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Thank You... and Welcome Back!



Edward Thompson

Last year in this space I characterized the upcoming year as one filled with both challenges and opportunities. The challenges were obvious: the charge to serve more students with less state support and a heavily taxed physical infrastructure. Needless to say, the challenges remain.

Yet despite such obstacles, we did indeed seize a number of opportunities. In fact, through the hard work of dedicated faculty and staff, we created a remarkable number of fresh opportunities. The list of our achievements is too long to tally, but consider just these few brief examples:

- Teresa Winterhalter co-chaired the 27th annual Southeastern Women's Studies Association Conference in downtown Savannah. This three-day event featured over 200 scholars, four prominent keynote speakers, and a small army of participating AASU faculty, students, and alums.
- The AASU School of Computing collaborated with four other system institutions in developing the University System of Georgia's first fully online undergraduate degree in information technology, the WebBSIT, Bachelor of Science in Information Technology.
- Robert Loyd received the Outstanding Special Education Research Award from the Georgia Federation Council for Exceptional Children.
- For the second year in a row, 100% of this year's graduates of the Medical Technology program successfully completed the certification examination for the national American Society for Clinical Pathologists (ASCP).
- An impressive 427 ethnic minority students were honored during AASU's fourth annual Minority Academic Achievement Scholars (MACAS) awards ceremony for having earned a GPA of 3.0 or better.
- Ross Bowers awarded the first William J. Smith, Jr. Memorial Scholarship to Melissa Smith, a senior respiratory therapy major.
- AASU hosted a number of significant events, including the seventh annual Conference on the Americas, the Savannah-Ogeechee Regional Science and Engineering Fair, a Cyber Security Conference, a regional competition of the National Science Bowl, the fourth annual President's Symposium on Teaching and Learning, a Commemoration of Brown vs. the Board of Education, the statewide High School Mathematics Tournament, the Georgia Collegiate Honors Council, the Southeastern American Society for 18th-Century Studies, and countless others.
- Mark Burge, who has been instrumental in the acquisition of two major grants from the National Science Foundation, was named one of the Best and Brightest Young Georgians in *Georgia Trend's* "40 under 40" issue.
- AASU received a Fulbright Hayes Overseas Travel Grant and will share three new state grants in support of its expanding international education programs.
- Faculty from all disciplines participated in the new series of First Friday Faculty Forums, which considered such issues as faculty development, writing across the curriculum, managing large classes, interdisciplinarity, and the changing role of the library.
- Supported by \$1.2 million from regional healthcare facilities, this year AASU will begin offering new programs in sonography

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WITH

Style AND Grace



President Bob Burnett (1934-2004)
and wife, Mary

A WORD FOR *Bob Burnett*

I will not say the commonplace
Which never dries the mourner's tear,
Nor say how grief's slow wisdom eases
The saddening heart.

Just this to honor those true eyes,
Pure and honest beyond disguise,
The face calm and merry.

And now—a drifting silence in the heart—
The swan shakes his soft wings free

— Bob Strozier (*Professor of English at Armstrong State College, 1965-1995; head of the department of languages, literature, and dramatic arts, 1983-1993; director of public relations, 1993-1995*)

During the period of his presidency of Armstrong Atlantic (1982-1999), Dr. Burnett's extraordinary leadership brought about a transformation of the institution into a state university widely recognized to be of major significance within the University System of Georgia. Those of us who were fortunate to have served him and helped chase his vision for Armstrong will never forget the joy of it. Being a university president is hard—very hard—but he made it look so easy and did it with style and grace.

One only needed to go to an Armstrong State commencement ceremony to have seen him as a man motivated by the delight he received in seeing students succeed and buoyed up by his appreciation for the role the faculty played in that success.

Though he will be remembered for many things, I shall remember him most as a warm and caring friend who saw life as a gift to be enjoyed, as he enjoyed his opera music, with all its point and counterpoint.

— Frank A. Butler (*University System Vice Chancellor for Academic, Faculty, and Student Affairs; Vice President and Dean of Faculty at Armstrong, 1985-1999*)

Armstrong Academics, a publication of the Faculty Development Committee, welcomes short articles on teaching and learning, research and scholarship, and other areas of interest to Armstrong Atlantic faculty. Faculty and staff members who generously provided articles, ideas, information, and photos for this issue include Sabrina Hessinger, Erik Nordenhaug, Ed Thompson, and Anderson, Joan Lehon, Carol Andrews, Luci Emerson, Rick McGrath, Beth Howells, Dennis Murphy, Ned Rinalducci, Teresa Winterhalter, Suzy Carpenter, Nancy Remler, and Janet Stone. Thanks also to old colleagues Frank Butler and Bob Strozier. If you're interested in contributing to *Armstrong Academics*, please get in touch with Dick Nordquist, director of faculty development, at 921.5991.

AGENDA FOR FACULTY — AUGUST 9-16, 2004

Monday, August 9

- 8:30 a.m. Department heads return to campus
- 9 a.m. Academic Council, University Hall 157
- noon Executive Committee, University Hall 282

Tuesday, August 10

- 10 a.m. University meeting, Fine Arts Auditorium
- 11:15 a.m. Faculty meeting, University Hall 156
- 1:30 p.m. Organizational and planning meetings for the faculty standing committees (*all locations in University Hall*)
 - Academic Appeals Committee UH 102
 - Admissions and Academic Standing Committee UH 103
 - Evaluation Committee UH 104
 - Faculty Activities Committee UH 101
 - Faculty Development Committee UH 105
 - Faculty Welfare Committee UH 106
 - Financial Aid and Scholarship Committee UH 107
 - Grievance Committee UH 109
 - Honors Advisory Committee UH 123
 - International Programs and Activities Committee UH 156
 - Library Committee UH 124
 - Research and Scholarship Committee UH 129
 - Student Conduct Committee UH 131
 - Student Recruitment, Advisement & Retention UH 111
 - Committee on Writing UH 122
- 5-8 p.m. Faculty/Staff Jamboree 2004, Memorial College Center

Wednesday, August 11

- 8-8:25 a.m. Coffee and doughnuts, University Hall 156
- 8:30 a.m.-noon Faculty Forum, University Hall 156
- 1-7 p.m. Academic Assistance pre-registration
- 2:30 p.m. Administrative Council, University Hall 156

Thursday, August 12

- 8:30 a.m.-7 p.m. Undergraduate/graduate advisement and registration
All faculty are expected to be on campus for advisement.
- 8:45 a.m.-2:30 p.m. New Faculty Orientation, day one, Science Center 1405

Friday, August 13

- 8:30 a.m.-7 p.m. Undergraduate/graduate advisement and registration
All faculty are expected to be on campus for advisement.
- 8:45 a.m.-2:15 p.m. New Faculty Orientation, day two, Science Center 1405

Monday, August 16

First day of classes

2004 FACULTY FORUM TOPICS

Wednesday,
August 11
University Hall 156
8:30-noon

*Academic
Integrity*

*Conflict
Resolution*

*Sexual
Harassment*



AREWELL RETIREES

extend our gratitude and best wishes to those faculty and staff members who graduated from AASU this past year.



ictured left to right: Sandra Clark (nursing), Elliot Palefsky (psychology), Lester Hardegree (medical technology), Marion Royer (business and finance), Patsy Taylor (chemistry and physics). Not pictured: Sandra Groover (dental hygiene).

Tenure and Promotion

In spring 2004, the Board of Regents of the University System of Georgia recognized the many achievements and contributions of the following AASU faculty members. Congratulations to all.

Faculty awarded tenure:

Sergio DeAgostino, computer science
Jacqueline Fraser, health science
Sharyn Gibson, radiologic sciences
Nancy Hepting, special education
Jill Miller, art, music & theatre
Roger Miller, art, music & theatre
Anita Nivens, nursing
Vann Scott, Jr., psychology
Jim Todesca, history

Faculty promoted to professor:

Stephen Jodis, computer science
Suzanne Edenfield, dental hygiene
Barbara Fertig, history
Sharyn Gibson, radiologic sciences
Rachel Green, art, music & theatre
Yassaman Saadatmand, economics
Stephen Taylor, psychology

Faculty promoted to associate professor:

Sergio DeAgostino, computer science
Suzanne Carpenter, chemistry & physics
Jacqueline Fraser, health science
June Hopkins, history
Jill Miller, art, music & theatre
Roger Miller, art, music & theatre
Anita Nivens, nursing
Jim Todesca, history

FACULTY DEVELOPMENT

For up-to-date information on faculty workshops, awards, conferences, resources, grants, and programs, visit AASU's Faculty Development web site at www.faculty.armstrong.edu.

