

DEANotes

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WheelerNotes

Student-Faculty Summer Collaborative Research Program

Earlier this semester full-time faculty members should have received information about an experimental program the College will implement this summer. Pairs consisting of an Arts and Science faculty member and a student are invited to seek support to work together on a scholarly project throughout the summer.

We believe that this program advances three important goals of the College:

- Encouraging involvement of students in independent scholarly projects
- Encouraging faculty/student scholarly collaborations
- Providing faculty members with support and time to pursue scholarly interests

We look forward to a successful first year of the program in Summer 2006 and are hopeful that we can find funding to continue this program in the future. More information can be found on the Arts and Sciences Website under the Faculty Resources Button. Deadline for applications to the Dean of the College is December 12, 2005.

A Brief Reminder on Student Attendance

The faculty handbook records the following policy on class attendance:

Each faculty member may establish a policy for student attendance in class. *Students who miss class while officially representing the university will be excused from class.* These students are responsible for arranging with individual instructors to make up any work that might have been missed.

Please remember that students represent the university not only as members of athletic teams, but also as members of music ensembles and moot court teams and as presenters at regional and national conferences.

Learning Communities --- We Need Your Help

Very shortly we will be forming our schedule of learning communities for the Fall 2006 semester. In the *FinlayNotes* that follow you will find a call for your ideas and interest relative to forming those communities. In this article, I want to discuss the rewards that accrue to service in learning communities.

Most of the faculty members who have taught in learning communities speak enthusiastically of the experience on its own merits, in some cases indicating that it was not only a good experience for students, but provided opportunities for faculty development. However, we also are able to provide small encouragements to faculty who participate. Each faculty member who participates in an "Integrated Learning Community – Large Scale" will receive \$400 in additional travel monies to be spent at faculty member's discretion for professional travel. The lead teacher in each of the other learning communities will receive a \$400 travel stipend and other learning community faculty members will receive a \$200 travel stipend. Faculty members teaching the one semester-hour section of AASU in a "Core Course Plus One" learning community will receive "more generous than usual" over-load compensation for teaching this course. From each learning community team, whatever the model used, we ask the team organize at least one planning meeting prior to the beginning of the semester (free lunch provided) and at least one out-of-class event {e.g.: meal together, pre-advisement week party/info session, group attendance at lecture, film, performance, or athletic event, ...}.

If any of this piques your interest, please see more details in the article entitled *Call for Proposals* in *FinlayNotes*.

FinlayNotes

Call for Proposals, Learning Communities

As mentioned above, Dean Wheeler has asked me to help develop our slate of learning communities for Fall 2006. For a full description of the eight communities presently in session, please take a look at the Advisement Center web site <http://www.advise.armstrong.edu> and follow the trail to learning communities.

As mentioned in WheelerNotes, there also are real rewards for faculty who participate: Smaller core classes, travel stipends, and the opportunity to bring your creativity and willingness to work with creative colleagues into your freshman classes. I can promise one free lunch for the participants, where we can discuss successes and pitfalls of learning community work.

Learning Communities come in different shapes and sizes:

1. Thematic Learning Communities. For instance, an expert in world history might team up with an expert in world literature or in current events; a faculty member interested in medical ethics might team up with one interested in the sciences; a faculty member interested in the politics of race or gender might team up with one interested in the economics of race or gender. [For some examples, see Learning Communities 2, 6, and 7 at Learning Community web site]. If you have an idea along these lines, please submit a proposal that identifies a team of 2 or 3 faculty members and a theme that would be developed across 2 or 3 core courses taught by that team.
2. Learning Community Directed at Special Population: We have had successful learning communities that have focused on students interested in education as a possible career track, and on students who need extra preparation in mathematics courses. Additional possibilities include communities targeted to pre-nursing majors, other health professions majors, science majors, and the like. [See Learning Communities 1 and 8 at Learning Community web site.]
3. Core Course plus One. Proposal should identify a faculty member who would teach both a core course and a section of AASU 1100 (a one credit course). In the AASU 1100 some time is devoted to an introduction to the university and college life. However, some of the time in AASU 1100 is also spent expanding on the theme

of the learning community course. In addition, one or two other core courses would be added to this community and participants should develop strategies to integrate common themes in all of the courses. Those who volunteer for the model will receive "more generous than usual" stipend for their development of a section of AASU 1100. [See Learning Communities 3, 4, and 5 at Learning Community web site.]

4. Expression of Interest: Even if you do not have a specific learning community to propose, please let me know of your interest in teaching in a learning community. and I will try to find a way to include you.

