

Office of the Dean  
College of Arts & Sciences

# DEANotes

November 2006

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## WheelerNotes

### The Georgia Power Company ... 25,000 Thanks

The good work of the Armstrong language faculty was affirmed on October 25 by a \$25,000 gift to be applied to up-dating the language laboratory. Citing their desire to support educational endeavors that address important regional and statewide issues, Georgia Power was enthusiastic about supporting a project that will help the state respond to the rapid growth of the Spanish-speaking population. Our Spanish faculty provide leadership in finding ways to respond to this rapid growth that will energize the economy and enrich our culture, and, at the same time facilitate the integration of these new Georgians into our society.

### Student Faculty Summer/Collaboration .... Again!!!!

We have found the funds to seek proposals for Student/Faculty Summer Scholarly Proposals a second year!! Our reports from Professors Budden, Feske, Hadavas, Mateer, Nivens, Smith, Todesca, Winterhalter and their students suggest that this was a very worthwhile program in Summer 2006. The heart of the program is that each student/faculty team receives financial support for a summer spent doing scholarship together.

Details: See Faculty Resources at  
<http://www.as.armstrong.edu>

Deadline: December 11, 2006

### Learning Communities --- We Need Your Help

We are forming our schedule of learning communities for the Fall 2007 semester. In the *FinlayNotes* that follow, you will find a call for your ideas and interest relative to forming those communities. Please give this matter your careful attention!

## The Most Important Fifteen Minutes of the Semester (Volume 2)

November rushes toward us and with those halcyon days of cooler weather and Thanksgiving come hordes of students seeking advisement. Please remember that for many of these students, the advisement period is the single most important 15 to 30 minutes of the semester. This may be the only time during the semester in which a trained academic helps the student develop aspirations and find connections between those aspirations and the program of study that he or she is completing.

In recognition of the fact that the advising period is upon us, here is a review of some items students and advisors should be aware of:

### Important Web Address:

<http://www.advise.armstrong.edu/> At this address are found a host of resources for a faculty advisor including one button labeled *Advisor Resources* that leads to a Frequently Asked Questions page.

**Crucial Tool for Every Advising Session:** The *Permanent Student Record* located under the faculty resources page of SHIP.

**A Frequent Way Financial Aid Students Shoot Themselves in Foot:** *Withdraw unnecessarily from a course with a grade of W.* To continue to receive financial aid, students must maintain Satisfactory Academic Progress (SAP). Among the requirements for SAP, the student must pass (grade of A, B, C or D) 67% of all hours attempted each year. Semester hours in which one gets a grade of W count as hours attempted but not passed. Hence the following practices are very unwise for federal financial aid students:

- Withdrawing from a course to avoid a C or D<sup>1,2</sup>
- Withdrawing from a course because one dislikes the instructor<sup>1</sup>

- Enrolling in more courses than one intends to complete with intention of dropping one or more
- Replacing one course by another <sup>2</sup>

<sup>1</sup>The calculations for HOPE students are somewhat different. They must maintain SAP but must also maintain a 3.0 average. Federal financial aid students must maintain a 2.0 so this may dictate avoiding a D.

<sup>2</sup>Students may drop courses and exchange courses during the first three days of the semester without receiving any grade, that is, without receiving a W. *With these thoughts in mind, please counsel students against registering for a class that they are not committed to completing.*

### **LEAD 1001... and Minor in Leadership Studies**

Leadership has been a much talked about topic in national and campus conversations over the last decade. In Spring of 2007, we will provide a new opportunity for students to enhance their knowledge about leadership while developing their own leadership skills. Dr. Anne Thompson of the physical therapy faculty (whose doctoral work is in Leadership Studies) will teach the inaugural offering of LEAD 1001. Whereas much of our academic work on leadership has been at the junior-senior-graduate level, this two semester hour credit course will allow students who are earlier in their careers to wrestle with the values, commitments, and practices that produce positive leadership. Further, this course will serve as an introduction to the new minor in Leadership Studies that the faculty approved in the Spring. Because the approval of the minor by USG offices came in May, after the catalog had been sent to press, we include a reminder of the requirements of the minor:

#### *Minor in Leadership Studies*

1. LEAD 1001, PHIL 2251, COMM 2280, PSYC 5330U (12 hours)
2. Six semester hours from: COMM 3050, ENGL 3720, GWST 5550U, HSCA 4620, PHIL 3200, POLS 5535U, PSYC5150U, PSYC 5500U