Take advantage of AASU's Teaching & Learning Center in room 209 of Solms Hall. For information about resources, services, and programs available at the Teaching & Learning Center, be sure to visit the Faculty Development web site: www.faculty.armstrong.edu.

Faculty Forums are generally held on the first Friday of every month in room 110 of Solms Hall. For information on faculty forums, faculty workshops, roundtable discussions, and meetings of the online teaching community, visit the Faculty Development web site: www.faculty.armstrong.edu.

Mark your calendars for the Fifth Annual President's Symposium on Teaching & Learning: 1 April 2005. For more information on the symposium (including a call for papers), visit the Faculty Development web site: www.faculty.armstrong.edu.

2004-2005 FACULTY ORIENTATION

Day One: Thursday, August 12, 2004

Science Center Room 1405, 8:45 a.m.-1:30 p.m.

Lane Library, 1:30-2:30 p.m.

Time	Topic	Speaker
8:45 a.m.	Continental breakfast	
9 a.m.	Welcome—The AASU Vision	Thomas Z. Jones, President
9:45 a.m.	Advancement & Alumni Services, Distributed Learning, and Continuing Education	Leary Bell, Vice President, External Affairs
10 a.m.	Legal Issues	Dennis Murphy, Assistant VPAA
10:30 a.m.	Break	
10:45 a.m.	Business Office & Auxiliary Services	Jim Brignati, Vice President, Business and Finance
11 a.m.	School of Graduate Studies	Mike Price, Interim Executive Director, Graduate Studies
11:15 a.m.	Office of International Programs	Jim Anderson, Special Assistant to the VPAA for International Education
11:25 a.m.	Office of Sponsored Programs	Keith Williams, Director, Sponsored Programs
11:35 a.m.	University Organization and Governance	Edward Thompson III, Vice President and Dean of Faculty
11:55 a.m.	Faculty Development Office	Dick Nordquist, Director, Faculty Development
12:10 p.m.	University Relations and Recruitment	Patricia Reese, Executive Director
12:20 p.m.	Athletics	Eddie Aenchbacher, Athletic Director
12:35 p.m.	Lunch	
1:30 p.m.	Library Services and Tour (<i>Lane Library</i>)	Ben Lee, University Librarian
2:30 p.m.	Conclusion of Day One	

Day Two: Friday, August 13, 2004

Science Center Room 1405, 8:45 a.m.-1 p.m.

Technology Classroom, 1-2:15 p.m.

8:45 a.m.	Continental Breakfast	
9 a.m.	Student Affairs and Activities	Joe Buck, Vice President, Student Affairs
10 a.m.	Registrar's Office, Admissions, Financial Aid	Kim West, Assistant Dean of Enrollment Services and Registrar
10:45 a.m.	Break	
11 a.m.	Adult Academic Services	Deanna Cross, Assistant Dean, Adult Academic Services
11:10 a.m.	Advisement	Greg Anderson, Director, Acad. Orient. & Advisement
11:15 a.m.	Informational & Instructional Technology and Faculty Support	Pam Culberson, Assoc. Dir., University Computer Support Nancy Luke, Coordinator, Faculty Support
11:30 a.m.	Academic Programs: Arts & Sciences	Ed Wheeler, Dean
11:40 a.m.	Academic Programs: Education	Jane McHaney, Dean
11:50 a.m.	Academic Programs: Health Professions	Barry Eckert, Dean
noon	Academic Programs: Computing	Ray Greenlaw, Dean
12:10 p.m.	Lunch	
1 p.m.	Banner Training	Mark Case, Coordinator, Banner User Spt. and Training
2:15 p.m.	Conclusion of New Faculty Orientation Program for 2004-2005	

FACULTY & STUDENTS ABROAD

by Jim Anderson (international education)

INTERNATIONAL NEWS

Working in conjunction with the Chase Foundation and our partner institution, the National University of Villa Maria, the Office of International Education sponsored a program to take 14 teachers to three Argentina provinces in June 2004. The group was in residence at the National University in Villa Maria (Cordoba), the National University of Tucuman, and the Catholic University of Salta. In the province of Cordoba, Jim Anderson, who coordinated the program, conducted the first-ever "honor band," which was comprised of 100 musicians representing 14 municipal bands. **Randall Reese** (music) was the leader of the jazz combo that provided a series of workshops and performances in each province. In addition, three artists provided visual art workshops and exhibitions while two ESL teachers worked with English teacher training institutes. Other participants included an economics professor and a journalist.

As part of a USG Global Partnership Grant with Kennesaw State University, **Susan White** and **Joan Schwartz** (education) attended the Sino-American Conference in China in June. They met with teacher education faculty from Nanking and Zanzhou to finalize plans for a student teacher exchange between these Chinese institutions and universities in the USG.

Olavi Arens (history) taught a history course this past May at the University of Tallinn in Estonia. **Jim Todesca** (history) also was an exchange faculty member and lectured at the same university. The University of Tallinn is one of our 12 international partner institutions.

Nancy White (history) served as an exchange faculty member at INTEC in the Dominican Republic in January/February 2004. She worked with Professor Lucero Quiroga in team teaching a course. Professor Quiroga also visited AASU in April and made a presentation at the Women's Studies Conference.

New International Faculty/Student Exchange Partner
Professor Julio Parada, director of international programs at the University of La Serena, Chile, visited the campus in



February. He lectured to classes in political science and also at East Georgia College and Coastal Georgia Community College. As a part of his visit, President Jones signed a faculty/exchange agreement with the University of La Serena. AASU will be the lead USG institution to establish a systemwide study abroad program in La Serena in summer 2005. Jim Anderson will be the director of the program.

Study Abroad News

During 2003-2004, AASU had a record number of students going on study abroad programs, with a 30% increase over the previous year. Of the 118 students



Bill Deaver's students completed a service project at the Nuestros Pequeños Hermanos Orphanage in Mexico.

traveling abroad, five spent a semester each in London, Madrid, Buenos Aires, Australia, and Japan with the others completing shorter programs in Kazakhstan, Guyana, Trinidad, Belize, Estonia, Poland, Mexico, Denmark, Ireland, Greece, Spain, and Brazil. The directors of these programs are **Pat Thomas** (education), **Anita Nivens** (nursing), **Ned Rinalducci** (sociology) and **Jose daCruz** (political science), **Susan White** (education), **Bill Deaver** (Spanish), **Olavi Arens/Jim Todesca** (history), **Rick McGrath** and **Michael Toma** (economics), **Jill Miller** (art), **Erik Nordenhaug** (philosophy), and **Michael Hall** (history).

AASU has recently been accepted as a member of the Georgia Consortium for the International Student Exchange Program (ISEP). Being a member of ISEP allows AASU students to complete semester abroad programs in over 50 countries for the same cost of paying tuition, lodging and meals here at AASU. In addition, AASU will receive one international student in exchange for every student we send on a semester abroad program. AASU already has two students accepted for ISEP programs in Finland for the fall 2004 semester.

Ned Rinalducci (sociology) stands with AASU students in front of the Red House, Trinidad's Parliament. Behind them is the eternal flame, symbolizing "the need to be ever vigilant in the protection of Trinidad's democracy."

GRANTS

For the second year in a row, the Fulbright-Hayes Commission and the U.S. Department of Education has awarded an Overseas Faculty Development Grant in the amount of \$66,000 to the AASU Office of International Education. This grant sponsored a program for 15 K-12 and university faculty to travel to South Africa during July 2004. Directors of the program were Jim Anderson (international education) and David Leaver (history). AASU faculty accepted by the Fulbright-Hayes Commission to participate in this summer's program were Pam Harwood (special education), Rick McGrath (economics), John Barbrey (criminal justice), and Monica Hunt (history).

AASU is partnering with Coastal Georgia Community College (CGCC) on a study abroad program for students and faculty to study in Mendoza, Argentina. Beginning in summer, 2005, this program will focus on teacher education, geology, Spanish and communications. An \$8,550 grant was received to conduct this program. Jim Anderson (international education) and Irene Welch Mooney (education) will work with CCGC to develop this program.