If you are interested, please send a brief email with your ideas to finlayma@mail.armstrong.edu. In framing your proposal remember that the target population is not honors students, but the wider student population that populates all of our courses.

Implications of By-Law Changes

At its meeting of 10 October 2005, the university faculty approved changes in the By Laws Article VIII, Section B—the business about the path that 5000-level courses shall take through the curricular process. Thus it is time to reiterate the following points:

- All 5000-level courses have both a U & G component, by definition.
- All 5000-level courses must indicate a distinct pre-requisite for the U version and for the G version.
- All 5000-level courses must include a brief statement detailing the different expectations and requirements for undergraduate and graduate students.
- These points should be included with any submission of 5000-level coursework to the College Curriculum Committee.

On a somewhat related note, keep in mind that "cross-listed" courses have a specific definition: the term refers only to courses that are identical and are listed in two different departments or programs. One example is SOCI 3510, Family Violence, which is identical to CRJU 3510, Family Violence. A course such as COMM 3600, Public Relations, which is part of the B.A. in English (Communications track), is not "cross-listed" with any other prefix.

Some Thoughts on Transfer Courses

Your assistant dean is the one who evaluates the Course Substitution Form when it affects Areas A through E of the core. From time to time I hear from upper-level students who are enrolled in as many as three core-level courses that they do not really need,

since I would have approved their requests for substitutions had they or their advisors only asked for them. Transfer students often are frustrated by small numbers of transfer credits that have been accepted as AASU equivalents, but many do not realize that an appeal process is available to them through my office. Addressing such frustrations might improve student retention and satisfaction.

I look at each substitution request thoroughly and systematically. I evaluate them first in terms of the student's major, total GPA, course description, grade in the course in question, and need for advanced courses in similar areas. In many cases, a course will be approved for fitting the general "spirit of the core," even it does not have a suitable parallel among the AASU class offerings.

In addition, I consider the student's success in filling particular aspects and priorities of the core curriculum at AASU: the institutional options and learning outcomes covered by Area B, the expectations for writing intensive work in Area C-1, the expectations for mathematics competency in Area A. I also consider how the courses in question fit into the core curriculum at the previous institution. If possible, I will show leniency for students who chose courses wisely at their previous school.

Certain common requests are denied routinely: Anatomy & Physiology, Microbiology, and/or 3-credit "lab science" courses in Area D; speech courses in Area C; requests for a global perspectives course in Area B if no global perspectives courses are evident in Area E; algebra courses that refer only to "linear" or "quadratic" equations, rather than "exponential" or "logarithmic" equations.

When submitting forms, I would appreciate it if the student's Permanent Student Record (PSR) is attached, and if possible, a copy of the course description and/or syllabus. Be aware that the website <http://www.collegesource.org/> offers instant access to every college catalog published in the USA since about 1995. Therefore, it is usually unnecessary to force the student to search the attic or to contact his or her previous university to dig up copies of an old catalog.

If approved, the student's Permanent Student Record (PSR) soon will indicate the substitution in a special section at the bottom of the document. Advisors and students should not overlook this section, or the degree evaluation report available on SHIP.

Annual New York City Tour

As before, Dr. Roger Miller is organizing a cultural arts tour of New York City in May. The trip includes

Broadway productions, tours, and art museum visits. Tour is open to anyone interested in New York City and the arts. Course credit may be available for students. This year's dates are May 10-15, 2006; the estimated cost for students/faculty/staff will be around \$1,190 (four per hotel room). Price includes: airfare, lodging, seminars, Broadway shows and one guided tour. Tuition and meals are not included. The deadline for application and deposit is Nov. 15, 2005. For more information, contact Roger Miller, Department of Art, Music Theatre, 921.5641 or millerro@mail.armstrong.edu

Speakers and Conferences

Physics and Hurricanes

Chuck Watson, Principal Investigator for the Kinetics Analysis Corporation/University of Central Florida Hurricane Damage Forecasting and Visualization Project, will be giving a talk entitled "The Physics and Politics of Hurricanes and Global Warming." Watson is considered to be one of the experts on hurricanes in this area. The talk will take place at noon on October 26 in SC 1407.

Ethics and Lobbying

Beaman Floyd, Executive Director of the Texas Coalition for Affordable Insurance Solutions and a lobbyist for teachers' organizations in Texas will present two discussions on the ethics associated with professional lobbying, and issues regarding the legislation that affects higher education. Sponsored by the MALPS program, the discussions will take place Wednesday October 19 at 11 AM in UH 158, and at 6 PM in Solms 207.