### **AFAS 2000, E.4, and a Minor in African American Studies**

Another minor that was approved in May at the USG level is the minor in African American Studies. Dr. Cathy Adams is teaching the introductory course in this curriculum, AFAS 2000, for the first time in Spring 2007. *Just last week, the Council on General Education approved this course as an option in Area E.4. of the AASU core curriculum.* Although the minor did not make it into the new catalog, the new

curriculum did. (See page 127 of the catalog). One completes the minor by completing AFAS 2000, plus at least two upper level courses from an approved list of humanities courses and at least two upper level courses from an approved list of social sciences courses.

### **Did You Know??? FERPA Nightmares**

Did you know that you (may) have broken a federal law if you:

- Used all or part of a social security number in posting a grade in a public place (such as your office door or a web site)?
- Circulated a class roll to take attendance that includes social security numbers?
- Sent an email about grades to a student using an email account other than the one assigned by the university?
- Provided anyone with your user ID and password to SHIP or COVE?
- Discussed a student's grade with his mother over the telephone?

Federal laws to protect student privacy mandate that we carefully attend to student information. Please visit Faculty Resources on the College of Arts and Sciences web site to learn more about FERPA.

## **FinlayNotes**

**Call for Proposals, Learning Communities:** Dean Wheeler again asked me to help develop our slate of learning communities for Fall 2007. For a full description of the eight communities presently in session, please take a look at the Advisement Office web site <http://www.advise.armstrong.edu> and follow the trail to learning communities.

Many of the faculty members who have taught in learning communities have spoken enthusiastically of the experience. In general, these have proven to be successful learning experiences for students, a good opportunity for faculty development, and an initiative that has made a dent in improving student retention.

There are also rewards for faculty who participate. In some cases, core class sections are smaller than normal; in other cases, a \$200-300 travel stipend is provided; and in all cases faculty can bring their creativity and willingness to work with creative colleagues into their freshman classes. I can also promise one free lunch for the participants, where we can discuss successes and pitfalls of learning community work. The only obligation is that we will require each learning community create a minimum

of one out-of-class experience for all students in the community.

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 politics of race or gender might team up with one interested in the economics of race or gender. (For an example, see Learning Community 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 with interests in education, engineering, fine arts, health professions, and the sciences as possible majors and/or career tracks, and on students who need extra preparation in mathematics courses. (See Learning Communities 1, 2, 3, 4, 5, 6 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 which the introduction to the university and college life that is provided through AASU 1100 would supplement the topic of the course. In addition, one or two other core courses would be added to this community and participants would develop strategies to integrate common themes in all of the courses. Those who volunteer for the model will receive an additional stipend for their development of a section of AASU 1100. (See Learning Communities 1, 2, 3, 6, and 8 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 find a way to include you.

If you are interested, please send a brief email with your ideas to [finlayma@mail.armstrong.edu](mailto: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.

## Faculty Notes

**Will Lynch** and **Delana Nivens**, Chemistry/Physics, in collaboration with five AASU undergraduates, have published “A Materials-Based Laboratory Exercise – Intercalation and Deintercalation of Dimethylsulfoxide and Poly (ethylene glycol) into Minerals,” *Chemical Educator* 11 (2006): 321-324.

**Jerry Silverman**, instructor of political science, has published two articles in recent issues of *The National Interest*. The September article, “Shadow Boxing with Shadow Governments” relates recent and ongoing events in Lebanon with the concept of “parallel governance.” The article published on October 3, “Terrorism and Conflict Not Up Worldwide,” offers analysis of trends in terrorism around the world.

**Richard Cebula**, Economics, recently organized and moderated a session of the International Atlantic Economic Society in which the following four AASU undergraduates presented professional-level manuscripts: Katya Gubenko, "Factors Influencing Health Care Insurance Enrollment"; Holly Meads, "Political Party Dominance and Political Participation"; Tatyana Zelenskaya, "The Impacts of Pollution Abatement Laws"; and Sarah Beth Link, "Net Interstate Migration Determinant." Details are forthcoming regarding his upcoming meeting with Treasury Secretary Henry J. Paulson and on two additional papers, both with AASU students as co-authors, that have been accepted for publication in refereed scholarly journals

**Mark Finlay**, History, presented “Whatever Happened to Society?: Power, Systemization, and Industrial Espionage in an American Steel Mill” at the North American Labor History Conference in Detroit.