AASU, Georgia Southern University, Clayton College and State University, and East Georgia College are collaborating on a computer science study abroad program to the University of South Bohemia, Czech Republic. A \$9,000 grant will support the program which begins in July, 2005. Jim Anderson and Mark Burge (computer science) are working with the other three institutions in planning this program.

AASU and Georgia State University are partnering, with support from an \$8,000 grant, on a study abroad program entitled "Comparative Approaches to Environmental Health: Law, Policy and Culture" in Rio de Janeiro, Brazil. David Adams and Richard St. Pierre (health science) are the AASU faculty responsible for working with GSU in establishing this program.

KEEPING SCORE

1. Percentage in 1970 of all college and university courses in the U.S. taught by part-time faculty: **12**
2. Percentage in 2003 of all college and university courses in the U.S. taught by part-time faculty: **25**
3. Percentage of faculty members in U.S. colleges and universities who rate themselves as "above average" teachers: **94**
4. Percentage of faculty members in U.S. colleges and universities who rank themselves in the top quarter of teaching performance: **64**
5. Number of U.S. colleges over the past ten years that have changed their names from *college* to *university*: **162**
6. Number of U.S. universities over the past century that have changed their names from *university* to *college*: **1**
7. Of the 228 institutions ranked by *U.S. News & World Report* in its "America's Best Colleges" guide, the number that call themselves *colleges*: **3**
8. Rank of "effective communication skills" among those qualities most valued by employers of college graduates: **1**
9. Rank of "effective communication skills" among those qualities that employers think college graduates most often lack: **1**
10. Of the 129 AASU faculty members listed by students at RateMyProfessors.com, number who are characterized (by way of a chili-pepper icon) as "hot": **37**

1 and 2 National Education Association, 2003

3 and 4 K. Patricia Cross, *AAHE*, 1998

5 Higher Education Publications, Inc., 2003

6 and 7 *Washington Post*, 6 May 2003 (In 1915, the University of Wooster in Ohio changed its name to The College of Wooster. The three colleges are Dartmouth, Boston College, and the College of William and Mary.)

8 and 9 National Association of Colleges and Employers (NACE), 2004 (In both cases, communication skills—verbal and written—are ranked above such qualities as integrity, strong work ethic, analytical skills, computer skills, leadership skills, high GPA, and many others.)

10 www.RateMyProfessors.com, 27 June 2004

NOTES FROM THE CAMPUS READ

During the first week of April, Armstrong Atlantic enjoyed its first Campus Read—a week devoted to reading, viewing, discussing, and listening to *A Good Man Is Hard to Find*, the first collection of short stories published by (Mary) Flannery O'Connor.

Led by AASU's director of composition, Beth Howells, faculty and students from a wide range of disciplines immersed themselves in the short fiction of Savannah's most famous native author. The Campus Read began with a faculty-and-student field trip to Andalusia, O'Connor's home outside Milledgeville, and ended with tours of the Flannery O'Connor Childhood Home here in Savannah.

In between, we watched a film version of O'Connor's "Displaced Person"; visited the Special Collections Exhibit in Lane Library; enjoyed Beverly Fatherree's performance as O'Connor in a one-woman show; honored Bob Strozier, Bob Burnett, and Gillian Brown for their dedication to preserving the O'Connor Home; and took part in lunchtime student and faculty discussions of "A Good Man Is Hard to Find" and "Good Country People."

It was at one of these discussions that Erik Nordenhaug, AASU's coordinator of philosophy and interim head of the department of languages, literature, and philosophy, delivered "Here Goes Nothing," a series of pointed observations about "Good Country People"—and about us. For the benefit of those who were unable to attend the discussion, Erik has allowed us to reprint his presentation here.

Here Goes Nothing

by Erik Nordenhaug

If good country people were in charge of the epitaph that will soon be written on the tomb of higher education, it would say: "They were brilliant but they didn't have a grain of sense." Mrs. Hopewell directs this thought to her one-legged intellectual daughter Joy-Hulga, who compensates by standing on her Ph.D. in philosophy, but more to the point — Flannery O'Connor intends this thought for all intellectuals in higher education. We need to learn how to laugh at Flannery's joke on us and on herself. The joke on us is easy enough to miss if all we see is the cruel joke on Joy-Hulga. O'Connor wants to see which intellectuals laugh at themselves in the text and which don't. Who gets the joke and who doesn't?

For those who genuinely cracked up with laughter while reading "Good Country People," nothing is needed. Nothing in my professional capacity as philosopher will add anything to your understanding which your laughter hasn't already provided.

For those who did not laugh, do explanations of jokes ever make people genuinely laugh? As you all know, if a joke has to be explained, it is at best a "bad" joke and at worst no joke at all because the explanation has made us take it seriously—the very opposite of its intent. Explanations of jokes, in other words, are almost always joke-defeating. The very existence of the explanation will ultimately make those who did not get the joke feel all the more stupid because it had to be explained to them, a process which in itself might be called a "meta-joke"—an after-joke on top of the original joke.



Notice further that if I should try to explain the joke, then I will have presupposed a distinction between myself, the explaining superior mind, and you, the inferior mind in need of explanation. Sound familiar? Joy-Hulga thinks to herself, "True genius can get an idea across even to an inferior mind." Recall the laughable and lamentable consequences that result from Joy-Hulga attempting to get an idea across to Manly

Pointer. O'Connor has preemptively struck the intellectual who would play the role of a "true genius trying to get an idea across." Having seen what happens to the "brilliant" Joy-Hulga, I conclude that I should at all costs avoid even the attempt at being "brilliant" for fear of the Joy-Hulga-like consequences to come.

Having disclaimed any attempt to explain the joke, I will simply make a few observations about "Good Country People" which may or may not be funny.

Observation #1: Everybody is wrong—especially philosophers.

O'Connor singles out philosophers when she makes her protagonist a philosophy Ph.D. who reads Heidegger on what is probably the most important question in the entire history of philosophy—Can we know anything about nothing? I realize this question may sound like a joke, but ever since Parmenides in 500.B.C. asked the question, philosophers have not been laughing about it. The philosophical texts written about nothing without any evidence of laughter could easily fill this room from top to bottom. Suffice it to say that were we to remove all the books in the library about nothing, our university librarian would no longer have a shortage of space.

Philosophers have taken this question of nothingness seriously because they sensed what Flannery O'Connor has also sensed, namely that nothingness and absence may be an unavoidable part of our existence, just as Joy-Hulga's missing leg is an unavoidable part of her existence. With self-conscious intellectual pride, Joy-Hulga claims to "see through to nothing" precisely because she can look at herself and see a bit of nothingness (i.e., the absence of a leg) as a part of her being. The "wooden leg" is an attempt to fill up the physical absence with physical being in exactly the same way that Joy-Hulga's constructed intellectual identity is an attempt to fill up the mental experience of her nothingness with substantive philosophical categories (like "nothingness" and "existentialism"). If Joy-Hulga wants to understand herself (that is, if we want to understand ourselves), then she/we must attempt to understand the nothingness and absence that is a part of us. Joy-Hulga and O'Connor ask the question philosophers have been seriously asking for centuries: "Do you ever look inside? Do you ever look inside and see what you are NOT? God!" The phrase "what you are NOT" is the standard philosophical code for the nothingness that is a part of us. I have seen this question asked by Sartre in *Being and Nothingness*, by Heidegger in *Being and Time*, by Parmenides, by Plato, by Nietzsche, by Kierkegaard, by Pascal, and by Saint Augustine in *The Confessions*. But to the best of my knowledge regarding the history of philosophy, no angry, frustrated, fat one-legged philosophers with their mouths half full have ever asked this question to their mothers at the dinner table. The hilarious context in which the deepest of philosophical questions gets asked is O'Connor's way of pointing out how seriously both good country people and philosophers have taken themselves and their mental categories. In other words, O'Connor agrees with philosophers that the question about knowing nothing is important but she is laughing at how seriously philosophers take themselves when they ask and answer this question. Joy-Hulga is wrong for taking herself so seriously and feeling so superior because she has seen through to the question and can ask it. Mrs. Hopewell is wrong for taking herself so seriously and for being impervious to the question. The question, like the text she happened to read in Joy-Hulga's room, registers as no more than an "evil incantation in gibberish" because she is proudly committed to the simple categories held by good country people.

