Noubary



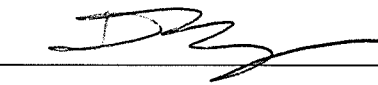
John Polhill



John Riley



Erik Wynters



Dong Zhang

C. Annual Classroom Observations by Department Chairperson

Chair	Course Observed	Date Observed
Curt Jones	Math 109* College Algebra	11/11/20
Curt Jones	MATH 109 College Algebra	02/21/20
Curt Jones	MATH 126 Calculus 2	02/04/19
Curt Jones	MATH 101 Math Thinking	12/06/17

*Evaluation was for a synchronous online class.

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

- 1. Name of observed:** Dr. Barry Minemyer
- 2. Name of observer:** Dr. Curt Jones (Department Chair)
- 3. Date of pre-observation meeting:** 11/11/2020
- 4. Date of observation:** 11/11/2020
- 5. Date of post-observation meeting:** 11/11/2020
- 6. Observed Class:** College Algebra (Math 109)

I. CRITERIA

A. Clarity of Presentation

Very clear. Dr. Barry Minemyer lectured on using exponents and logarithms. He used a whiteboard to display problems in his Zoom session similar to how he would use a blackboard in class. His online lecture proceeded like his lecture in class would have been conducted.

B. Evidence of Preparation

Excellent. Dr. Barry Minemyer had chosen example problems from everyday problem domains like interest payments and investment results to help students find the material informative and practical. He provided insights on how to flow from step to step in his examples.

C. Student Interest and Involvement

Good. Students asked questions and volunteered answers to questions posed by Dr. Minemyer.

D. Overall Effectiveness

Very effective.

II. COMMENTS

A. Aspect of class most favorably impressing observer

Dr. Minemyer has a good rapport with his class and provides a friendly, non-intimidating environment to help each student grow mathematically and appreciate the material being presented.

B. Aspects of class that impressed observer unfavorably

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer:

Date: 12/10/2020

Observed Faculty Member:

Date: 12/10/2020

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of observed:** Dr. Barry Minemyer
2. **Name of observer:** Dr. Curt Jones (Department Chair)
3. **Date of pre-observation meeting:** 2/21/2020
4. **Date of observation:** 2/21/2020
5. **Date of post-observation meeting:** 2/21/2020
6. **Observed Class:** College Algebra (Math 109)

I. CRITERIA

A. Clarity of Presentation

Very clear. Dr. Barry Minemyer lectured on the general topic of linear equations in two variables and linear functions. Most of his lecture was dedicated to the slope of a line and special forms of equations that represent a line. Dr. Minemyer clearly explained the concepts involved and utilized multiple examples to help the students understand the lecture.

B. Evidence of Preparation

Excellent. Dr. Barry Minemyer had a PowerPoint and his own lectures notes. He was able to very naturally and effortlessly explain the material and examples to the students. He also provided the students with additional insight on the lecture material.

C. Student Interest and Involvement

Very good. Students were attentive and took notes during the lecture. Students volunteered answers to questions posed by Dr. Minemyer and asked some questions of their own.

D. Overall Effectiveness

Very effective. The students all appeared to understand the material presented by Dr. Minemyer and could answer his questions.

II. COMMENTS

A. Aspect of class most favorably impressing observer

Dr. Minemyer has a good rapport with his class and provides a friendly, non-intimidating environment to help each student grow mathematically.

B. Aspects of class that impressed observer unfavorably

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer Curt Jones Date 2/25/20

Observed Faculty Member [Signature] Date 2-25-20

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of observed:** Dr. Barry Minemyer
2. **Name of observer:** Dr. Curt Jones (Department Chair)
3. **Date of pre-observation meeting:** 2/4/2019
4. **Date of observation:** 2/4/2019
5. **Date of post-observation meeting:** 2/4/2019
6. **Observed Class:** Calculus 2 (Math 126)

I. CRITERIA

A. Clarity of Presentation

Very clear. Dr. Barry Minemyer lectured on determining the surface area of a curve revolving around either the x or y axis. Barry first provided the surface area theorem along with insights on how it was derived. He then guided the students on using the theorem to solve four example problems.

B. Evidence of Preparation

High. Dr. Barry Minemyer had a PowerPoint with a diagram to get the students started and had lectures notes with the examples completed to ensure no arithmetic mistakes hijacked the lecture. He provided insights on how to flow from step to step in his examples.

C. Student Interest and Involvement

Good. Students were attentive and took notes during the lecture. Students volunteered answers to questions posed by Dr. Minemyer.

D. Overall Effectiveness

Very effective. Barry guided the students to help them understand how to solve surface area problems.

II. COMMENTS

A. Aspect of class most favorably impressing observer

Dr. Minemyer has a good rapport with his class and provides a friendly, non-intimidating environment to help each student grow mathematically.

B. Aspects of class that impressed observer unfavorably

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer Curt Jones Date 2/20/19

Observed Faculty Member [Signature] Date 2-5-19

BLOOMSBURG UNIVERSITY
Department Of Mathematics, Computer Science, and Statistics
Observation Report

1. **Name of observed:** Dr. Barry Minemyer
2. **Name of observer:** Dr. Curt Jones (Department Chair)
3. **Date of pre-observation meeting:** 12/6/2017
4. **Date of observation:** 12/6/2017
5. **Date of post-observation meeting:** 12/6/2017
6. **Observed Class:** Math 101: Math Thinking

I. CRITERIA

A. Clarity of Presentation

Very Clear. Dr. Minemyer lectured on finding the Least Squares Regression Line equation and the meaning of data correlation. Barry had clear explanations and constructed good examples to illustrate his main lecture concepts.

