

DEANotes

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WheelerNotes

Yes, Natalie ... Grandpa is coming: In late February of 2007 a rather amazing thing happened in the lives of Ed and Claire Wheeler; their daughter presented them with a granddaughter, Natalie Claire Toppen. As one might expect from a grandchild of Ed Wheeler, the little girl was quite precocious. Scarcely had she emerged from her mother's womb than she wiped her eyes and said, "I would like for my grandmother and grandfather to move closer to where I live" ... or so the mother of the child reports. After having withstood this siren call for many months, the Wheeler grandparents have finally relented. Within the next month Ed will relocate to a position as interim academic officer at Gordon College, a two year college located about an hour from Natalie's home in Atlanta, and Claire will follow as soon as she can bring her clinical practice to a satisfactory conclusion.

Note from Ed Wheeler: Please know that I leave the Armstrong community with a complex mixture of sorrow, pride, and overwhelming gratitude. A quick glance at the Armstrong directory finds that I have had a small part in hiring over one hundred members of the current Armstrong faculty, including department heads, Vice Presidents, President, and more than one assistant dean. More importantly, I have had the opportunity at one time or another to join almost all members of Armstrong community in some important effort. It has my pleasure to work with faculty from across the colleges and staff members from across the university on projects and programs that have advanced the interests of the university, reached out to the community, and/or, most importantly, improved the learning experiences of Armstrong students. In leaving my academic community of twenty-one years I carry with me many treasures; in each case the treasure is a memory of good work done with good colleagues. Thank you!

On Scheduling a Computer Classroom: From time to time faculty members need to schedule a class in a classroom in which students can sit at individual computer stations. Presently there are four

classrooms for which this is possible and there may be six before the summer ends.

University Hall 112: This 30 station classroom can be scheduled by contacting Kathy Durrance in the Registrar's office.

Solms 104: This 60 station computer laboratory can be scheduled from 8:00 am – 10:00 am and after 4:00 pm by contacting Kathy Durrance in the Registrar's office. In the 10:00 am – 4:00 pm window (and when not scheduled in the early hours of the morning), this facility is an open laboratory for students.

Solms 204: This 25 station computer laboratory is scheduled first by the Department of Languages, Literature and Philosophy. Hence, prior to the beginning of the semester, reservations are made through Ms Avey, the senior secretary at that department. After the semester begins, reservations can be made through Kathy Durrance in the Registrar's Office.

Hawes 213: This 18 station computer laboratory is scheduled first by the Department of Economics. Hence, prior to the beginning of the semester, reservations are made through Ms. Predmore, the senior secretary at that department. After the semester begins, reservations can be made through Kathy Durrance in the Registrar's Office.

Warning, Take Care in Using Text Materials on Web Site: Three publishers, Cambridge University Press, Oxford University Press, and Sage Publications, are suing Georgia State University because faculty members have scanned sections of texts from their publications and posted them on the Georgia State web site as part of their course materials. If in preparing your web-based course or your web-enabled course, you are tempted to include materials from publishers from who you have not obtained written permission, please remember the following guidelines.

- At Armstrong our goal is to comply with Fair Use Law by using no more than one

chapter from a book or one article from a journal in print or electronic publication of course materials.

- If you need further amplification of our efforts to comply with “Fair Use,” University Librarian Doug Frazier will be pleased to consult with you.
- In some instances, the library can expedite getting copyright permission to use more than the “one article, one chapter” allowance.

Finlay Notes

Update on Core Curriculum Revisions: The committees working on revisions to the USG core met again in late April. As before the two smaller committees met in a larger group, which is now collectively called the “Strong Foundations Committee.” To begin, Dr. Dorothy Leland, President of Georgia College & State University and head of this process, outlined the origins of the process and her assessment of some of the controversies that have emerged. As before, she stressed that the process is still in its most preliminary stages, and that the System’s control of the final core actually could be rather minimal. (Consider that the current core, Areas A through F, is summarized in just a few paragraphs. Many differences remain on the local campus level).

She reiterated that three assumptions have shaped this process: 1) there is a need to review the core from time to time; 2) it is important to evaluate what knowledge and abilities students may need in the future; and 3) the USG needs to address national pressures greater assessment/accountability; thus, the new core will need to be able to intentionally show connections between desired learning outcomes and assessed results. Leland again mentioned that some regents have expressed special interest in issues such a “living in a global world” and “improving quantitative literacy” (Interestingly, the regents once had a group reading of Thomas Friedman’s *The World is Flat*). Also as before, she insisted we are years away from a new core, that actual core design will take place on the institutional level, and that something resembling the current core may prevail.

Dr. Leland also announced some changes in the communication process:

- 1) Each of the disciplinary advisory committees will designate a member (not necessarily the chair) who will be invited to join the “Strong Foundations Committees” for future discussions.
- 2) Each campus will form a committee of roughly five-persons, created through the VPAA and the

President of the Faculty Senate. Such committees will include the campus representative to the Strong Foundations Committee (me), and may include representatives from the Faculty Senate, from the University Curriculum Committee, and/or others elected by the faculty

3) These campus committees can decide how to manage the conversations on their campus. They also will participate in a series of regional meetings over the next few years among similar campus committees in about five regions within the state. Committee members can expect support for travel expenses and limited compensation for time served.