Mrs. Hopewell, who rarely retracts a statement, is wrong about the most important things. First, she is wrong about her 32 year old daughter whom she treats like a child because the few intellectual categories available to Ms. Hopewell—"good country people," "trash," or "child"—cannot capture her daughter's being and identity. To call her daughter a "philosopher" is simply unthinkable because it is too vacuous a category for good country people (which I can personally confirm by the many "vacuous" looks I receive when asked what I am). Second, she is wrong about Manly Pointer being "good country people" and by the end of the text the category "good country people" is beginning to look as vacuous and complex as the category "philosopher" since it becomes unclear who the "good country people" are. Third, she is wrong about herself. Mrs. Hopewell's closing observation about Manly Pointer and herself is: "'Some can't be that simple,' she said. 'I know I never could.'" Both observations here are perfectly wrong because Manly Pointer is obviously not "that simple" and Mrs. Hopewell can be and for the most part is "that simple."

Lest you think I am playing favorites by wronging only the simple Mrs. Hopewell, it now pains me to point out how my fellow philosopher, Joy-Hulga, even with the impressive number of sophisticated intellectual categories at her disposal is also wrong about the most important things. First, Joy-Hulga is wrong to think that she can so easily escape and transcend the "good country people" category by self-consciously constructing a new intellectual existentialist-identity for herself. Getting a Ph.D. in philosophy, changing her name from "Joy" to "Hulga," reading Heidegger, and even intellectually "seeing through to the nothing" did not in the end prevent her from being the simple, trusting good country person whom Manly Pointer can so easily deceive. Second, Joy-Hulga is wrong to think that intellectually "seeing through to the nothing" is the same as morally living the nothingness, which means that she has not seen how deep the nothingness goes.

Manly Pointer, who has "been believing in nothing since he was born," illustrates a nothingness embodied in action, not in sophisticated intellectual categories. By "nothingness embodied in action," I mean the complete absence of any moral sense of good and evil. While Joy-Hulga is struggling to comprehend what has happened to her, she resorts to moral categories, albeit rather perverse moral categories, as she accuses Manly Pointer of being "the perfect Christian" (which in Joy-Hulga's reckoning means the perfect hypocrite). Joy-Hulga uses the moral category "Christian" to mean evil in exactly the same way good country people use the category to mean good, but in either case one is still appealing to moral categories. Had Joy-Hulga truly "seen through to nothing," then she should have realized that moral categories of any type, being nothing themselves, no longer exist. Third, Joy-Hulga is wrong about being the superior mind. At the moment when she is about to become true genius by both seducing Manly Pointer and getting an idea across to his inferior mind, she discovers that she has been seduced and a far superior mind is trying to get an idea across to her.

continued on page 10

HERE GOES NOTHING (continued from page 9)

Manly Pointer is wrong to think that he has “been believing in nothing since he was born” because his belief in nothing is in fact something—namely a definite statement of knowledge and a source of pride in himself. Though Manly Pointer has embraced nothingness in practice by living without standards of good and evil, and without guilt, he still thinks of himself as really something substantive, self-reliant, and autonomous. Intellectually, Manly Pointer has not “seen through to nothing” since he still spouts with utter conviction the very same clichés that good country people are spouting—“I know which end is up and I wasn’t born yesterday and I know where I’m going!” He does not know where he is going because he “don’t stay nowhere long” and he does not know which end is up because he does not know what his name will be tomorrow. Thus, Manly Pointer is wrong from his own intellectual standpoint since he in fact believes in himself, where he is going, and a doctrine of nothingness which however perversely it functions still appears to be used as some kind of non-moral guide for some definite plan of action.

Observation #2: Everybody thinks they are right.

We need not dwell on this observation since it is all too human and all too obvious. Citing instances of how these characters are positive they are right would be redundant. I am obliged to point out, however, that observation #2 logically prevents acknowledgment and affirmation of observation #1. Hence, the hope for observation #3.

Observation #3: Affirmation of observation #1 from the standpoint of observation #2, if possible, is an occasion for laughter made possible by the presence of True Genius.

Hypothetically speaking, if one were a person who thinks she is right, wouldn’t the idea that “everybody is wrong (including oneself)” have to appear to such a person as a NEW idea since such a person has thought herself to be right. If a NEW idea is gotten across to a mind that previously did not have the idea, then wouldn’t there have to be a superior mind getting the idea across to the inferior mind which did not previously have the idea. True Genius is O’Connor’s name for the superior mind capable of getting such an idea across. Furthermore, if True Genius were able, despite all logic, to convey to someone who thinks she is right that not only is everyone else wrong

(which is easy enough to believe), but also that she herself is deeply wrong, then wouldn’t this person be overwhelmed with a desire to laugh both at herself and the self-mocking irony built into universe.

At this point, I must confess that I have NOTHING as evidence for observation #3. More precisely, there is an experience of nothing and absence related to O’Connor’s text which is my evidence for observation #3.

At the end of the story, there is no textual evidence that any of the characters in the story ever changed their minds about anything they thought they were right about. In other words, everyone is still stuck in observation #2. It is clear that Manly Pointer is going to keep on doing what he does. Mrs. Freeman is going to keep on spewing forth clichés, and Mrs. Hopewell is going to keep on refusing to ever retract anything. But, because of O’Connor’s self-consciously chosen moment to stop the story exactly where she does, I experience an uproarious silence regarding what Joy-Hulga is going to do next. I experience an absent conclusion for Joy-Hulga. Is not the experience of an absent conclusion for Joy-Hulga an experience of nothing? If you agree that the silence regarding Joy-Hulga’s next move is intentional and a genuinely strange experience of nothingness in the form of an absent conclusion, then that absent conclusion, that bit of nothingness can serve as my evidence for affirming observation #3. The absent Joy-Hulga conclusion O’Connor points us to is holding out the possibility that Joy-Hulga might realize just how wrong she is which is her last hurdle to reaching observation #1 from the standpoint of observation #2. The absence of a conclusion regarding Joy-Hulga is my only hope that she might realize observation #1 and break out into the most profound laughter imaginable—a laughter so deep that it brings the Joy back into the Hulga to form a unified Joy-Hulga.

Observation #4: Everybody is still wrong — especially philosophers and also fiction writers.

In *The Habit of Being* while discussing “Good Country People,” O’Connor writes, “Fiction doesn’t lie, but it can’t tell the whole truth. What would you make out about me just from reading “Good Country People?” Plenty, but not the

Campus
Read
2005

Plans are already underway for AASU’s next Campus Read, April 4-8, 2005, when we will be reading and discussing the award-winning novel *A Lesson Before Dying* (1993), by Louisiana native Ernest J. Gaines.

Faculty and students in various disciplines will be meeting to explore this story about a black man sentenced to death for a crime he did not commit and a teacher who is persuaded to counsel him as he awaits execution.

More information about the activities planned for the 2005 Campus Read are online at www.faculty.armstrong.edu/read.htm. If you would like to participate in the event, please contact Beth Howells, director of composition, at 927.5218.

whole story; as saying something about life colored by the writer, not about the writer colored by life.”(158, *The Habit of Being*) Elsewhere in her letters, she repeats a similar point, “What carries over (into the novel) [*The Malefactors*] of the writer’s soul is bound, according to me, to be the most natural elements of it, so that what all you see there may well be there, but just isn’t all, can’t be the whole story.”(160, *The Habit of Being*) She emphasizes that fiction cannot tell the whole story about life and that philosophers, like Joy-Hulga, cannot tell the whole story about life. This is precisely her problem with philosophy, especially metaphysics. The “evil incantation in gibberish” which O’Connor quotes is from Heidegger’s “What is Metaphysics?” She understands that text far better than she lets on. Heidegger writes, “First, every metaphysical question always encompasses the whole range of metaphysical problems. Each question is itself always the whole.” O’Connor’s emphasis on not being able to tell the whole story in her letters intentionally echoes the opposite of Heidegger’s accurate description of metaphysics. Metaphysics has traditionally always been about the Whole Story. [For example, Hegel claimed “The True is the Whole”.] Metaphysicians tend to affirm an intellectual scheme which can account for the Whole Story—all of reality. Yet, in this text, Heidegger is criticizing metaphysics and all the sciences (which are sub-fields of metaphysics) by pointing out how the sciences and metaphysics “want to know nothing of nothing.” Therefore, if nothingness is, as Heidegger and O’Connor believe, an unavoidable part of our being, then metaphysics and every sub-discipline here in higher education have prevented themselves from ever being about the whole story because they attempt to avoid treating the nothingness as a essential part of the Whole Story.

