Charting Excellence Together, Armstrong’s Strategic Plan
2012-13 SPARC II Year End Report to the President
July 15, 2013
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Introduction

In the spring of 2010, President Bleicken appointed a group of faculty, students, administrators, and staff to comprise the Strategic Planning and Resource Council (SPARC). For the next nine months, SPARC established a planning process, engaging the campus community as well as alumni and interested Savannah individuals through open forums, online feedback tools, and individual conversations. Taking this information into account, and through considerable deliberation, SPARC identified and studied the university’s strengths, weaknesses, opportunities, and challenges. During this process, six distinct issues emerged, and these became the foundation for the proposed strategic plan.

In November, 2010, SPARC developed a strategic plan with a definitive mission statement and a clear vision statement. Significantly, the plan also articulated a set of values that serve as the lens through which faculty members, students, staff, and administrators view their roles, communications, interactions, and performance. Most importantly, the focus of the new strategic plan is Armstrong’s unwavering commitment to student success. The plan became known as Charting Excellence Together, Armstrong’s Strategic Plan. This document was submitted to Dr. Bleicken and the President’s Council and was adopted as the set of guiding principles for the university.

This strategic plan continues to chart a path towards excellence for our university. Throughout its development, a realistic assessment of the university’s current status and needs was established, but the plan also incorporated aspirations to provide a distinctive learning environment that is student-focused and teaching-centered. Through its continued implementation, which began in January of 2011, the plan continues to provide an image of what Armstrong can become in the next three to five years, with room for adaptation to an ever-changing environment.

A key implementation component was the extension of SPARC’s efforts by creating a group identified as SPARC II. This body was charged with monitoring progress on the strategic plan. Members of the council began a series of monitoring activities that culminated in a planning workshop held in May of 2012. An outcome of the workshop was for SPARC II to produce its first “annual report”, which described campus activities aligned with the strategic plan. This process was repeated after the 2012-13 academic year, with SPARCII meeting at the end of the spring semester to review the past year’s activities. In this second iteration of SPARCII’s annual monitoring, the work of the SPARC grantees from the previous year was the focus. This report provides an overview of the new and ongoing efforts that have been a direct result of SPARC funding.

During the implementation phase, a key strategy was the creation of SPARC grants. This act demonstrated the university’s commitment to supporting the vision and mission of the plan while encouraging creativity from the campus community regarding the plan’s two primary goals of student success and transformative learning. The SPARC grants process was initiated
in the 2011-12 academic year and the initial call for proposals yielded 27 submissions, from which six grants were funded. When SPARCII met on April XX, 2012 to receive reports from the grant recipients, the council recommended that three of the six grants should received continuing funding for another year. The other projects were considered to be successful, but the council recommended that these efforts continue by being incorporated as part of the duties of personnel in appropriate campus offices.

The second round of the SPARC grants process began with a Request for Proposals (see Appendix I) that was delivered to the campus community in fall 2012. SPARCII met on January 11 to review the submissions and recommended funding six of the eight proposals. SPARCII then convened on April 30, 2013 to receive the reports from grant recipients detailing their activities. A brief description of each approved grant is found directly below, and complete summaries of activities and outcomes for each project are included in the appendix of this report. Activity details of the three continuing grants are also included.

**New SPARCII Grants 2012-13**

1. **SPARC Grant:** Underground and All Around: Saving Savannah’s Archeological Sites

   **Project Directors:** Laura Seifert and Barbara Bruno

   **Project Summary:** Project activities designed to enhance knowledge of local archeology will be created. Student participants will develop iPhone and Android applications for a walking tour of archeology in Savannah. Lectures on local archeology will be hosted on the Armstrong campus, and the Georgia Archaeology Archaeobus will visit campus to promote understanding of the subject by offering hands-on activities.

   **SPARC II Feedback:** This is a novel project that has provided excellent educational experiences for Armstrong students, and has brought speakers to campus with expertise that complements our faculty. We recommend continued funding of this project in 2013-14. As the work enters its second year, look for more ways to connect the work with the broader Armstrong community.
2. **SPARC Grant:** Undergraduate Research Grants

   **Project Director:** Allison Belzer

   **Project Summary:** Small grants (up to $200) will be awarded to undergraduate students in the College of Liberal Arts or the College of Science and Technology for the purpose of undertaking a research project. Funds will be used to purchase supplies, or to support travel for conference presentations. All awardees will be required to present their research results at the Armstrong Student Scholars Symposium.