We also heard presentations from Bill Vencill of the University of Georgia and Deborah Vess of GCSU, both schools that recently have overhauled their core curricula. Their basic message was that core curriculum discussions can be successful in the long run. Both schools did considerable background research on national trends before bringing the issue to faculty; both schools designed a core that is in sync with national models and somewhat divergent from a strict interpretation of the USG framework; both schools built in considerable emphasis on outcomes and assessment. The University of Georgia’s new core, available at <http://www.georgiacorecurriculum.org/UGACore.pdf> may be of special interest since it seems to fit many of the mandated criteria.

Oddly enough, the two “conceptual models” that have been floated since our February meeting were barely discussed at all. It seems that our group will do more background work and make recommendations regarding desired learning outcomes before returning to those (or other) “conceptual models.”

Faculty Notes

Ned Rinalducci, CJSPPS, was named the AASU Professor of the Year Award by the SSU/AAU Naval ROTC Program.

Mark Budden, Mathematics, received an NSF-funded grant from the Center for Undergraduate Research in Mathematics (CURM) at Brigham Young University for the 2008-2009 academic year. The grant will support the establishment of an undergraduate research group on rational reciprocity laws consisting of students Kristin Ellis and Stephen Savioli.

Leigh Rich, Health Science, and **Jack Simmons**, LLP, presented their joint research paper: “Demonized Women and Emasculated Men,” at the

South Eastern Women's Studies Association conference in Charlotte, NC.

Leigh Rich, Health Science, **Jack Simmons**, LLP, **David Adams**, Health Science, Scott Thorp, SCAD, and **Michael Mink**, Health Science, published their joint research paper, "The Afterbirth of the Clinic: A Foucauldian Perspective on 'House M.D.' and American Medicine in the 21st Century" in *Perspectives in Biology and Medicine* (April 2008).

Eric Werner, Chemistry & Physics, presented a poster, "Effects of a triazacyclononane ligand cap on hydroxypyridonate Gd(III) complexes as high-relaxivity MRI contrast agents" at the 235th National Meeting of the American Chemical Society in New Orleans. Co-authors included Ankona Datta, Jason D. Pierce, and Kenneth N. Raymond of the University of California, Berkeley, and Mauro Botta and Silvio Aime of the University of Turin, Italy.

Linda O'Hara Long, Julie. S. Webb, **Jonathan Roberts**, Psychology, **Steve Taylor**, Psychology, and **Judy Awong-Taylor**, Biology, presented "CfoI polymorphisms in a nicotinic receptor subunit gene (CHRNA4) and mental rotation task performance," at meeting of the Association of Southeastern Biologists in Spartanburg.

Alex Collier, Biology, Christina Bronk, **Brett Larson**, Biology, and **Steve Taylor**, Psychology, presented "Predation stress impacts tadpole behavior, growth, and overall size at metamorphosis," at the meeting of Association of Southeastern Biologists in Spartanburg.

Christina Bronk, **Alex Collier**, Biology **Brett Larson**, Biology, and **Steve Taylor**, Psychology, presented "The impact of predation stress by largemouth bass (*Micropterus salmoides*) on the growth of leopard frog tadpoles (*Rana sphenocephala*)," at the meeting of Association of Southeastern Biologists in Spartanburg.

Richard Cebula, Economics, presented a speech to the Georgia Chapter of the Mortgage Banks Association on "The Housing Crisis and the Economy." Parts of talk were then aired on WSAV-TV.

During spring break, **Bob Lessnau** and **Rose Laughter**, Biology, traveled to Gamboa, Panama, to collaborate on a study with the University of California-Berkeley. The study focused on the capture and collection of biological information on the Geoffroy's tamarin, a small primate found in Central America. Also participating in the study were

biology students **Tiffany Burgess** and **Jennifer Edington**.

Christy Mroczek, languages, literature & philosophy, presented "The Ethos of Activism in Online Communities" at the Conference on College Composition and Communication in New Orleans.

Wendy Wolfe, psychology, and co-authors have published "Student Client Satisfaction with Telepsychiatry Support at a Rural University Counseling Center" in *Telemedicine and E-Health* 14 (February 2008): 35-41.

Student Notes

Ashley Adams, a vocal music performance major, has been chosen to participate in the American Singers' Opera Project Workshop (ASOP). ASOP is a not-for-profit intensive summer program whose purpose is to train and to prepare students for a career in opera. Adams has been cast in the role of Barbarina in the complete production of *Le Nozze di Figaro*, the role of Papagena in scenes from *The Magic Flute* and she will perform Laurie's Aria from Aaron Copland's *The Tender Land*.

The following students made presentations at the Carolinas Psychology Conference in April: Bodley, S., Hammer, J., Miles, T., Rice, D., & Ward, D. "Addiction determinant scale"; and Zink, D., & Hunt, S. "Body image questionnaire development

Deadlines and Dates

May 2-8 Finlay Exams
May 3 Graduation
May 13 Final Grades Due
Jun 2 Registration
Jun 3 First Day of Class, Sessions A & C
Jun 7 Navigate AASU
Jun 16 Midterm, Session C
Jun 19 First Day of Class, Session B
Jun 21 Navigate AASU
Jun 27 Midterm, Session A
Jun 30 Last Day of Class, Session C
Jul 7 First Day of Class, Session D
Jul 10 Midterm, Session B
Jul 18 Midterm, Session D
Jul 18 Navigate AASU
Jul 22 Navigate AASU
Jul 25 Last Day of Class, Session A
Jul 31 Last Day of Class, Session B
Aug 1 Last Day of Class, Session D
Aug 1 Navigate AASU
Aug 14-15 Registration for Fall
Aug 18 First Day of Fall Classes