B. Evidence of Preparation

High. Dr. Minemyer returned graded exams as the students entered the class room and creates a worksheet each week with problems to be completed during class as group exercises. He has notes on BOLT that he displays using the document camera as he lectures. He also utilizes the whiteboard as needed to show solutions to example problems.

C. Student Interest and Involvement

Very Good. All the students followed the lecture and took notes. Some volunteered answers to questions posed by Dr. Minemyer and others asked their own questions. All students worked in groups at the end of class on the worksheet for that day.

D. Overall Effectiveness

Effective. The students all appeared to understand the material and follow the lecture.

II. COMMENTS

A. Aspect of class most favorably impressing observer

Dr. Barry Minemyer has a good rapport with his class and uses his class time efficiently.

B. Aspects of class that impressed observer unfavorably

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer Curt Jones Date 12/15/17

Observed Faculty Member [Signature] Date 12-15-17

D. Classroom Observations by Departmental Evaluation Committee

Observer	Course Observed	Date Observed
Paul Loomis	MATH 405**	09/28/20
Kevin Ferland	MATH 109**	09/14/20
John Polhill	MATH 109*	04/07/20
William Calhoun	MATH 109	02/14/20
Chris Lynd	MATH 109	10/11/19
Drue Coles	MATH 123	09/26/19
Youmin Lu	MATH 126	04/03/19
Dong Zhang	MATH 126	02/13/19
Erik Wynters	MATH 314	10/01/18
Robert Montante	MATH 125	09/28/18
Elizabeth Mauch	MATH 101	02/12/18
John Polhill	MATH 101	02/02/18
Paul Loomis	MATH 101	12/06/17
Stephen Kokoska	MATH 101	09/25/17

**Evaluation was for a synchronous online class.

*Evaluation was for an asynchronous online class during the COVID-19 pandemic.

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of observed:** Barry Minemyer
2. **Name of observer:** Paul Loomis
3. **Date of pre-observation meeting:** 9/21/2020
4. **Date of observation:** 9/28/2020
5. **Date of post-observation meeting:** 10/2/2020
6. **Observed Class:** MATH 405 – Abstract Algebra

I. CRITERIA

A. Clarity of Presentation

Very clear. This was a lecture on isomorphisms, and Dr. Minemyer had pre-made notes posted on BOLT to give the outline of the lecture. From these, he worked on a whiteboard to write proofs, work examples, and make more detailed explanations.

B. Evidence of Preparation

Clear evidence. In addition to the notes posted on BOLT, Barry had clearly thought through when to give examples, which proofs would be helpful and which would be repetitive, and which points to give extra attention to.

C. Student Interest and Involvement

This lecture, like all classes this semester, was given on Zoom. There were 12 students present, and only two had their cameras on. Those two seemed engaged and interested, and seemed to follow the lecture well.

D. Overall Effectiveness

Barry has created a learning environment that feels friendly, conversational, and down-to-earth. Though there was not much interaction during the lecture, some of that is partly due to the presence of an observer and the remote nature of the class. In general, Dr. Minemyer is friendly and approachable, and students seem at ease around him. Given the COVID-19 constraints of this time, I think this was a very effective lecture.

II. COMMENTS

A. Aspect of class most favorably impressing observer

Barry does lots of explicit foreshadowing, noting which topics will be important and be expanded upon later. Doing this both keeps the class moving forward and makes new topics seem already familiar when they appear. He also pulled up the Wikipedia page for a well-known mathematician to show that, even though her research is high-powered, these words – inner and outer automorphisms – show up in descriptions of her work. There are a few potential future grad students in this class, so noting how these terms arise in the larger mathematical world is useful.

Barry has a good sense for how and when to explain more – at various moments, I found myself thinking “OK, now do an example of that...”, or “Ooh, it would be good to show that...”, which Barry then invariably did.

B. Aspects of class that impressed observer unfavorably

None.

C. Additional Comments

None.

III. COMMENTS BY OBSERVED

Observer Paul Lewis Date 10/5/2020

Observed Faculty Member [Signature] Date 10-8-20

BLOOMSBURG UNIVERSITY
Department Of Mathematics, Computer Science, and Statistics
Observation Report

1. **Name of observed** Barry Minemyer
2. **Name of observer** Kevin Ferland
3. **Date of pre-observation meeting** 9/10/20
4. **Date of observation** 9/14/20
5. **Date of post-observation meeting** 9/15/20
6. **Observed Class** College Algebra - Math 109

I. CRITERIA

A. Clarity of Presentation

Dr. Minemyer discussed linear equations and thus covered the various forms of such an equation. Barry further discussed parallel and perpendicular lines, and he closed with an application involving the revenue, cost, and profit functions. Dr. Minemyer's course was presented entirely on line and was presented on Zoom. On the screen, participants could see Barry's face, and he also shared on the primary screen a combination of prepared notes and a whiteboard on which he wrote examples.

B. Evidence of Preparation

Dr. Minemyer uses prepared notes to which the students have been given access on BOLT, and he shares these notes on the screen when they are being discussed. Barry also does examples live on the whiteboard that he has clearly constructed in advance. Dr. Minemyer was well prepared for this class and presenting it on line.