The lesson of “Good Country People” is that no one has the whole picture and thus everybody is wrong in some fundamental sense, including O’Connor since her story intentionally stops short of affirming the whole story and what I believe is the most important part of the story—whether Joy-Hulga, or anyone else for that matter, can get from observation #2 to observation #1 and what such an event would look like. O’Connor is with self-mocking honesty going out of her way to heighten awareness of the characters’ wrongness, her wrongness, and our wrongness.

O’Connor herself requires observation #4 which forces me to reluctantly conclude that I, too, am wrong. Observations 1 through 4 are wrong and cannot be taken seriously because they undermine themselves. With O’Connor I am compelled, for better or for worse, to leave us where we started—with nothing... as my absent self-mocking conclusion. Nevertheless, nothing requires you to listen to me and nothing requires you to laugh at me.

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WOMEN’S STUDIES CONFERENCE



Congratulations to Teresa Winterhalter (director of the women’s studies program), who served as co-chair of the 27th annual Southeastern Women’s Studies Conference in Savannah this past spring.

Over 300 faculty and students (including several from AASU) participated in the three-day conference, which hosted more than 50 sessions, including papers, panels, round tables, workshops and performance art. Keynote speaker at the conference was Kim Gandy, president of the National Organization of Women.

Following a luncheon, Margarete Froelicher-Grundmann (languages, literature, and philosophy) and Teresa Winterhalter (ll&p and women’s studies) discuss a point with Dr. Carolyn Nordstrom, a keynote lecturer from the University of Notre Dame’s Department of Anthropology and Center for Peace Studies

Governor's Teaching Fellows Symposium Program

The Governor's Teaching Fellows Program (GTF) brings together faculty from public and private colleges throughout Georgia in either a year-long or a summer symposium. Fellows enjoy a warm collegial environment in which to learn more about academic technology and to share ideas about pedagogy.

Jointly sponsored by the Institute of Higher Education and the Office of Instructional Support and Development at the University of Georgia, the program includes investigation of a variety of educational practices and pedagogical models, including leadership issues in higher education, instructional grant-writing tips, instructional practices and learning styles, and classroom assessment techniques.

Since the program's inception in 1996, several Armstrong Atlantic faculty have participated, most recently Dennis Murphy (academic affairs) in 2002-03, Suzy Carpenter (chemistry and physics) in 2003, and Todd Hizer (chemistry and physics) in May 2004.

In May 2003, I was selected to be a Governor's Teaching Fellow. I was one of 12 faculty members chosen statewide, and I spent two weeks in Athens. During that time, we explored a wide range of topics related to teaching and learning including grade inflation, managing conflict, the use of technology in teaching (we received an iPAQ, Compaq's handheld computer, and learned how to use it), assessment of student learning, and the stages of cognitive development. I had the time to learn, think, plan, meet interesting people, rest, eat and remember why I love academia. As a result of this experience, I have incorporated a number of new styles and approaches into my teaching during the 2003-04 academic year. Overall, being a Fellow was an honor and a challenge—the invigorating discussions provided me with food for thought and a renewed energy for improving my own teaching and learning. Note: The GTF program paid for all of my expenses, and I received a \$3,000 stipend with no strings attached.

— Suzy Carpenter, chemistry and physics
(Governor's Teaching Fellow, 2003)

Suzy's raves about Governor's Teaching Fellowship ring true for me as well. I attended under the academic year program in 1996-1997, during which I attended monthly symposia on various aspects of teaching and learning. Probably the most significant influence the fellowship had on me was that it introduced me to Boyer's *Scholarship Reconsidered* and Glassick's *Scholarship Assessed*. Since the fellowship, I've conducted research on the scholarship of teaching and have implemented campus-wide projects promoting teaching as a scholarly endeavor. In addition to the valuable knowledge I gained, I made long-lasting friendships with outstanding professors across the state. At Lilly Conferences and reunions of the Governor's Teaching Fellows, my friends and I humorously compare these conferences to summer camp, for we not only look forward to expanding our instructional expertise, but we're even more excited about seeing each other again.

— Nancy Remler, languages,
literature, and philosophy
(Governor's Teaching Fellow in 1996-97)

Foremost in value among GTF experiences is simply the total immersion in a program focused solely on the teaching-learning process. Program coordinators, session leaders, and fellows share a singular commitment to excellence in teaching, but also to enrichment of each participant's home campus through a GTF project designed for that purpose. With full access to our flagship university during the program, participants return to their institutions with their professional skills more finely honed and their professional enthusiasm at a fever pitch.

— Dennis Murphy, academic affairs
(Governor's Teaching Fellow in 2002-03)

Participants in the GTF are selected on the basis of teaching experience, interest in continuing and professional development, the ability to have an impact on their campus, and on a strong commitment and support by their home institution. Any full-time, regular faculty member may apply.

Participants receive a stipend for full participation in either the summer program (two weeks in May) or the academic-year program (three-day symposia held six times over the academic year). For further information and application procedures, please visit the Governor's Teaching Fellows web site (www.uga.edu/ihe/GTF.html), or contact Dick Nordquist in AASU's Office of Faculty Development (Solms 211) at 921.5991.



At one of the stops on the Studio Hop conducted by Jill Miller (art, music & theatre), Bettye Anne Battiste (early childhood education), Marsha Moore (education), Jacquie Fraser (health science), and Chris Hendricks (history) enjoy hors d'oeuvres. Sign up now for Studio Hop II.



On a field trip led by Tom Howard (history and geography) to the chicken hatchery in Claxton, Yuxin Ma (history) says goodbye to a newly hatched chick (extra crispy).

Scrapbook of Faculty Field Trips: 2003-04



Patrick Brennan (special education) recounts the history of the Robbins water-powered grist mill in Screven County, established in 1803 and rebuilt by his grandfather in the 1950s. Patrick will again be offering this popular faculty field trip in fall 2004.

At the Tattnall Hatchery, Tom Howard (history and geography) captures a moment on film while Joy Reed (information technology), Ana Torres (Spanish), Yuxin Ma (history), Sabitra Brush (chemistry), Rose Powell (nursing), and John Kearnes (political science) exercise their olfactory nerves.



SAVANNAH PROFESSORS VISIT HAWKINSVILLE

by Nancy Lawson Remler

On March 12, Nancy Remler (languages, literature & philosophy) escorted a pack of faculty to her hometown of Hawkinsville, Georgia (a field trip she will be offering again in spring 2005). Nancy recorded the event in an article originally published in the Hawkinsville Dispatch and News and reprinted below.

On Friday, March 12, nine professors from Savannah's Armstrong Atlantic State University came to Hawkinsville for a faculty field trip. Armstrong Atlantic's monthly faculty field trips allow professors to visit various parts of the state for faculty enrichment—and Hawkinsville proved to be especially enriching.

In the morning, the Harness Racing Facility hosted a tour for the professors, who teach subjects ranging from English



June Hopkins (history) heads out for the track.

Jennifer Lander, who teaches physical therapy, was impressed with the facility's size and provisions for the horses and their trainers. "It's a shame there are no harness races in Georgia," she said. "The horses are beautiful, and it seems that the races would be great entertainment."

Richard Horah, of Armstrong Atlantic's media services department, agreed. "The facilities themselves are beautiful. I can see why the horsemen want to spend their winters here," he said. Upon completion of the tour, Ann Lilley recognized Savannah's enthusiasm for St. Patrick's Day by presenting each professor with a shamrock plant.

While lunching at the Steak House, the professors enjoyed meeting some of Hawkinsville's citizens, Louis Fowler and Whitey Lollis. After lunch, they took a tour of the Old Opera House. Hugh Lawson welcomed the group and attended the tour as well. Ted Coleman explained the Opera House's history and current events.

literature, history, and library science to physical therapy, information technology, and special education. Ann and Mac Lilley and Don Boroff conducted the tour, which included visits to the track, the tack room and the blacksmith's shop. Boroff also introduced the professors to his two year-old filly, Making Tracks.

