

DEANotes

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

WONG NOTES

I am honored to serve as the Dean of our College. In the time since my appointment was announced, I've been asked multiple times about my "vision" for the College. I could answer flippantly that, from the perspective of a neuropsychologist, "visions" are not good! However, seriously, it is not my vision that will determine this College's aspirations. The faculty members who have been here for any length of time have already worked toward their aspirations, and those just beginning with us also have ideas and hopes about what they will accomplish at Armstrong. But what does this College stand for?

The individuals who have asked me about my vision have asked a fair question. What do I stand for, and what will I endeavor to do in my time in the Dean's Office? Broadly speaking, I embrace Armstrong's vision to be *recognized nationally for undergraduate, graduate, and professional education* through offering *student-focused, transformative, experiential, and rigorous* learning opportunities. So what, specifically, does that mean for the College of Science and Technology?

At the level of the core, I envision passionate faculty in- and outside the classroom who inspire our students to embrace scientific and mathematical thinking as ways to understand and appreciate the world around them and as the basis for making decisions. I want our students to be the ones who readily rebut the individual who states that he is glad he skipped science courses in college because now so-called scientists have changed some fact he would have had to learn in those science classes. Yes, when I was in elementary school I learned that Pluto was the ninth planet. However, thanks to Neil deGrasse Tyson and his colleagues, Pluto has been kicked "out of the brotherhood of planets." Yes, the process of advancing our understanding goes on and on and on, and there is the beauty of science.

At the level of our majors and programs, I want our learning experiences to be of such quality and to be so engaging that students are inspired to work in the discipline and/or to attend graduate school. I envision these

students becoming leaders in their graduate programs and fields. I want these students to have been prepared to succeed in emerging fields that are in mere infancy, or that are yet to be conceived of today, and to be the ones who provide the vision for our future. If our students should choose a different career or educational path, I want their education in our programs to have facilitated great success and amazing contributions.

In our service courses, I envision our faculty providing the foundation for the success of our future educators, speech pathologists, physicians, dentists, pharmacists, ... I believe that by the time this is published, Armstrong and South University's School of Pharmacy would have a signed Memorandum of Understanding guaranteeing early admission to qualified Armstrong students into South's pharmacy program. Stay tuned for the time and date of the official signing ceremony. My vision is for professional schools across the region and nation to seek out Armstrong pre-(discipline) students.

So how are we to get there? Armstrong offers a number of high impact educational practices. The College of Science and Technology is a leader in two: undergraduate research and internships. Future issues of DeaNotes will feature student engagement in these experiences. In the year ahead, the Dean's Office will work toward making more of these opportunities available to our students, and explore possible implementation of another high impact practice – a common intellectual experience across the disciplines in our college.

However, back to the vision question. I have shared my musings, but those are only my thoughts. I want to hear about *your* vision for your programs and for our college. I want to hear about your professional aspirations. In the year ahead, I want *us* to work together to achieve *our* collective goals. If our College is to succeed in realizing any of the aspirations I've articulated, we need *your* commitment and excellence!

Brent and I hope to see you at our monthly Open House at the Dean's Office – come by for some coffee and conversation!

FESKE NOTES

I am very excited about the opportunity to serve as Assistant Dean of our college. A lot of what I do is a bit “behind the scenes” such as chair/serve on committees and handle student grade appeals and course substitutions. However, I have also been involved in finding new ways that our college can secure external money to support our STEM programs and students. Recently, Drs Ness, Mateer, Tiemeyer, Schlieper and I submitted a 1.2 million dollar grant to NSF-IUSE (Improving Undergraduate STEM Education) that we titled “STEP-SMART: Science and Technology Engagement Program for Science,

Math, And Research Training”. The STEP-SMART program requests funds to support undergraduates by immersing at-risk incoming STEM freshman into summer math courses and into biology 1107. The STEP-SMART scholars would then perform summer undergraduate research much like they have been doing for the NSF-STEP program. The grant was recently reviewed and it scored very well, but not funded. The Pls plan to tweak this proposal and re-submit. Similarly, I have secured three USG colleges that award Associate degrees in science (East Georgia, Darton State, Bainbridge) with hopes that we can develop a part-

nership through the NIH-R25 grant program “bridges to baccalaureate”. This would award underrepresented minority STEM majors summer research opportunities with the goal of increasing retention particularly since there is a significant drop off between the AS and BS degrees for these students. I will be asking for research descriptions and bio sketches soon for faculty participation. So please think about how you can spin your research projects to have a “biomedical or behavioral science” flavor to it.

NEW FACULTY PROFILE: DR. ROBERT MANS



Dr. Robert Mans
Assistant Professor of
Biology

Dr. Robert Mans received his BS in integrative biology from the University of Florida and Ph.D. from the University of Alabama at Birmingham in Neurobiology. His fundamental research interests are associated with understanding how the brain works. For his model organism Dr. Mans plans to investigate the brains of zebrafish, which is a fish that has many advantages such as easy to reproduce, easy to ge-

netically modify, and they have a low cost to maintain. His initial work will focus on exploring what parts of the brain are being used for certain types of learning. This can be done by analyzing areas of the brain for a protein called ARC which is strongly correlated to memory/learning. Once these baselines are established he can then investigate how diet and sleep deprivation might affect the parts of

the brain and the fish’s ability to learn. For example, recent evidence suggests that high doses of gluten impair zebrafish development, and it is unknown whether these impairments extend to cognitive function. Dr. Mans plans to continue these types of studies so that we may further understand the link between diet (among other factors) and neurophysiology.