C. Student Interest and Involvement

There were 25 participants in the Zoom room, which I expect is a high attendance rate for this class. As Dr. Minemyer did examples, he frequently asked if there were any questions. So the students were encouraged to be involved and had ample opportunity to ask questions.

D. Overall Effectiveness

Dr. Minemyer speaks with a very friendly demeanor and tone, which I believe is very comforting to the students, especially at the level of this class.

II. COMMENTS

A. Aspect of class most favorably impressing observer

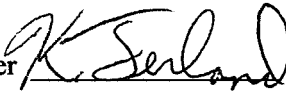
When using the white board on Zoom, Dr. Minemyer frequently made use of different colors in his writing. This made certain items jump out better and helped clarify points that Barry was making.

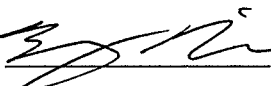
B. Aspects of class that impressed observer unfavorably

None.

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer  Date 9/14/20

Observed Faculty Member  Date 9-14-20

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

1. Name of observed: Barry Minemyer
2. Name of observer: John Polhill
3. Date of pre-observation meeting: February 6, 2020
4. Date of observation: April 7, 2020 (During COVID-19 pandemic)
5. Date of post-observation meeting: April 8, 2020
6. Observed Class: College Algebra (MATH 109)

I. CRITERIA

- A. Clarity of Presentation:** Excellent. Dr. Minemyer has set up his BOLT page very logically and methodically. Each lesson has a number of small videos, so students don't have to look through a long video presentation in order to find the particular type of problem on which they need help. The observer watched an example of long division of polynomials. Dr. Minemyer spoke clearly and used technology well so that any student should have had no trouble following.
- B. Evidence of Preparation:** Rather extraordinary. Dr. Minemyer has recently developed a fully online version of College Algebra, and this fortunate happenstance means that his students will not have to endure a clunky makeshift online course during this bizarre semester of Spring 2020. Barry was immediately able to leverage his online resources so that students have an outstanding online experience.
- C. Student Interest and Involvement:** This is a bit more difficult for the observer to assess at this time. I have done a previous observation for Barry and he excels in this regard when the class is in person.
- D. Overall Effectiveness:** Students who put in the time to use all the resources Barry has put in place should succeed. His online platform is easy to navigate and filled with various student supports (ZOOM office hours, tutoring, etc.).

II. COMMENTS BY OBSERVER

A. Aspect of class most favorably impressing observer

We are all under exceptional stress these days, and Barry has the additional stress of having a newborn baby at home. These events have clearly not detracted from the quality work that he always produces.

B. Aspect of class that impressed observer unfavorably

None.

C. Additional comments

III. COMMENTS BY OBSERVED

Observer John B Polhill Date 04/07/20

Observed Faculty Member Barry Minemyer Date 04/07/20

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of observed** Barry Minemyer
2. **Name of observer** William Calhoun
3. **Date of pre-observation meeting** 2/7/2020
4. **Date of observation** 2/14/2020
5. **Date of post-observation meeting** 2/25/2020
6. **Observed Class** MATH 109 College Algebra

I. CRITERIA

A. Clarity of Presentation

Very clear. Dr. Minemyer started class by calling roll. He projected his lecture notes on function notation, while working examples on the board. He explained how to evaluate a function, including expressions such as $f(x+h)$. He made sure the students understood how to substitute $x+h$ for x , and made helpful comments about the need to use parentheses and to avoid improper "cancellation." Dr. Minemyer then discussed finding the domain and range of function, giving some guidelines about how to find the domain easily in typical cases. He made some comments on the upcoming exam and finished with an introduction to the next section on graphing linear equations.

B. Evidence of Preparation

Well prepared. Dr. Minemyer had prepared lecture notes and examples. He had thought about how to explain each topic clearly and help students to avoid common mistakes.

C. Student Interest and Involvement

Almost all students seemed to be interested and involved in the class. The students paid careful attention to the examples Barry worked and took notes. Several answered questions that he posed. A few students asked questions about points that confused them.

D. Overall Effectiveness

Very effective. The students were well prepared to solve problems involving functions.

II. COMMENTS

A. Aspect of class most favorably impressing observer

Barry's friendly demeanor, clear explanations and carefully worked examples.

B. Aspects of class that impressed observer unfavorably

By my count, 23 of 30 students were present, so about 1/4 of the students were absent. I have noticed this problem in my classes as well. It would be helpful to the students if we could find a way to get the whole class to take advantage of Barry's great teaching!

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer William C. Calhoun Date 2/26/2020

Observed Faculty Member [Signature] Date 2-26-20

BLOOMSBURG UNIVERSITY
Department of Mathematics, Computer Science, and Statistics
Observation Report

1. **Name of observed:** Dr. Barry Minemyer
2. **Name of observer:** Dr. Chris Lynd
3. **Date of pre-observation meeting:** 10/11/19
4. **Date of observation:** 10/11/19
5. **Date of post-observation meeting:** 10/14/19
6. **Observed Class:** Math 109 College Algebra

I. CRITERIA

A. Clarity of Presentation

Very good. Dr. Minemyer has a comfortable rapport with his students and explains the material on the level of the students.