**Lorrie Hoffman**, Mathematics, gave an invited presentation “EM Algorithm and Other Methods to Handle Missing Data,” at the Department of Mathematics, Georgia Southern University.

### Model African Union

Armstrong Atlantic State University was represented at the recent meeting of 10th Southeast Model African Union, which met at the Coastal Georgia Center, Savannah, GA. Four political science students (Katherine Lancaster, Ivonne Carillo, Maribel Cruz, and Kate Smith) represented the nations of Mozambique and Angola during the meeting and actively participated in the deliberations of the resolutions. Faculty Advisors preparing the students were: **Jose da Cruz**, Political Science,

**David Leaver**, History, and **Stephen Agyekum**, Early Childhood Education.

### HONORS GRADUATES NOTES

Here are some updates concerning recent graduates of the AASU Honors Program:

**Marion Götz** (Chemistry, '98) (the very first graduate of the AASU Honors Program), completed her Ph. D. in organic chemistry at the Georgia Institute of Technology and spent over a year on a postdoctoral fellowship at the Max Planck Institute in Munich. Among many publications, the most recent have appeared in *Chemistry & Biology*, *Peptide Science*, and the *Journal of Medical Chemistry*. She is now in her second year on the faculty at Elmhurst College in Illinois.

**Cindy Achat-Mendes** (Biology, '00) completed her dissertation in Neuroscience at the University of Miami, entitled "Investigation of Pavlovian Conditioning Using Models of Amphetamine-induced Neurotoxicity." She is now a Postdoctoral Research Fellow at Harvard Medical School.

**Sharon McCusker** (Art, '02) is now in the MFA program at Georgia State University. She recently returned to campus to describe the graduate school process for AASU art majors and for the students enrolled in Mr. Jensen's ARTS 4720, Leadership in the Visual Arts.

**Lauren Mason** (English, '03) is writing her dissertation on African American literature at Michigan State University.

**Steven Mosca** (Political Science, '03) has completed his LLD degree at Florida Coastal School of Law. He recently passed the Florida bar exam, and has begun work as an Assistant Public Defender in Jacksonville.

**Annie Cardell** (Psychology, '04) is beginning her third year in the psychology doctoral program at Virginia Tech.

**Angel Garske Long** (History, '04) is in the second year of Ph.D. studies in the history of technology at Georgia Institute of Technology.

**Daniela Salas** (Psychology, '05) is in the second year of the Ph. D. program at Georgia State University.

**Kristin von Waldner** (Psychology, '05) is enrolled in the Social Psychology doctoral program at the University of Mississippi.

**Chris Shirley** (English, '06) is teaching English at the Suwa School in Suwa, Japan.

**Dietre Sanchez** (Music, '06) is a teacher at Savannah Arts Academy.

**Jeremy Windus** (History, '06) is in his first semester at the Patterson School of International Diplomacy and Commerce at the University of Kentucky.

**Karla Rodriguez** (Psychology, '06) **Alejandra Garcia** (Political Science, '04), and **Andres Escolar** (Economics, '05) are enrolled in AASU's MALPS program. Ms. Garcia will be one of the first seven to complete this new degree program.

Two graduates in class of May 2006 are working on campus. **Eva Whitehead**, Biology, is the new Laboratory Manager in the Department of Biology; **Dana Robinson**, Psychology, is a recruiter in the Office of Recruiting.

If anyone has heard from other AASU honors graduates, please let me know.

### Deadlines and Dates

- Nov 10** Faculty Lecture by Sabrina Hessinger
- Nov 10** Veterans Day event (assemble at noon by fountain)
- Nov 12** Phi Kappa Phi Induction (assemble at 2:15 at Armstrong Center)
- Nov 13** Faculty Meeting
- Nov 27** Items for A & S Curr Comm due
- Dec 1** A & S Curriculum Committee
- Dec 6** Last day of class
- Dec 9** Graduation (A & S at 10 am in Alumni Arena)
- Dec 11** Applications for Student/Faculty Grants due
- Dec 18** Grades due, 9:00 a.m.

  
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