ACADEMIC ADVISER AND STUDENT SUCCESS COORDINATORS

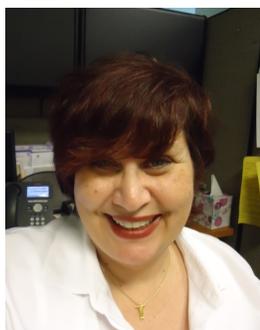
As many of you know our CST academic adviser Maureen left Armstrong in May to pursue new career opportunities. With the increase emphasis now being placed on student success (such as CCG) the college felt that it was important to hire two advisers with the title "Academic Adviser and Student Success Coordinator".

We are pleased to announce that

we have completed two successful searches over the summer and have hired Heather Thornton and Eileen Snyder (see bio below) for these positions. Eileen and Heather will be able to support us by offering high quality advising for our freshman majors. They will support our college assessment programs as well as represent the college at recruitment events. Our college will also rely on them to

develop programming that will enhance our students' success. If you haven't had a chance to meet Heather or Eileen please feel free to stop by their office; they would love to meet you and to get to know your academic programs better.

EILEEN SNYDER



Eileen Snyder
Adviser and Student
Success Coordinator

Eileen recently relocated from Philadelphia to Savannah and comes to Armstrong State University with a background in academic advising and student retention. Eileen received her BA from Richard Stockton State College of New Jersey and a MS from the Philadelphia College of Osteopathic Med-

icine. Eileen is looking forward to engaging with other departments throughout the University as she provides student centered academic guidance and support to her advisees within the College of Science and Technology. Eileen is located in SC 1505-C and her phone number is 4-3331.



*Please do not
hesitate to talk to
Eileen and
Heather about
your academic
programs*

HEATHER THORNTON

Heather recently transitioned into her new position as Academic Adviser and Student Success Coordinator after three years as a biology instructor for Armstrong's College of Science and Technology. She completed her BS at the University of North

Carolina and her MS from Clemson University. Heather is looking forward to expanding the scope of her advising experience and expertise. Additionally, she is looking forward to helping students reach their academic goals through increased student

success and retention. Heather is located in SC 268 and her phone number is 4-3082.



Heather Thornton
Adviser and Student
Success Coordinator

DEAN WONG'S COMMENTS ON FACULTY OBLIGATIONS

Most faculty members (myself included) entered the profession so they could teach, mentor, conduct research, produce scholarly work, and otherwise contribute to their institutions and discipline. Many new faculty members, and some veteran colleagues, might rarely think about the legal, ethical, or administrative responsibilities that come with a faculty position. Fulfilling these obligations may seem peripheral or monotonous, but doing so is expected and required of each of us. In some cases, the institution as a whole and/or the individual faculty member may face penalties for not fulfilling these obligations. Here is a list of the salient items, but it is not an exhaustive list. If you have questions, consult your department head, assistant dean, dean, or the appropriate administrative office.

- Academic integrity in one's teaching, scholarship, and representation of oneself is an overarching requirement.
- Submitting grades in a timely and accurate manner
- Avoiding actual or apparent conflict of interests between one's university obligations and one's outside activities. When the activity involves financial remuneration or a substantial amount of the faculty member's time, the "Request for Approval of Outside Activity by Full-Time Faculty" should be completed and approved by the indicated administrators before embarking on the activities.
- Abiding by FERPA, the Family Educational Rights and Privacy Act of 1974, as amended, is federal law. For detailed information, refer to: http://www.armstrong.edu/Departments/registrar/registrar_ferpa_fa
For example, never say "This student athlete from Country X does not even have the reading level of a sixth grader." (It could be fairly easy to determine to whom you've referred). Do not speak about an adult student's academic performance with his/her parent, even if that parent is paying the bills and/or accompanied the student into your office.
- Verification of student attendance/non-attendance during the Attendance Verification period at the start of each term. Failure to do so in an accurate and timely manner could put the student and the institution at risk of financial, and, sometimes, legal penalties. A good way to make sure one's attendance verification is accurate is to print out the Attendance Roster from SHIP and circulate it on multiple days for students to "sign in" during the attendance verification period. This would also have the effect of communicating that class attendance is important.
- Completing time cards accurately to reflect time taken off from work

ARMSTRONG

DATES AND DEADLINES

Aug 10th	Special Projects (\$2500) summer report due to deans office (If turning in late: email to Brent Feske)
Aug 14th	CST Faculty meeting (11:30 AM)
Aug 15th	First Year Student Convocation (9:45 AM)
Aug 18th	First Day of Class
Aug 18-22nd	Drop/Add
Aug 25-30	Attendance Verification
Sept 5th	Dean's Open House (2:00-4:30 PM)
Sept 12th	SRS Summer Progress Report Due to Deans Office (5 PM)
Sept 24th	Signing Ceremony for MOU between Armstrong and South University - early admissions for Armstrong's pre-pharmacy students into South's School of Pharmacy.
Oct 8th	Midterm