B. Evidence of Preparation

Excellent. Dr. Minemyer's lesson plan included the explanation of a problem that many students struggled with on the previous homework assignment. He also presented a detailed solution of a problem that would be a model for the types of problems the students would encounter on their next homework.

C. Student Interest and Involvement

Very good. Many students asked (and answered) questions. Many students were taking notes when Dr. Minemyer was going over the solutions to important problems.

D. Overall Effectiveness

Excellent. There was good interaction with the students. Dr. Minemyer began class by answering a student's question about applications of piece-wise functions. From there he addressed questions the students had regarding the vertex-form of a quadratic equation. The students asked (and answered) questions throughout the lesson. I believe that this interactive dialogue about the mathematics is very effective at helping students to learn the content.

II. COMMENTS

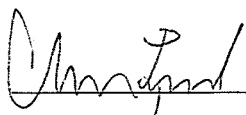
A. Aspect of class most favorably impressing observer

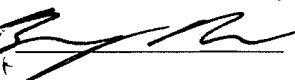
Dr. Minemyer has an excellent rapport with his students. The students feel comfortable asking questions, answering questions, and interacting with him. As I stated above, I believe that this interactive dialogue about the mathematics is very effective at helping students to learn the content.

B. Aspects of class that impressed observer unfavorably

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer  Date 10/14/19

Observed Faculty Member  Date 10-14-19

Bloomsburg University
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of Observed:** Barry Minemyer
2. **Name of Observer:** Drue Coles
3. **Date of Pre-Observation Meeting:** 09/25/19
4. **Date of Observation:** 09/26/19
5. **Date of Post-Observation Meeting:** 09/26/19
6. **Observed Class:** MATH 123 (Essentials of Calculus)

I. CRITERIA

Before class, students talked with Dr. Minemyer about sports and other topics of general interest. Their easy banter flowed right into the business of the day, strategies for sketching the graphs of polynomials.

- (a) **Clarity of Presentation.** Dr. Minemyer maintains a relaxed and student-friendly atmosphere while developing technical ideas in a precise and methodical way. The pace of this lecture was steady but not rushed. Barry speaks with complete command of the material while being sensitive to the varying needs of his audience. He frequently pauses to check if everyone is following and sometimes poses questions to the class to motivate the development of ideas. Barry has a clear voice and maintains constant eye contact with his audience (except when writing on the blackboard, of course).
- (b) **Evidence of Preparation.** Barry spoke without reference to notes, progressing smoothly from beginning to end. His goals were clearly stated and it was obvious that his lecture had been carefully planned to realize those goals. He used the document camera, projection system, and the blackboard, moving seamlessly from one to the other.
- (c) **Student Interest and Involvement.** Not one of the 29 students in the room was distracted by a phone or other electronic device, not even briefly. They were all attentive, most of them taking notes throughout class. At first the class was somewhat quiet with only murmured answers to Barry's questions, but gradually he won them over with his cheerful encouragement so that most participated at least a little either by asking or answering questions. Those who asked questions seemed satisfied with Barry's answers (and he always checked to be sure that they were). Essentials of Calculus is a class for science and business majors, not math majors, so the engagement of his students is perhaps especially noteworthy.
- (d) **Overall Effectiveness.** Excellent.

II. COMMENTS

- (a) **Aspect of class most favorably impressing observer:** Relaxed but methodical presentation.
- (b) **Aspect of class that impressed observer unfavorably:** None.
- (c) **Additional comments:**

Observer: Drue Coles Date: 9/30/19

Observed Faculty Member: [Signature] Date: 10-1-19

Bloomsburg University
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of observed:** Barry Minemyer
2. **Name of observer:** Youmin Lu
3. **Date of pre-observation meeting:** 4/2/2019
4. **Date of observation:** 4/3/2019
5. **Date of post-observation meeting:** 4/8/2019
6. **Observed class:** MATH 126—CALCULUS 2

I. Criteria

A. Clarity of Presentation: excellent

Dr. Minemyer first returned graded quizzes back to students, reviewed the questions and pointed out the problems students had in their quizzes. Barry then lectured on the Ratio Test and Root Test for convergence of series. Dr. Minemyer's pace, writing on the board and speaking were all excellent for students to follow.

B. Evidence of Preparation: excellent

The lecture was well prepared. Dr. Minemyer prepared excellent examples for each test case of the Ratio Test and Root Test. Barry also provided clear and appropriate heuristic proofs of the theorems.

C. Student Interest and Involvement: excellent

All students paid full attention to the lecture. They all took their notes very carefully and showed great satisfaction with the lecture. Many students participated in class discussion by asking and answering questions.

D. Overall Effectiveness: excellent

It was an effective class. Barry checked whether the students followed his lecture or not by asking them questions frequently.

II. Comments

A. Aspects of class that most favorably impressed observer

Dr. Minemyer showed great enthusiasm about his teaching and everybody in his class was appealed by his positive attitude to his teaching.

B. Aspects of class (if any) that impressed observer unfavorably.

III. Comments by Observed

Observer

Y Lu

Date

4/9/2019

Observed

[Signature]

Date

4-9-19

Bloomsburg University
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of observed:** Barry Minemyer
2. **Name of observer:** Dong Zhang
3. **Date of pre-observation meeting:** February 07, 2019
4. **Date of observation:** February 13, 2019
5. **Date of post-observation meeting:** February 13, 2019
6. **Observed class:** MATH 126 CALCULUS 2

I. **Criteria**

A. **Clarity of Presentation: Excellent**

Dr. Minemyer arrived classroom early to prepared for the class and posted note on screen. He reminded students about their coming test before he started a new chapter talking about Integration Techniques. He talked loudly and I heard his voice clearly sitting in the back of classroom.