The professors were fascinated by the excellent restoration of the facility, including the pump in the basement of the Opera House to maintain the spring underneath the building. After leading the professors through the tour, Coleman delighted the group with a performance on his mountain dulcimer. June Hopkins, a history professor, commented, "Dr. Coleman is truly talented. It's wonderful that he's taken up such passionate interest in his music after retiring from his medical career."

All nine faculty were impressed with Hawkinsville's history, municipal facilities, and hospitality. Before leaving, many of them remarked that the university should host another field trip to Hawkinsville next year.



AASU faculty and Hawkinsville hosts at the Old Opera House. From left, Mark Finlay (history), Ted Coleman (Arts Council), Dick Nordquist (ll&p/general studies), June Hopkins (history), Jennifer Lander (physical therapy), Chris Baker (languages, literature, & philosophy), Richard Horah (library), Nancy Remler (Coastal Georgia Writing Project and ll&p), and Hugh Lawson (Nancy's dad).

2004-2005 FACULTY FIELD TRIPS

All AASU faculty (including full-time, part-time, and retired faculty) are warmly invited to participate in one (or more) of the Friday field trips described on the next page. Travel is intimate (we ride in an AASU van or bus), dress is casual (be sure to wear comfortable walking shoes), dining is fairly independent (buy or bring your own lunch), and, invariably, a good time is had by all.

New faculty, in particular, might be especially interested in our first field trip of the new year, a tour of the old Armstrong campus in downtown Savannah. You will have an opportunity not only to meet colleagues from different corners of the campus but also to learn about Armstrong's nearly 70-year history. To join us, please complete the field trip registration form on page 15.

Friday, September 17, 2004
The Way We Were
Leader: Janet Stone, history

This field trip will involve a walking tour of the old Armstrong campus in downtown Savannah. We will begin at the corner of Bull and Gaston, at the elegant Armstrong mansion, with a visit to the lobby and adjacent rooms to imagine what it would have been like to be students or faculty in such a setting. We will also take a look at the other buildings that the college built, bought, or borrowed as its "campus" grew. Then we will walk through the area that the college envisioned for its major expansion, until an escalating protest from the neighborhood and from historic preservation interests reached such a pitch that banker Mills B. Lane, Jr. broke the impasse with his offer to purchase a new site for the college in a location where it would have unobstructed room to grow. What if Armstrong had stayed in historic downtown Savannah?... We can wonder as we wander. Our walk will conclude with lunch downtown. Please bring about \$15 to cover the cost of admission and lunch.

Friday, September 24, 2004
A Day at the Beach:
A Tour of Hilton Head Island
*Leader: Beth Howells, languages,
literature & philosophy*

The day will begin with a tour of scenic Port Royal Plantation hosted by local experts at the Coastal Discover Center to establish the history of the area from early European exploration up to and including Civil War participation, with discussions of Michelville (the nation's first freedmen's community) and the steam-powered cannon. The morning's tour will be rounded out with a mid-island beach walk to examine the ecology of the area, the importance of the dunes, and the roles played by many sea creatures.

Afterwards, lunch at the Salty Dog Café and T-Shirt Factory will introduce participants to one of the most popular sites in Sea Pines Plantation. Beth's father, John Howells, long-time summer resident of Sea Pines, will lead us on a driving tour of Harbor Town and its most photographed golf greens as well as the Baynard Ruins. We will end the afternoon with a happy hour on the beach at the Howells family home with Beth's dad and his French bulldog Rocky. A tour fee of \$10 per person for the morning's activities as well as lunch money (\$10 to \$15) will be required.

Friday, October 29, 2004
The Port of Savannah

*Leader: Chris Schubert, middle grades,
secondary & adult education*

Tour the Port of Savannah: the fifth largest port in the nation and among the fastest growing in the world. In 2003, 1,505,278 twenty-foot-equivalent units, or TEUs, moved through the port. Over the past seven years, container tonnage handled has grown more than 80 percent. If all the million-and-a-half containers moved in and out of Savannah during 2003 were laid end to end, they would stretch some 4,300 miles; that is a distance from Savannah to Phoenix and back again. As the container ships get larger, each capable of carrying more than the 7,500 TEUs of the current generation of ships, the harbor must be deepened—again. A project proposes harbor expansion from the present 42 feet below mean low water to as much as 48 feet, sparking a wave of concern over the effects of such deepening on the environment. Please bring along a bag lunch.

Friday, November 12, 2004
The Robbins Watered-Powered Grist Mill
Leader: Patrick Brennan, special education

Take a trip back in time to the Robbins Grist Mill in Screven County, established in 1803 and rebuilt in the 1950s. Following a short tour of a log barn (featuring some tools of the era), we'll visit and learn the history of one of the few watered-powered grist mills still in operation. We will see corn ground into grits and corn meal, just the way it was done in the 1800s. For lunch, count on a fish fry (with fish caught that morning from the nearby lake) and hush puppies made from the meal we grind. A fee of \$15 per person will cover the cost of lunch as well as sample bags of grits and meal.

Friday evening, February 25, 2005
Studio Hop II

Leader: Jill Miller, art, music & theatre

Explore Savannah's thriving downtown visual arts scene with a behind-the-scenes bus tour of artists' studios and a private art collection. Armstrong's resident art historian will be your guide. Enjoy one course of a progressive dinner at each stop, with a dessert party at the end of the tour. Participants who did not attend last year's event are welcome, but those who attended last year will have the opportunity to visit all new venues. A fee of \$20 per person will cover the cost of food and the artists' honoraria.

Friday, March 11, 2005
Kayaking Along the Coast
Leader: Barbara Fertig, history

Kayaking on the coast is a two-hour paddle with instructions for new paddlers, a naturalist guide, and an individual kayak for each person. (Two person kayaks are known as divorce-makers.) The kayaks will launch on the outgoing tide from Palmyra dock, part of the Melon Bluff Nature Center near Fort Morris in Liberty County. Upon return, participants will enjoy (and I mean enjoy) a sumptuous lunch prepared by the Devendorf family at Palmyra Barn, a sophisticated country B&B. A fee of \$40 per person will cover the full package of two-hour paddle, guide, and sumptuous lunch.

Friday, March 25, 2005
Let's Go to the Races! A Tour of Georgia's Only Harness Racing Facility
*Leader: Nancy Remler,
languages, literature & philosophy*

In 1894, the Pulaski County Fair Association sponsored its first harness horse race and began its love of harness racing. Since 1926, the county seat, Hawkinsville, has been a winter home for harness horse training, serving horsemen from the northern United States and Canada, providing training facilities for several world champions. Each year, Hawkinsville opens the racing season with its Harness Festival. Sign up for this field trip and meet the horses and their trainers. Tour the training facilities, including the turnout paddocks, blacksmith shop, tack shop, starting gate, and qualifiers. Please bring money (about \$10) to buy lunch in Hawkinsville.

Friday, April 22, 2005
Hofwyl-Broadfield Plantation
Leader: Janet Stone, history

The Hofwyl-Broadfield Plantation is located in the marshlands of the Altamaha River, about 50 miles south of Savannah. Owned and occupied by the same family from 1804 to 1973, this former rice plantation is now a historic site with an excellent visitor's center and museum. After viewing an introductory video inclusive of an African-American perspective, we will tour the farm house, several surviving out-buildings, and the plantation grounds, which are landscaped with large oak trees. Following our tour, we will enjoy lunch at Archie's seafood restaurant in nearby Darien. (Readers of Melissa Fay Greene's *Praying for Sheetrock* will already be somewhat familiar with the area.) Please bring money (about \$10 to \$15) to buy lunch in Darien.

FACULTY FIELD TRIP REQUEST FORM 2004-2005

Trip times will vary, usually lasting from five to eight hours. (Note that Jill Miller's Studio Hop II is scheduled for a Friday evening.) Participants are responsible for bringing or buying their own meals, as indicated. Because the number of participants for each trip is limited, please make your requests as soon as possible and **no later than September 3, 2004.**

Which field trip(s) would you like to sign up for?

