

DEANotes

C O L L E G E O F S C I E N C E A N D T E C H N O L O G Y

NIVENS NOTES

“What unique perspective does a minority student bring to a physics class?” -- Chief Justice John Roberts, Fisher v. the University of Texas

In November, I had the opportunity to attend the meeting of the Council of Colleges of Arts and Scientists Deans (CCAS). One of the keynote speakers, Dr. S.J. Gates, focused his address on understanding what we gain from the diversity of thought, background, race, appearance, gender and experience in our classrooms and our universities. Dr. Gates serves as Distinguished University Professor, J.S. Toll Professor and University System of Maryland Regents Professor at the University of Maryland Department of Physics and is a member of the National Academy of Sciences. He is the first African-American to hold an endowed chair in physics at a major research university. Dr. Gates has famously written about issues of race in science and STEM education and his reflection on this topic was particularly poignant. In his editorial, “Einstein v. Roberts,” he endeavors to answer the Chief Justice’s narrow question: “What unique perspective does a minority student bring to a physics class?” Dr. Gates reminds us that science is *learned* and new discoveries are *achieved* in places (e.g. in a classroom, a laboratory, community setting, internship or a research project) *where boundaries are*

pushed and creativity, collaboration, and exploration are highly prized. Humans do not learn in a vacuum. We learn from others, through their diverse experiences and the ways in which others approach a problem differently from us. Out of the box thinking and new approaches are what lead us to those “AHA!” moments we crave as scientists and mathematicians. As you end this semester and begin the Spring 2017 semester, I trust that you will continue to meet Armstrong’s mission to provide student-centered, transformative learning experiences by finding innovative ways to help every student excel. I am confident that you will continue to embrace the diversity of thought, approach, and experience that your students bring to our College and that learning in our College flows in a multitude of directions.

Please let our office know if there is anything that we can do to help you achieve both student and faculty success!

For more insight and to read Dr. Gates writings, please read:

“Equity vs Excellence: A false Dichotomy in Science and Society”, *The Scientist*, Vol:9, #14, pg.12 , July 10, 1995 and

“Einstein V. Roberts, *Science* 25 Mar 2016: Vol. 351, Issue 6280, pp. 1371 DOI: 10.1126/science.aaf6992)

NEW FACULTY PROFILE: DR. HILLARY WEHE, ASSISTANT PROFESSOR OF PSYCHOLOGY



Dr. Hillary Wehe joined the Department of Psychology this fall. Hillary earned her BS in behavioral neuroscience at Saint Ambrose University and her Ph.D. in Cognitive Psychology at Colorado State University. Hillary's research interests are in the area of motivation in learning. She is specifically interested in the interaction between intrinsic and extrinsic motivation. Her work focuses on the impact external motivators have on students' intrinsic motivation to engage in learning activities. Hillary is currently teaching Introduction to Psychology and plans to teach Physiological Psychology as well as a first year seminar course in the spring. She is particularly excited about the future of neuroscience education at Armstrong and she looks forward to teaching a new, advanced neuroscience course titled Cognitive Neuroscience. Hillary chose Armstrong because she was impressed with our strong undergraduate teaching focus, but she also had opportunities to work with students to continue to explore her research interests. In her spare time, she likes to read, as well as, hike trails in the mountains; however, since coming to Savannah she has not found any mountains to hike and is currently in search of a new outdoor activity.

COORDINATOR OF UNDERGRADUATE RESEARCH DR. JOSHUA WILLIAMS



Dr. Josh Williams, Assistant Professor of Psychology, is the newly appointed Coordinator of Undergraduate Research for the College of Science and Technology. He brings a rich background of undergraduate research experience that began with his own undergraduate research at Purdue University in 2001. At Armstrong, he supervises undergraduate research students across two laboratories. In one lab, students gain hands-on experience with infant perceptual-motor development. In the other, which he co-directs with Dr. Nancy McCarley, students examine the impact of active learning strategies on memory formation, consolidation, and recall as well as the cognitive roots of effective note taking. In addition to his background in undergraduate research, he also brings a background in statistics, assessment, and evaluation.

Look for Dr. Williams to increase the visibility of undergraduate research opportunities for new CST majors, enhance the assessment and evaluation of the college's various undergraduate research initiatives, communicate professional development opportunities related to undergraduate research to faculty, and enhance the presence of CST undergraduate research across our campus and surrounding community.

DR. STACIE ALLMOND, DO
ARMSTRONG ALUM, 2011, BIOLOGY
LIKE DRINKING WATER FROM A FIREHOSE.

Stacie Allmond graduated from Armstrong in 2011 with a BS degree in Biology. She was accepted to the Edward Via College of Osteopathic Medicine in South Carolina and completed her program in 2016. Now, she is six months into her surgical residency at Carilion Clinic at Virginia Tech. She started out with an interest in Obstetrics and Gynecology but after her surgical rotation in medical school she changed her mind, she was hooked.

“Operating is difficult and challenging; you are providing total care to the patient, and it’s an opportunity to intervene in someone’s life and provide something that no one else can.”

Stacie’s undergraduate experience as a Biology major prepared her for the rigors of medical school. Prompting her to develop effective study methods and participate in study groups, including the Biology club at Armstrong.

“The class size was small which made the work more difficult and it meant that I had to condense a lot of information very quickly, which is exactly what it’s like in medical school.”

Many that pursue medical school have a family member in the profession, however, for Stacie that was not the case, she had no one to show her the way. Instead, she was influenced and guided early on by Dr. Chris Matthews, whom she shadowed as an undergraduate. She also gives a good deal of credit to her faculty advisor, Dr. Sara Gremillion.

“Dr. Gremillion gave me great advice and supported my goals.”

Stacie recommends that Armstrong students seeking a pathway to medical school focus on building relevant experience by participating in undergraduate research and volunteer work. Grades are very important and should be as perfect as possible, C’s won’t cut it when it comes to medical school admissions.

“Grades get you looked at but there is a good deal of emphasis placed on your research background, interview and essay. The likelihood of getting into medical school increases if you apply broadly, and if you don’t get chosen the first time, try again.”

Stacie chose Edward Via College of Osteopathic Medicine because of its primary care focus. The school selects for diversity and 46% of her class were women. She liked that the campus was close to her home and the facilities and technology were new. She elaborated on the schools mission to provide care in the community.

As a student she participated in volunteer opportunities teaming with local nurses and physicians to provide healthcare to the underserved populations of the community. She also participated in a medical mission to Honduras in which the team she worked with cared for over 1,000 patients in one week."

“Healthcare is moving toward a holistic approach to treating the whole person, a spiritual component that is very appealing to me personally and professionally.”

Stacie will complete her surgical residency in 2022. She has no plans for fellowship at this time. After residency she and her husband will decide where they want to live and where she will work as general surgeon.

Stacie welcomes all questions, she can be contacted @ stacie.allmond@gmail.com

Many thanks Stacie.

We are so proud to call you our own. We wish you all the best.

DEANote's Cyber Fact



Theft of “hard” intellectual property [increased 56 percent](#) in 2015.

“Hard” intellectual property refers to records that can directly hurt either a consumer or a business. Most data breaches are soft, meaning that the hacker obtained the records, but was not able to use the information or do any damage. This sharp rise in theft of “hard” intellectual property puts an even stronger emphasis on the need for security.



Don't forget!

December 10th—Graduation

December 11th through 16th—Finals Week

December 13th —CST Holiday Celebration

January 6th—Georgia Teaching Fellow Apps Due to Fac. Dev.

January 9th—First Day of Class

January 16th—Martin Luther King Day