B. **Evidence of Preparation: Excellent**

Dr. Minemyer first reviewed formulas of derivatives and anti-derivatives, which was the basis of his new content. After that Dr. Minemyer demonstrated different strategies to calculate integrals. In addition, he shared his experience of analyzing the questions therefore a proper strategy would be found. I am sure students will appreciate his lecture and experience on solving problems.

C. **Student Interest and Involvement: Excellent**

Students took note carefully and went through lecture examples with Dr. Minemyer. They answered Barry's questions actively, and asked questions whenever they didn't understand the solution. I saw great communications during the class and all student's questions were addressed.

D. **Overall Effectiveness: Excellent**

It was a very effective class. Dr. Minemyer frequently communicated with students to get feedback therefore students fully understood the content.

II. **Comments**

A. **Aspects of class that most favorably impressed observer:**


The lecture and excellent examples that Dr. Minemyer demonstrated abstract idea of integration in an efficient approach.

B. **Aspects of class (if any) that impressed observer unfavorably:**

None.

III. **Comments by Observed**

None.

Observer 

Date Feb 27, 2019

Observed 

Date 2-27-19

BLOOMSBURG UNIVERSITY
Bloomsburg Pennsylvania

OBSERVATION REPORT – DEPT. OF MATHEMATICAL AND DIGITAL SCIENCES

Name of observed: Barry Minemyer
Name of observer: Erik Wynters
Date of observation: 10/1/2018
Observed Class: MATH 314 – Linear Algebra

1. Description of class (brief summary of class format and topics covered):

The class covered several topics of linear algebra including elementary matrices and how multiplying a matrix by them on the left is equivalent to doing an elementary row operation on a matrix. Another topic was invertible matrices and eleven other characteristics of matrices that are equivalent to being invertible. At the end of the class there was a review of some older topics that would be on the test to be given in the next class.

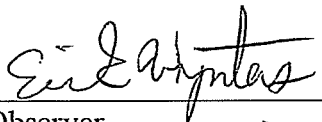
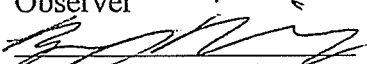
2. Evaluation (assessment of the overall effectiveness of the class – considering items such as the organization and clarity of material presented by the instructor and student involvement.):

The class was very good. Barry Minemyer was well-prepared, was easy to hear, and explained things clearly. He asked students if his explanations made sense and if they had any questions, and asked them questions to make sure they understood what he was explaining. They seemed to understand his explanations and multiple students volunteered to answer his questions.

3. Comments (may include, for example, items that impressed the observer favorably or suggestions for change):

Barry was very knowledgeable, well-prepared, and enthusiastic. I have no criticisms or suggestions for change.

4. Observed faculty member's reactions (OPTIONAL)

	<u>10/2/18</u>
Observer	Date
	<u>10-2-18</u>
Instructor	Date

Observation Report —

Department of Mathematical and Digital Sciences

Name of observed: Dr. Barry Minemyer
Name of observer: Dr. Robert Montante
Pre-observation meeting: September 28, 2018
Post-observation meeting: October 1, 2018
Class observed: MATH 125, Calculus 1

I. Criteria for Evaluation

A. Clarity of Presentation – Very Good

Dr. Minemyer laid out the material clearly on the room chalkboard. He also described the concepts clearly and specifically.

B. Evidence of Preparation – Excellent

The class worked with some examples taken from a pre-assigned textbook reading. Examples covered one-dimensional motion, a population growth model, and a look at marginal cost of production.

C. Student Interest/Involvement – Good

Dr. Minemyer frequently solicited responses from the students to maintain their engagement with the material. Students were observed writing down notes throughout the class.

D. Overall Effectiveness – Very Good

The class was well focused on derivatives and rates of change. The material was general but specific enough to provide good connection to related problems.

II. Comments

A. Aspects of the class that most favorably impress observer.

Dr. Minemyer has a good rapport with the students. They seem comfortable in the class.

B. Aspects of class (if any) that impressed observer unfavorably.

None.

C. Additional comments.

Colored chalk was a nice touch, but the color isn't easy to distinguish. Don't count on it.

II.

Comments by Observed

(none)

RA Montoya
Observer

2018-10-01
Date

[Signature]
Instructor

10-1-18
Date

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

Name of observed: **Dr. Barry Minemyer**
Name of observer: **Dr. Elizabeth Mauch**
Date of observation: **February 12, 2018**
Date of post-observation meeting: **February 12, 2018**
Observed Class: **53.101 Math Thinking**

I. CRITERIA

a. **Clarity of Presentation**

Excellent. Dr. Minemyer presented 2.4 Minimum Cost Spanning Trees. He linked the presentation to applicable real problems from the power industry.

b. **Evidence of Preparation**

Excellent. Dr. Minemyer had a document prepared with applicable definitions and that allowed him to both demonstrate mathematical examples, but also provided students with an opportunity to attempt the problems during class. When there was a glitch with the computer, Dr. Minemyer was able to quickly recover by writing the material on the board.

c. **Student Interest and Involvement**

The entire class of students was engaged during the entire 50 minute lesson. Students volunteered answers. Dr. Minemyer ensured that all students were understanding the material by continually asking them if they understood. Several students asked questions. Students worked on a pre-prepared worksheet. Dr. Minemyer called on students to both answer questions from their seats and to come to the board to demonstrate their solutions to problems and participated with their answers.

d. **Overall Effectiveness**

Excellent. Students enjoyed the class. They learned how to work with minimal spanning trees and how to solve Kruskal's algorithm.