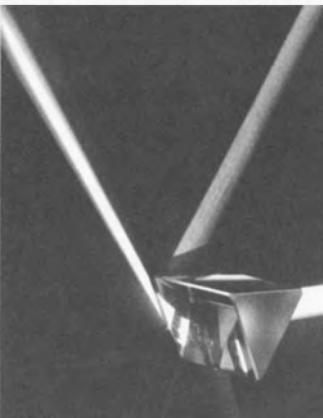
First choice _____

Second choice _____

Your name _____

Department _____

Copy or detach this form and return to Dick Nordquist, faculty development.



What Does PRISM (Partnership for Reform in Science and Mathematics) Mean to You?

by Sabrina Hessinger (PRISM co-principal investigator and associate professor of mathematics)

On October 1, 2003 Armstrong Atlantic State University officially became the southeast regional partner in the NSF funded PRISM initiative. With a bit over seven million dollars to work with during a five year period, AASU will lead the PRISM movement in the southeast region, which includes Coastal Georgia Community College, Chatham, Bryan, Camden and Glynn counties. PRISM strategies call upon involvement of P-12 teachers, higher education faculty, students, community members and administrators. While opportunities for participation may take on many forms, each contributes to the realization of the ultimate PRISM goal—to raise expectations and student achievement in science and mathematics.

If you actually read the PRISM project description you will slowly realize the following as I did. This initiative creates a nearly unbelievable, yet very real, opportunity to make a significant and lasting change in the teaching, learning, and understanding of science and mathematics in the state of Georgia. It may be fairly recently that a

part of the population accepted that students should learn and enjoy science and mathematics, but it's always been a fact that all students can learn and enjoy science and mathematics. In its proposed activities PRISM brings together literally all the pieces necessary to exact lasting change and in essence prove this fact. This became evident to me when reading the strategies PRISM constituents will implement in order to achieve the overall goal. A few highlights are: intensified P-12 curricula, quality content-based professional development, collaborations with higher education faculty, community involvement in schools, statewide policy changes in faculty reward structure, and improving incentive programs for quality teachers.

Let me emphasize a bit the potential effect of collaborations between P-12 teachers and science and math faculty. An outstanding educator of science and mathematics will overtly display three qualities: a genuine interest and deep understanding of the subject, an ability to apply a variety of classroom techniques to engage students of all learning types, and a willingness to set high standards and ceaselessly help students achieve these expectations. An implied goal of PRISM is to inspire science and math educators of all levels to acquire these qualities. Collaborations between

P-12 teachers and higher education faculty are the arena for sharing such qualities. The potential outcomes go beyond improving P-12 education and certainly include: improved pedagogy in P-16 classrooms, increased exposure of P-12 students to applications of science and mathematics, and increased student interest in related careers. We'll be providing, and of course funding, a variety of opportunities for faculty to take part in PRISM. A few of these are leading a discipline-based district learning community, conducting action research with a district or school, or organizing a summer program for P-12 teachers and students. Send me your project ideas and let's make them PRISM proposals!

With the support and active involvement from the region, we could very well make an incredible difference here. If you are an individual who has interest in the overall understanding and communication of things scientific and mathematical, and frankly this should be each educator, student, administrator, employer and parent in the community, then you should be searching for a way to support or participate in this PRISM initiative. The PRISM grant has provided the potential for lasting improvement, but it cannot be realized without the ideas, enthusiasm and involvement of people.



Dean Wheeler introduces arts & sciences faculty to the new dress code

Every December, at the end of fall term, the faculty development committee hosts a dinner for new faculty. And every year, at the end of the dinner, Jill Miller (art, music, & theatre), for no apparent reason, insists on arm-wrestling with Jim Todesca (history).



Campus Candid's 2003-2004



Enjoying AASU Day: Deanna Cross (special assistant to the president), Becky Smith (office manager for the assistant to the president), and Barbara Randall (secretary to the vice president for external affairs)



Rick McGrath (economics) and Mike Toma (economics) leading AASU students on a spring tour of Denmark



Leaders Among Us participants 2004
First row: Michael Cross (CIS), Steve Jodis (CS), Reggie Cooper (Plant Operations), Bernie Polite (program facilitator); second row: John Kraft (psychology), Lynn Stover (nursing), Melanie Mirande (recruiting), Hassan Aziz (medical technology), Sandra Brown (history), Nikki Palamiotis (graduate office), Pete Mastopoulous (external affairs), Bill Daugherty (political science); third row: David Brown (music), Linda Hansen (criminal justice), Jonnie Chandler (CIS), Ellen Blossman (Spanish), Donna Brooks (special education), Susan Norton (financial services), June Hopkins (history), Lynn Roberts (health & p.e.), Fern Illidge (arts & sciences).

INTERNAL GRANTS AND THE GIGNILLIAT PROFESSORSHIP

During this past academic year, approximately \$35,000 was awarded to AASU faculty in our two internal grants competitions: Research & Scholarship and Teaching & Learning. The names and the project titles of all grant recipients are listed at the end of this article.

In addition, Nancy Remler (languages, literature, and philosophy) received the 2004 Arthur M. Gignilliat, Jr. Professorship, valued at approximately \$4,200. The professorship has enabled Nancy to implement a series of courses and programs known as the Armstrong Social Action Project. The goal of the project is both to enhance teaching and learning at the university and to establish connections between AASU and the greater community.

An associate professor of English who has taught at Armstrong since 1992, Nancy has already completed the first phase of her project, teaching a new course in professional communications. Throughout the spring term of 2004, several community professionals—including an engineer, a lawyer, a marketing executive, and a grant writer—visited the class to discuss the nature of writing in their different fields.

The second phase of Nancy's project relates to her role as co-director (with Beth Howells) of the Coastal Georgia Writing Project, which has implemented a volunteer tutoring program to assist children at the Moses Jackson Community Center. The Gignilliat Professorship will

strengthen this program, allowing more education majors at Armstrong to serve as tutors while also satisfying some of their degree requirements.

This fall, the first two phases of Remler's project will be integrated in a new version of the traditional freshman composition course. Remler's composition class will incorporate service learning pedagogy, thereby facilitating student writing as a tool for social action.

Bob Parham, head of the Department of Languages, Literature, and Philosophy at AASU from 1998 to 2004, recommended Remler's proposal as one that "reaches to the heart of what we do on campus, while it carries us at the same time into the heart of the community." Remler, he notes, "is a committed professional whose leadership in the teaching and learning area of the university makes her not only prominent but a sure bet in the success of the project." Nancy will be reporting to faculty on her achievements in the next issue of *Armstrong Academics*.

In mid-September 2004, all full-time AASU faculty will receive the 2004-2005 Internal Grants Competition package (which will include applications for Research & Scholarship grants, Teaching & Learning grants, and the Arthur M. Gignilliat, Jr. Professorship). For more information, please visit the grants page of the Faculty Development web site: www.faculty.armstrong.edu.

RESEARCH AND SCHOLARSHIP GRANTS: 2003-2004

The following grants were awarded in the Research and Scholarship Committee's 2003-2004 grant competition:

Mark Burge, computer science. *Personal Area Networks*. \$2,000.

Jim Byrd, chemistry and physics. *Determination of Selenium Compounds in Wine by Solid Phase Microextraction*. \$1,417.

Cameron Coates, engineering. *Improving Accelerated Corrosion Tests with Neural Networks*. \$1,700.

Thomas Cooksey, languages, literature, and philosophy. *Philosophical Literature*. \$2,000.

Kathryn Craven, biology. *Causes of Sea Turtle Nest Failure on the Georgia Coast*. \$1,200.

Jacque Fraser, health science, and **Meg Walworth**, early childhood education. *Health Needs Assessment: A Pilot Study of a Qualitative Tool*. \$1,836.

Lei He, information technology. *The CAPTCHA Project: Telling Humans and Computers Apart*. \$1,500.

John Kraft, psychology. *Group Discounting*. \$2,500.

Will Lynch, chemistry and physics. *Matrix Reloaded: Matrix Effects on Nanoparticle Photocatalysts*. \$1,270.

Paul Micikevicius, computer science. *Parallel Computing on Graphics Hardware*. \$1,361.

Jonathan Roberts and **Vann Scott**, psychology. *Psychophysiology and Human Behavior*. \$873.

