

# DEANotes

September 2008

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## Finlay Notes

### End of the Core Curriculum Committee:

I attended—(no AASU travel funds were spent!)—the final meeting of the USG’s Core Curriculum Task Force, one that in spring 2008 generated a several long meetings, a somewhat boisterous statewide blog, an AASU faculty resolution, and relatively few results. In this final meeting, Dr. Susan Herbst, the USG’s Chief Academic Officer, thanked us for our service and announced plans to create a new USG Core Evaluation Committee of eight representatives, including at least one faculty member and administrator from each sector. The Chair of the Committee will be a faculty member. The Committee will be supported by System staff members Robert Vaughan and Linda Noble, for a total of ten members. Dr. Herbst promises this new committee will offer “*a mechanism for early faculty and administrative input from across the system.*” In particular, she mentioned the need for faculty senates on the various campuses to play an expanded role in addressing possible revisions to the core.

Judging from the committee’s tones and implications, it seems that the revised core will surely place greater emphasis on learning outcomes and assessment measures. It also seems that Areas B and F are those more likely to be altered—in part because these have been barriers to easy transferability—and that the result may be a somewhat smaller core. In my role, I voiced concern that a smaller core could encourage majors to expand, a trend that concerns me a great deal.

On a related note, keep in mind that anyone with suggestions for new courses to be added to AASU’s current core should come to me to learn about the necessary procedures and paperwork.

**CHECK OUT THE NEW FACE OF THE COLLEGE  
OF LIBERAL ARTS:**

[www.cla.armstrong.edu](http://www.cla.armstrong.edu)

**Thanks to Sherry Cortes and Jennifer  
Incorvaia for all their help!**

### Green Initiatives I

In a small effort to save some Georgia pines, this will be the last issue of DEANotes to appear in a paper format. Beginning with the next issue, members of the College of Liberal Arts community will receive an email announcing the publication of a new issue, with a copy of the DEANotes attached. Most past issues of DEANotes are available at <http://www.as.armstrong.edu/deanotes.htm>.

### Green Initiatives II Makin’ Maroon Green Challenge

The Department of Housing and Residence Life office is once again sponsoring a student-led energy challenge across the Armstrong Atlantic State University community called Makin’ Maroon Green. The goal of Makin’ Maroon Green challenge is to:

- ❖ Raise awareness and promote campus involvement in conservation while having fun
- ❖ Encourage student participation in campus energy conservation and
- ❖ Reduce energy costs for residence halls.

The initiative will be launched on Wednesday September 24. Georgia Power will be on campus to give away energy-efficient light bulbs (limit of one per person) at Shearouse Plaza from 11 AM to 2 PM, and Recycle Savannah will provide information on recycling and energy conservation. The Staff Advisory Council, the Faculty Senate, and a small group of AASU faculty members are also involved. If you have questions or concerns, contact Frank Twum-Barimah at 961-8000 or [Frank.Twum-Barimah@armstrong.edu](mailto:Frank.Twum-Barimah@armstrong.edu).

### **What to do with a Liberal Arts Degree:**

The Office of Career Services is sponsoring a workshop that may interest to people in this college: "What To Do with a Liberal Arts Degree."

According to Barbara Myers, the workshop will demonstrate services and tools that her office uses to help students choose a degree major, such as Discover, the Strong Interest Inventory, and the Myers Briggs Type Indicator. It will also provide information on programs they can use like GCIS and Bureau of Labor Statistics to educate themselves on the many different types of careers that exist. Using the Strong Interest Inventory model, she will also look at the various clusters of career choices and what careers those clusters entail. I plan to be there as well, in case I'm called upon to defend the liberal arts.

This session will be held in the MCC Student Activities Conference Room (within the cafeteria) on Wednesday September 24 at 12 noon. Some pizza and drinks will be provided.

### **Howells Notes**

#### **Disruptive Students**

In the first class I taught on my own, I had a student who went by an alternative name and accent in my course, made Scooby Doo noises during class, and neglected to wear pants one day (opting for a long t-shirt and knee-high tube socks instead). I wish I had the [Guidelines for Faculty Members Regarding Student Conduct in Instructional Settings](http://sa.armstrong.edu/docs/FacGuidelinesDisruptiveBehavior.pdf) that our Office of Student Affairs under VP Vicki McNeil developed this summer. This document diagnoses distressed and disruptive student behavior, recommends preventative measures, outlines the appropriate faculty response, and lists valuable resources. You can find the document at <http://sa.armstrong.edu/docs/FacGuidelinesDisruptiveBehavior.pdf>

So, Aven/Jason, whoever-wherever you are, I'll be ready next time.