II. COMMENTS

a. **Aspects of the class most favorably impressing observer**

Professor Minemyer worked to include students in class – it was evident that the students appreciated this and enjoyed the presentation.

b. **Aspects of class that impressed observer unfavorably**

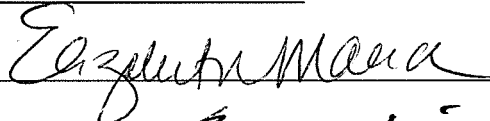
None

c. **Additional Comments**

Dr. Minemyer is an approachable professor who really knows his material. Very nice class!

III. COMMENTS BY OBSERVED

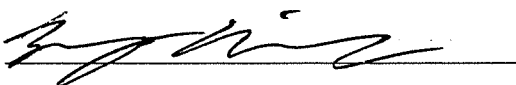
Observer: _____



Date

2/14/18

Observed Faculty Member _____



Date

2/14/18

BLOOMSBURG UNIVERSITY
Department Of Mathematics, Computer Science, and Statistics
Observation Report

1. **Name of observed** Barry Minemyer
2. **Name of observer** John Polhill
3. **Date of pre-observation meeting** February 2, 2018
4. **Date of observation** February 2, 2018
5. **Date of post-observation meeting** February 9, 2018
6. **Observed Class** Math Thinking

I. CRITERIA

A. Clarity of Presentation

Very good. Dr. Minemyer lectured for roughly one half of the class. He spoke clearly and at a reasonable pace. He paused for questions and had examples that sufficiently illustrated the following principles: 1) brute force does give the best solution - in this case for least cost Hamiltonian Circuit, and 2) brute force is not practical for many situations, and again in the Hamiltonian Circuit case it is clearly not feasible.

B. Evidence of Preparation

Excellent. Dr. Minemyer had a clear plan for the class. He used the entire 50 minutes, during which time he returned previous assignments, lectured for about 25 minutes, and had the students work on problems in groups for about 20 minutes. There was no wasted time, nor was class rushed.

C. Student Interest and Involvement

Math Thinking is a very low interest course, where students enrolled generally are taking it because they are math-phobic. At minimum, they have chosen a major with minimal mathematics involved. Therefore, the fact that on a Friday nearly 35 students were in attendance is a good sign (at least 90% attendance). Moreover, the students were paying attention during the lecture and even became enthusiastic during the group activity. Dr. Minemyer had a nice mix of easy problems and more challenging ones on the handout. Some of the students wanted to solve the hardest one. As class ended one student remarked, "This was a great class."

D. Overall Effectiveness

Class was very effective. Students should be prepared for any future exam problems on least cost Hamiltonian Circuits and the brute force method. Students were also engaged in the learning process.

II. COMMENTS

A. Aspect of class most favorably impressing observer

In only the second week of class, the atmosphere is already comfortable and conducive to learning. This should be a good semester for the students in the class.


B. Aspects of class that impressed observer unfavorably

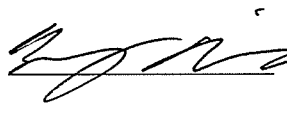
None.

C. Additional Comments

Keep up the good work. We are truly fortunate to have Dr. Minemyer at Bloomsburg University of Pennsylvania.

III. COMMENTS BY OBSERVED

Observer  Date 2/9/18

Observed Faculty Member  Date 2-9-18

BLOOMSBURG UNIVERSITY
Department of Mathematical and Digital Sciences
Observation Report

1. **Name of observed** Dr. Barry Minemyer
2. **Name of observer** Dr. Paul Loomis
3. **Date of pre-observation meeting** 11/15/2017
4. **Date of observation** 12/6/2017
5. **Date of post-observation meeting** 12/20/2017
6. **Observed Class** MATH 101: Mathematical Thinking

I. CRITERIA

A. Clarity of Presentation

Good. Having discussed the coefficient of correlation r in a previous class, Dr. Minemyer moved to the natural next step - calculating the equation of a regression line to illustrate the relationship between two variables.

B. Evidence of Preparation

Clear evidence. Dr. Minemyer had an outline for the lecture on the overhead projector (also available on BOLT) and worked examples on the chalkboard. The examples were carefully designed to bring up important points.

C. Student Interest and Involvement

Good. The classroom was full, but students were engaged, and when Dr. Minemyer gave them problems to work on, nearly all stayed on task.

D. Overall Effectiveness

Very good. Dr. Minemyer explained steps to finding a regression line, noting that the hard work - calculating standard deviations and r - has already been done. He pointed out how outliers can have an exaggerated affect on a regression line, and had two examples - one with international statistics on cancer, another from american football - to illustrate how correlation should not be confused with causation.

II. COMMENTS

A. Aspect of class most favorably impressing observer

Linear regression is one of the more challenging ideas students see in MATH 101. Dr. Minemyer does a good job of making these ideas seem unintimidating.

B. Aspects of class that impressed observer unfavorably

None.