Vann Scott, psychology. *The Relationship Between Alexithymia and Cancer*. \$500.

Renee Soto, languages, literature, and philosophy. *Turning Data into Poetry*. \$1,100.

Ana Torres, languages, literature, and philosophy. *Gloria Fuertes: An Attempt to Humanize Spanish Poetry*. \$2,250.

Teresa Winterhalter, languages, literature, and philosophy. *Participating in the University of Oxford's Round Table on Women and Leadership*. \$1,500.

Lei Zhu, information technology. *Geoblock: A Framework for Content-based Geographic Image Retrieval*. \$1,800.

TEACHING AND LEARNING GRANTS: 2003-2004

The following Teaching and Learning Grants were awarded in the 2003-2004 competition hosted by AASU's Faculty Development Committee:

Hassan Aziz, medical technology. *Teach One, Teach All*. \$1,500.

Beth Howells, languages, literature, and philosophy. *AASU's First Annual Campus Read*. \$1,100.

Suzy Carpenter, chemistry and physics. *Student Resource CD for Organic Chemistry I*. \$913.

Karen Hollinger, languages, literature, and philosophy. *Women and Film: A Film Series and Roundtable Discussion*. \$500.

Pang-Chieh Hsu, art, music, and theatre. *Visiting Artist Workshop Project: The Fine Art of Bookmaking*. \$2,100.

Delana Nivens, chemistry and physics. *Attenuated Total Reflectance Infrared Spectroscopy for Analytical Chemistry: Development of Real World Forensic Experiments*. \$1,490.

Ed Richardson, languages, literature, and philosophy. *Literature and Medicine: Readings and Course Development*. \$2,000.

Lynn Roberts, physical education. *Using Pedometers to Promote Physical Activity in the Concepts of Fitness Course*. \$1,101.

Richard St. Pierre, health science. *Internationalizing the Health Sciences Curriculum*. \$1,825.

Jennifer Ann Zettler, biology. *Introducing Global Positioning Systems (GIS) to the Biology Curriculum*. \$2,110.

Welcome Back! *(continued from page 1)*

and nuclear medicine and continue its fast-track programs in nursing and medical technology.

- Of the 2003-2004 Teachers of the Year for Savannah-Chatham County Schools, 52% (26 out of 48) are AASU graduates.
- Under the leadership of Beth Howells and her support team, AASU hosted a weeklong Campus Read on Flannery O'Connor (with plans already underway for this year's read of Ernest Gaines' *A Lesson Before Dying*).
- Twenty faculty and staff members participated in the first season of AASU's Leaders Among Us program.
- AASU faculty have been elected to key leadership positions in their disciplinary organizations, among them Maryellen Cosgrove (president of the Association of Teacher Educators), Mark Finlay (president of the Georgia Collegiate Honors Council), Sabrina Hessinger (state director for the Mathematics Association of America), Mike Price (president of the Georgia Association of Historians), Ned Rinalducci (president of the Georgia Sociological Association), Ed Wheeler (chair of the University System Council of Deans of Arts and Sciences), Rick McGrath (board of directors of the Academy of Economics and Finance), Will Lynch (a three-year term on the Southeast Region Steering Committee of the American Chemical Society), Cindy Schultz (Governor of Georgia NATS), and many, many others.
- Evelyn Dandy received a grant from BellSouth to conduct a teacher-retention study based on data generated by the nationally-acclaimed Pathways Program.

- AASU faculty secured grants, published books and juried papers, served as keynote speakers, conducted performances and presentations—all truly too numerous to list here.

As notable as these varied achievements surely are, they must all take second place to this past year's most noteworthy accomplishment of all: full-time and part-time faculty and staff taught and participated in the education of roughly 6,700 AASU students each term in lectures, labs, seminars, studios, and clinical sessions (over 140,000 credit hours). This is a truly extraordinary accomplishment when you consider the real challenges you faced in the last academic year. Thank you.

I look forward to seeing each of you at the faculty meeting on August 10.

— Edward Thompson III, Vice President and Dean of Faculty



CYCLES

As described by local columnist Jane Fishman, "the story centers around the lives of two rival families whose lives intersect in business and love. They are people who plot and scheme and put together deals."

The story is told in a novel, *Cycles of Unfinished Business*, recently published by Bettye Anne Battiste (early childhood education). Copies of the novel are available for sale (\$16 each) in the office of faculty development (Solms 211).

Cycles of Unfinished Business, a novel by Bettye Anne Battiste

Ten Tips for Improving Your Chances of Winning a Grant

10. Read (and follow) the guidelines on the request for proposals.
9. Bring partners into your project early, even if collaboration isn't required.
8. Use the grant-maker's language.
7. Be realistic when designing program objectives. Aim high, but not too high.
6. Explain how you will measure progress and recognize success.
5. Include a timeline in your proposal.
4. Use your own reviewers. Ask colleagues to edit and comment on the proposal.
3. Make sure that your budget is reasonable.
2. Ask questions before submitting the proposal.
1. Read (and follow) the guidelines. Answer every question; cover every topic.

These tips have been adapted from *The Only Grant-Writing Book You'll Ever Need*, by Ellen Karsh and Arlen Sue Fox (2003), available in AASU's Teaching and Learning Center (Solms 209). For more information about locating grants and writing successful proposals, contact Keith Williams, AASU's director of sponsored programs, in Victor Hall 236.

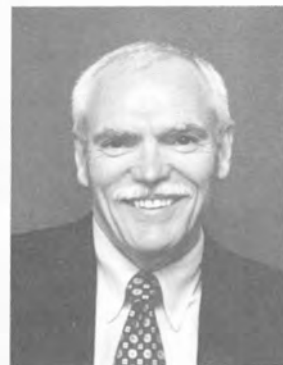
2003-04 FACULTY SERVICE AWARDS

During the fall 2003 commencement ceremony, President Thomas Z. Jones presented awards to four of AASU's distinguished faculty. The awards were given in recognition of their outstanding service to students, the university, the community, and their disciplines. In late spring 2004, Maryellen Cosgrove (early childhood education) presented the award for Distinguished Service by a Part-Time Faculty Member to Pamela Connor. More information about the faculty service awards can be found online at www.faculty.armstrong.edu/FDAward.htm.



The Award for Distinguished Faculty Service to the Academic Discipline was awarded to **WILL LYNCH**, associate professor of chemistry. A member of the Armstrong faculty since 1993, Lynch was the co-principal investigator on three major grants from the National Science Foundation. He also was the principal investigator on several AASU research and scholarship grants. He has served in a variety of leadership roles with the American Chemical Society at both the local and national levels. He and his students have delivered more than 30 presentations of their research at state, regional, and national meetings.

The recipient of the Award for Distinguished Faculty Service to the University is **CHARLES SHIPLEY**, department head of Computer Science. A member of the Armstrong Atlantic faculty since 1972, Shipley helped shape the computer science department into one of the strongest programs in the nation. It is the second in the state to be accredited by the Board for Engineering and Technology. Shipley currently serves on the executive committee for the University System of Georgia's academic advisory board for the computing disciplines. For the past 10 years, Shipley has coached AASU's programming team in regional competitions. The teams have twice finished in the top ten.



The Award for Distinguished Faculty Service to the Community was awarded to **ROSS LEE BOWERS III**, an assistant professor of respiratory therapy and member of the Armstrong Atlantic faculty since 1979. Bowers has served on the advisory board of the Georgia Lung Association's southeast branch for 15 years. Additionally, he sponsored Lungs for Life educational programs for the regional public and private schools. Bowers has served as president of the Savannah chapter of AMBUCS, an organization that advocates for the independence of disabled citizens. He is very active in AMBUCS efforts to donate rehabilitative tricycles for children with cerebral palsy and spina bifida. Bowers also works to protect air-quality laws at the state and national levels.

The recipient of the H. Dean Propst Award was **JUDY AWONG-TAYLOR**, an associate professor of biology. A member of the Armstrong Atlantic faculty since 1993, she has secured numerous grants to equip the laboratories and to incorporate computer software into the curriculum. Since 1995, she has directed 30 students in 15 research projects. Twenty-eight of these students have presented their research findings in presentations at regional and national scientific meetings. Awong-Taylor is a coordinator of the annual statewide biology conference and an advisor to the Biology Club.