#### **American Council of Education Analysis of Higher Education Act Reauthorization.**

In August 2008, the Higher Education Opportunity Act became law. Some key provisions include the following:

- The Act includes various provisions calling for publication of and transparency about the costs of higher education with certain tools, resources, and information made available to consumers by institutions.

- The Department of Education will maintain information and resources about identifying, avoiding, and combating diploma mills
- This Act along with the College Cost Reduction and Access Act of 2007 made various student financial aid provisions to increase access for Pell Grant students, veterans, dual enrolled students, and disabled students. These measures also aimed to increase access through improved processes for applications, deferments, and data collection. Also, institutions will be required to develop and publish a code of conduct concerning loan arrangements, disclosure, and a range of proscribed items.
- In response to the Virginia Tech tragedy and similar events, the requirements for institutions reporting such events and other campus safety issues to the community and cooperating with law enforcement have been outlined.
- Institutions will also be required to develop policies and penalties prohibiting unauthorized distribution of copyrighted material and peer-to-peer file sharing. The act also maintains the protection of student speech and association rights.
- Transfer of credit policies must be articulated and confirmed by accreditors.
- Sections of this act also expand and revise teacher professional development programs and international education.
- And finally, and perhaps most pertinent for you, course schedules with ISBNs of required texts, as well as retail price information, must be published in a "timely manner" to help "contain" textbook costs. According to the summary of the act, "[p]ublishers are required to provide faculty with information on price, copyright dates of the three previous editions, any substantial revisions between a new edition and prior iterations, whether to the textbook is available in any other format and at what price and to supply textbooks in bundled and unbundled formats." That should keep our book reps busy!

#### **Welcome to our New Faculty!**

We'd like to offer a warm welcome to our new faculty. Given the budget crisis, we won't have many new faces for a while, so please make an effort to make those we have feel at home. Here are some bios they sent our way:

**Carol Benton (AMT)** has a Bachelor of Music Education (1972) with concentration in piano, a Master of Music (1984) in piano performance, and a Doctor of Musical Arts (2002) in music education. She has extensive teaching experience including 23 years K-12 teaching experience in Virginia public schools, 10 years experience teaching studio piano, and college-level teaching experience at the University of Central Arkansas and at Glenville State College in West Virginia. Her dissertation research was in the area of metacognition, and she “developed strategies for promoting metacognition among students in middle school choral music classes and measured the effects on acquisition of skills and shaping of positive attitudes in the area of sight-singing (a crucial area for learner success and advancement in choral music).”

**Mary Anne Brock (LLP)** is now a member of our team of first-year teachers and is teaching core writing courses this fall including one of the eight Fall 2008 Freshman Learning Communities. As such, she is, as she puts it, “keenly interested in *writing* and in teaching *writing*. I approach this teaching with the understanding that most of our students--the younger ones especially--lack the *critical thinking* skills necessary for successful college writing. My classroom work, then, requires an ever-challenging juggling act between the discussion of ideas, the evaluation and presentation of evidence to support ideas, and the exploration of language--finding the ideal wording or phrasing to express ideas clearly and effectively.” Her current research interests include the scholarship of teaching and learning in general and first-year experience studies in particular. She is also excited about her continuing work with AASU's chapter of the honor society Phi Kappa Phi and would welcome the opportunity to talk with any faculty who want to know more about joining the organization.

**Richard Bryan (LLP)** teaches composition and literature, and his specialty is dramatic literature. He is particularly interested in interdisciplinary approaches to literature and has used science and social science material and methodology in his own work about violence in drama: “I would love to establish some links--volunteerism, team teaching, training, or research--with folks in other disciplines. I like the idea of a course that introduces students to psychological, sociological, or social psychological theories and approaches and then applies them to literature; a course that combines historiography and literary theory to the examination of literary and historical texts; a course that invites students to study dramatic literature alongside the performance aspects of theater, etc. In fact, if you have any suggestions

with regards to others that might be interested or other such fruitful combinations, please let me know or feel free to share my name and contact information with others!”