New Faculty Notes

From the Loading Dock to Tenure Track

Dr. Sara Farrell, Assistant Professor of Psychology, has been interested in stereotypical attitudes at the workplace, so she decided to test some of her academic training by taking a job at a Du Pont company warehouse in Clinton, Iowa. Sure enough, cultural attitudes about gender and the workplace became evident on that loading dock. From there, Farrell spent a year in Ireland, where she worked with the Galway One World Center to help refugees from Africa and Eastern Europe who sought asylum in Ireland.

Farrell then entered a doctoral program at the University of Northern Illinois, where her dissertation research focused on the notion of organizational citizenship behaviors. OCBs are those behaviors beyond the typical job description, yet generally are needed to keep the workplace running smoothly. In particular, Farrell studied co-workers' perceptions of

OCBs, such as the gendered aspects of what behaviors are expected of men and women at the workplace, and co-workers' attitudes about those who partake in OCBs for political reasons rather than through a genuine desire to help.

In her teaching, Farrell's specialty is Industrial and Organizational Psychology, an area that serves MALPS and education students as well those who major in psychology. Next semester, she will develop a new course on Women and Work, one that will examine in depth issues of workplace discrimination, stereotyping, the glass ceiling, and the history of women in the workplace. To get a sense of your own assumptions about women and work, give this website a try: www.implicit.harvard.edu/implicit. You might find that you had preconceptions about women who worked on loading docks.

Faculty Notes

Dr. Mark Budden has published "Local Coefficient Matrices of Metaplectic Groups" in the *Journal of Lie Theory* 16 (2006): 239-249. Dr. Budden was afforded the opportunity to extend his research through the AASU Research and Scholarship grant that was awarded in 2004.

Richard Wallace, Chemistry and Physics, gave an invited presentation entitled "Vinylboronic Esters, Nitrile Oxides & The Development of New Instructional Tools for Organic Chemistry" at Clemson University on September 10.

Dr. Greg Knofczynski, Mathematics, presented a talk "Multiple Linear Regression Sample Sizes" at the Joint Statistical Meetings in Minneapolis. This work was an extension of his 2004 University of Northern Colorado Ph.D. thesis topic.

Faculty from the sciences and mathematics presented a workshop on Inquiry Based learning at the Second Annual SE PRISM Learning Community Workshop held on the AASU campus in September. Demonstrations included those conducted by Dr. Jim Brawner, Dr. Dale Kilhefner and Dr. Tim McMillan of the AASU Mathematics Department.

Dr. Lorrie Hoffman, Mathematics, presented "Observing and Summarizing Our World: A Workshop about the Study of Statistics" to nearly 100

K-12 teachers at St. James Elementary school in Savannah.

David Taylor, LLP, delivered a lecture/workshop at the Southeastern Scholarship Conference on E-Learning at Macon State College on October 1. Taylor's presentation, "E-Grading Tools for Online Teachers," offered an introduction to SNAP (Sentence Notation and Prompting), a Microsoft Word plug-in developed by Taylor for inserting auto text into student papers using customized toolbars. Taylor developed a SNAP training video that is available for Windows Media Player at <http://www.peakwriting.com/armstrong/SnapVid.wmv> and as a QuickTime movie at: <http://www.peakwriting.com/armstrong/showtime/URSnap/URSnap.html>. Taylor also demonstrated Audacity, a tool that allows the teacher to attach verbal comments to a student text.

Tony Morris, LLP, has published a collection of poems entitled "Back to Cain." It was published by The Olive Press of Savannah. AASU student Stephanie Swinson did the cover artwork for the book as part of an internship under David Taylor on book design and layout. Morris's poems have appeared in over fifty journals.

Deadlines and Dates

- Oct 17** Deadline for items for October Curriculum Committee
- Oct 18** Workload Reports due
- Oct 21** Curriculum Committee meeting
Faculty Lecture by David Taylor, LLP
- Oct 31** Advisement begins
- Nov 2** Registration for Spring 06 begins
- Nov 4** Faculty Forum on core curriculum
- Nov 5** Fall Open House
- Nov 11** Deadline for items for November Curriculum Committee
- Nov 18** Curriculum Committee meeting
Faculty Lecture by Lynch and Nivens
- Nov 22** *Yes, there is class*
- Nov 23** *No class*
- Dec 1** Summer 06-Spring 07 planning schedules due to dean
- Dec 3** *Last day of class*
- Dec 5** Senior grades due
- Dec 9** Last day of exams
- Dec 10** Graduation (2x for administrators)
- Dec 12** Applications due for Student-Faculty Collaborative Research Grants
- Dec 13** Final grades due