C. Additional Comments

None.

III. COMMENTS BY OBSERVED

Observer Paul Loomis Date 12/20/2017

Observed Faculty Member [Signature] Date 12-20-17

Bloomsburg University
Department of Mathematics, Computer Science, & Statistics
Observation Report

1. **Name of observed:** Dr. Barry Minemyer
2. **Name of observer:** Dr. Stephen Kokoska
3. **Date of pre-observation meeting:** September 19, 2017
4. **Date of observation:** September 21, 2017
5. **Date of post-observation meeting:** September 25, 2017
6. **Observed Class:** MATH 101: Mathematical Thinking

I. CRITERIA

A. Clarity of Presentation

Dr. Minemyer's presentation was clear, precise, and methodical. He explained an example from the text in great detail, wrote carefully, and used proper notation. Students had plenty of time to write their own notes and to ask questions for clarification. The presentation was at a pace so that everyone could follow and think about the concepts.

B. Evidence of Preparation

Dr. Minemyer uses a partially flipped classroom for this course. His students are required to read new material prior to class and to come prepared to solve problems. Dr. Minemyer started class with a brief review of Euler circuits, Hamiltonian circuits, and spanning trees. He then concisely discussed the concept of critical path analysis. He presented a real world example of a digraph, including tasks and times. He explained in detail an example from the text. In the spirit of a flipped classroom, he also had a prepared workshop for students, to compete in small groups.

C. Student Interest and Involvement

Students seemed interested, attentive, and they asked and answered questions freely. Dr. Minemyer knew most names, and called on several students to involve the entire class. I think the use of real world examples helped to maintain interest.

D. Overall Effectiveness

I believe this was an effective class, and a good example of active learning. Students were persuaded to participate in discussion, and worked together to complete a worksheet. Students seemed to appreciate Dr. Minemyer's relaxed teaching style and friendly approach to learning.

II. COMMENTS

A. Aspect of class most favorably impressing observer

B. Aspects of class that impressed observer unfavorably

C. Additional Comments

III. COMMENTS BY OBSERVED

Observer: Stephen Kahala Date: 9/25/17

Observed Faculty: [Signature] Date: 9/25/17

E. Annual Evaluations by Dean



CONFIDENTIAL
November 14, 2019

TO: Barry Minemyer, Assistant Professor
Department of Mathematics and Digital Sciences

FROM: Robert S. Aronstam, Dean *RS*

RE: Performance Review and Evaluation
4th Year Probationary

In accordance with the provisions of Article 12 of the Collective Bargaining Agreement, I have reviewed the materials supplied by your evaluation committee and your department chairperson, as well as all additional materials deemed relevant and provided by you.

Your department chair and department observation and evaluation committee have submitted detailed summaries and evaluations of your teaching, scholarly activity and service activities. I concur with their analyses, and these are incorporated by reference into this evaluation. I reiterate a few salient points.

Teaching Effectiveness/Fulfillment of Professional Responsibilities:

Accomplishments:

- In your second year at Bloomsburg, you taught nine sections of five different courses, and are considered by your peers to be one of the best instructors in the department.
- Student evaluations were excellent, with particular note (>92% AB in most areas and 100% for enthusiasm and preparation). Your overall rating as an instructor was 97% AB. This accomplishment is even more impressive given the limited initial student interest (56% A&B) in your courses.
- Peer evaluations of your teaching were also very positive, and note the clarity of your presentations, your attention to detail, your engagement of students, and your enthusiasm.
- Due to the strongly positive reception of your College Algebra class, the chair has asked you to develop an online version of this traditionally problematic course.

Challenges:

- None. Wonderful job.

Scholarly Growth:

Accomplishments:

- You published three research papers in academic year 2018-2019. This year you have submitted one paper and report two others in preparation.
- You gave 3 scholarly presentations in 2018-2019

176 Hartline Science Center • Bloomsburg University • 400 East Second Street • Bloomsburg, PA 17815-1301

Phone: 570-389-5333 • FAX: 570-389-5063

A Member of the Pennsylvania State System of Higher Education

Challenges:

- None. You are being very productive. A consistent record of productivity is critical for establishing credibility with professional organizations and funding agencies. You appear to be doing everything right.

Service to the University/Community:

Accomplishments:

- You serve on several departmental committees.
- You served the institution on the ROTC Strategic Enrollment Scholarship Committee and on the ACT101 EOP Director Search Committee.
- You were elected to three University-wide committees: Faculty Professional Development, Library Advisory, and Faculty Student Liaison.
- You served as the Math Coordinator for the JumpStart program.
- You assisted with the High School Mathematics Contest, a major recruiting event.
- You organize the departmental seminar series.

Challenges:

- None. Wow. Feel free to decline any additional service opportunities.

Summary:

Your career is developing in a splendid manner in every area. Your teaching efforts were excellent, your research productivity continues to be very strong, and your service effort have been extensive and effective at both the department and institution levels. We are very fortunate to have you as a member of our faculty.


I recommend that your appointment as a faculty member be renewed for the 2020-2021 year at Bloomsburg University. If you wish to discuss this performance review as a draft, please call extension 5333 to schedule an appointment by November 27, 2019. If not, this review is final.