**Bonnie Emerick (LLP)** will be teaching Freshman Learning Community classes, composition classes, and literature classes she works with the new First-Year Experience team to address AASU students' first-year experiences. She describes her teaching and interests in this way: “As a teacher, I am interested in how collaborative practices-- on the part of both professor and student-- can enhance those types of learning that often happen in a private, singular sphere. My current research interest is an amalgamation of my teaching approaches, reading obsessions, and writing: I am studying the way in which suicide may have functioned as a form of authorship for at least one French poet, Danielle Collobert, whose books are just now beginning to be translated into English. And, of course, I am writing my own poetry, which seems to be taking on many of the aforementioned themes.”

**Jane Rago (LLP)** is now the third member of the first-year writing team in the LLP department. Her primary area of teaching is the First Year Experience, with a particular focus on learning communities and interdisciplinary studies. She describes her research interests “in late-Victorian cultural studies, with a particular focus on the impact of scientific theories on social and political issues. My research interests also revolve around cultural studies approaches to composition and rhetoric, and the pedagogy of critical thinking in first and second year classrooms.”

**Monica Rausch (LLP)** tells us that she loves teaching writing because she “believe[s] there are so many possibilities open to students through writing. Every student comes into the classroom with a wide variety of life experiences, and I like to show students how they can draw on those experiences when they are writing. I also stress to students the tight connection between reading and writing--how they can develop as a writer by becoming a close, critical reader.” Dr. Rausch's research interests are in twentieth-century American literature, including Native American literature and women's writing. She also has a background in postcolonial literature and theory, and some of my favorite authors include Arundhati Roy, Barbara Kingsolver, Louise Erdrich, and Toni Morrison. She tells us she also has “an interest in new writers currently shaping the literary scene. In creative writing courses, I like to expose students to work in literary magazines, where many well-known authors got their start.”

**Hongjie Wang (HIS)** received his B.A. and MA in philosophy from Renmin University of China, his M.A. and Ph.D. degrees in history from Brown University. His research focuses on the political, social and cultural history of late medieval China. He is also interested in traditional Chinese historiography, Chinese religions, and the history of the Chinese Communist Party. He currently is conducting research on the regional regimes in southern China during the divided tenth century, with a particular focus on the Former Shu state in today's Sichuan province. At Armstrong, he will teach courses on histories of China and Japan, Confucianism and Taoism, and Mao and his revolution.

#### Faculty Notes

**Jane Rago, LLP**, presented a paper at the Robert Louis Stevenson 2008: European Stevenson conference this past summer in Bergamo, Italy. The conference was hosted by the University of Bergamo. The paper was titled: "A Nice Paper to Put in a Girl's Hand": Circulating the Erotic in 'Beach of Falesa.'"

**Please send news of publications, presentations, and other faculty accomplishments to [Mark.Finlay@armstrong.edu](mailto:Mark.Finlay@armstrong.edu).**

#### Deadlines and Dates

- Sep 19** Submit PT Pay Reports for Session 3
- Sep 22** Revised Spring 2009 Schedule of Classes due to the Deans
- Sep 23** Groundbreaking New Student Center 12:45
- Sep 24** "What to do with a Liberal Arts Degree"
- Sep 26** Liberal Arts Curr. Comm. Items Due
- Sep 30** Graduate Affairs Committee
- Oct 3** Liberal Arts Curr. Comm. Meeting  
Faculty Forum: "Faculty Involvement and the Senate Process"
- Oct 6** Last Day of Class (Session 2)
- Oct 7** Liberal Arts Council Meeting
- Oct 8** P&T Portfolios due to Dean/Committee
- Oct 8-9** Final Review of Revised Spring 2009 Schedule
- Oct 9** PT/Extra Comp Pay Lists Due (Session 3)
- Oct 10** Faculty Lecture Series: Lee Williams and Barbara Fertig
- Oct 13-14** Fall Break (No Classes)
- Oct 14** Final Grades Due (Session 2)
- Oct 15** UCC Meeting; First Day of Class (Session 3)
- Oct 15** Spring Book Orders Due
- Oct 17** Recommendations for Retention of 2<sup>nd</sup> Year Faculty Due to Dean;  
Academic Advising Workshop
- Oct 20** Faculty Senate Meeting
- Oct 22** Celebrate AASU Day!
- Oct 23** Workload Reports Due
- Oct 27** Fall FARs due to Dean
- Oct 31** Liberal Arts Curr. Comm items due