Cc: Dr. Diana Rogers-Adkinson, Provost
Dr. Curt Jones, Department Chair
Dr. William Calhoun, Evaluation Committee Chair



CONFIDENTIAL
November 16, 2018

TO: Barry Minemyer, Assistant Professor
Department of Mathematics and Digital Sciences

FROM: Robert S. Aronstam, Dean 

RE: Performance Review and Evaluation
2nd Year Probationary

In accordance with the provisions of Article 12 of the Collective Bargaining Agreement, I have reviewed the materials supplied by your evaluation committee and your department chairperson, as well as all additional materials deemed relevant and provided by you.

Your department chair and department observation and evaluation committee have submitted detailed summaries and evaluations of your teaching, scholarly activity and service activities. I concur with their analyses, and these are incorporated by reference into this evaluation. I reiterate a few salient points.

Teaching Effectiveness/Fulfillment of Professional Responsibilities:

Accomplishments:

- In your first year at Bloomsburg, you taught two sections each of Math Thinking (non-majors) and College Algebra.
- Student evaluations were excellent, with particular note (>95% AB in most areas and 100% for enthusiasm and preparation). Your overall rating as an instructor was 97% AB. This accomplishment is even more impressive given the limited student interest (41% A&B) in your courses.
- Peer evaluations of your teaching were also very positive, and especially praise your ability to engage students.

Challenges:

- None. Wonderful job.

Scholarly Growth:

Accomplishments:

- You published one papers this year and have four others currently under review
- You also published a book chapter.
- You gave 3 scholarly presentation in your first year at BU.

Challenges:

- None. You are being very productive. A consistent record of productivity is critical for establishing credibility with professional organizations and funding agencies. You are doing everything right.

Service to the University/Community:

Accomplishments:

- You serve on several departmental committees.
- You assisted with the High School Mathematics Contest, a major recruiting event.
- You organize the departmental seminar series.

Challenges:

- None. Opportunities for service at the institutional level will arise in time.

Summary:

Your career is developing in a splendid manner in virtually every area. Your teaching efforts were excellent, your research productivity is very strong, and your service effort within the department has been effective. We are very fortunate to have you as a member of our faculty.


I recommend that your appointment as a faculty member be renewed for the 2019-2020 academic year at Bloomsburg University. If you wish to discuss this performance review as a draft, please call extension 5333 by November 26, 2018 to schedule an appointment, if not, this review is final.

Cc: Dr. James Krause, Provost
Dr. Curt Jones, Department Chair
Dr. Philip Polstra, Committee Chair



CONFIDENTIAL
February 8, 2018

TO: Barry Minemyer, Assistant Professor
Department of Mathematics and Digital Sciences

FROM: Robert S. Aronstam, Dean 

RE: Performance Review and Evaluation
1st Year Probationary

In accordance with the provisions of Article 12 of the Collective Bargaining Agreement, I have reviewed the materials supplied by your evaluation committee and your department chairperson, as well as all additional materials deemed relevant and provided by you.

Your department chair and department observation and evaluation committee have submitted detailed summaries and evaluations of your teaching, scholarly activity and service activities. I concur with their analyses, and these are incorporated by reference into this evaluation. I reiterate a few salient points.

Teaching Effectiveness/Fulfillment of Professional Responsibilities:

Accomplishments:

- In your first semester at Bloomsburg, you taught two sections each of Math Think (non-majors) and College Algebra.
- Student evaluations were excellent, with particular note (>95% excellent or above average) made of your enthusiasm, preparation, clear explanations, engagement of students, and facilitation of independent thinking and problem solving. This accomplishment is even more impressive given the limited student interest in your courses.
- Peer evaluations of your teaching were also consistently very positive

Challenges:

- None. You are off to a wonderful start.

Scholarly Growth:

Accomplishments:

- You have four papers under review and are working on a fifth article.

Challenges:

- None. You are being very productive. The greatest challenge for new faculty is to establish a productive research program that includes peer-reviewed publications. A consistent record of

productivity is critical for establishing credibility with professional organizations and funding agencies. You are doing everything right.

Service to the University/Community:

Accomplishments:

- You serve on several departmental committees.
- You assisted with the High School Mathematics Contest, a major recruiting event.

Challenges:

- None. Opportunities for service at the institutional level will arise in time.

Summary:

Your career is off to a wonderful start. Your teaching efforts were well received, your research productivity is very strong, and your service effort within the department has been effective. We are very fortunate to have you as a member of our faculty.

I recommend that your appointment as a faculty member be renewed for the 2018-2019 academic year at Bloomsburg University. If you wish to discuss this performance review as a draft, please call extension 5333 by February 19, 2018 to schedule an appointment, if not, this review is final.

Cc: Dr. James Krause, Provost
Dr. Curt Jones, Department Chair
Dr. Drue Coles, Committee Chair

Section Six: Signature Pages and Other Narratives

Signature Page: Tenure Applicant


STATEMENT:

I certify that the information contained in this application is correct, to the best of my belief and knowledge.

I certify that I have met the deadline of application to the department on or before the contract date and that I intend to meet the deadline of application to the university committee on or before the contract date.

I realize that I have the right to appear, on my behalf, before both the Departmental Tenure Committee and the University Tenure Committee, before their recommendations are forwarded

I understand that I have the right to grieve Tenure decisions only as to myself, and then only with respect to failure to observe the procedures as set forth in the *Collective Bargaining Agreement*, and in the local document TENURE POLICIES AND PROCEDURES.



Signature of Applicant

12-31-20

Date