   **SPARC II Feedback:** These grants supported an impressive number of student projects across many disciplines and yielded excellent student presentations at the symposium. We recommend continued funding of this project for 2013-14.

3. **SPARC Grant:** Transforming Student Learning in Chemistry and Physics with Supplemental Instructors

   **Project Directors:** Jordan Mathias and Mitch Weiland

   **Project Summary:** Advanced Chemistry and Physics students will be hired as Supplemental Instructors (SIs) for introductory course in these two disciplines. Each SI will attend lectures to fully understand what material is being covered in each class session and they will then hold sessions that allow students to review lecture material, rework problems, and answer student questions. At the semester’s end, student performance data will be collected to compare sections that included SI instruction with sections that did not.

   **SPARC II Feedback:** The data gathered is suggestive, and the committee is very interested in the final outcomes once the spring semester data is fully compiled. Going forward, the recommendation is to continue and expand the use of supplemental instruction. However, the college or university should provide funding outside of the SPARCII process. (editorial note: funds for Supplemental In-
structor lines were requested in the FY14 budget and were approved)

4. **SPARC Grant**: Joining forces with Military Families: Educators and Athletes Supporting Youth (E.A.S.Y)

   **Project Director**: Brenda Logan

   **Project Summary**: The project will connect candidates from the Department of Adolescent and Adult Education with families from the local military community. Because many of our Education graduates will be teaching children of military families, it is important that they understand the unique needs of this population. Activities on the Armstrong campus will help familiarize them with the college setting, and allow Education candidates to gain insight into their future military-connected students.

   **SPARC II Feedback**: The council appreciates the need to do all that we can to provide support for military families at Armstrong and in our community. We recommend continued funding for this project for 2013-14, but want to see improvements made that will increase the number of individuals and families served.

5. **SPARC Grant**: Non-Traditional and Veteran Student Transition Program

   **Project Directors**: Roger Butler, Laura Pallini-Bolton, Kathy Platt

   **Project Summary**: The non-traditional and veteran student populations have unique challenges as they seek to enroll in institutions of higher education. To make the transition to college easier for these students at Armstrong, a new position will be created. An individual experienced with the Armstrong admissions, registration and financial aid process would be recommended for this position. This person would work with our non-traditional and veteran applicants to assist them as they navigate the transition to Armstrong.

   **SPARC II Feedback**: We recognize that increasing our effectiveness in recruiting and retaining non-traditional and military students is essential, and
this project addresses an important component of that process. We recommend continued funding of the project for 2013-14, and we encourage the directors to enhance their working relationship with the Liberty Center, because of the large fraction of students there who fit into these student categories. Including Liberty Center staff in the project activities will be critical.

**SPARCII Grants Continuing from 2011-12**

6. **SPARC Grant:** Enhancing Education for Teens Through Literacy

**Project Director:** John Hobe

**Project Summary:** Armstrong students will work with students in grades 4-8 at East Broad Elementary School. The focus of their efforts will be to increase the young students’ interest in reading and writing. Armstrong students will visit East Broad Elementary, bringing enthusiasm and expertise. The elementary students will create newsletters, plays, and gain new abilities as “star readers.” They will also attend the Savannah Book Festival, accompanied by Armstrong students and faculty. The elementary students will visit the Armstrong campus to shadow faculty, staff and administrators on our campus.

**SPARC II Feedback:** This project has provided excellent opportunities for Armstrong students and faculty to provide service in the Savannah community, and it has positively impacted the lives of children at East Broad Elementary School. This was the second year of SPARC commitment to the project, and we therefore do not recommend continued funding from this source. We do, however, encourage the directors to seek new funding sources to continue this worthwhile undertaking.
7. **SPARC Grant: SERVES: Support, Encouragement, and Resources Vital for Educational Success**

**Project Directors:** Susan Cooke and Allison Scott

**Project Summary:** Academic advising in the College of Education will be enhanced through a variety of activities. Improved communication between the college advising office and students will be fostered through peer mentoring and enhanced materials. Establishment of partnerships with community educators will provide excellent resources for education candidates.

**SPARC II Feedback:** The project directors have accomplished a great deal in the two years that this work was funded by SPARC. They have established advising/recruiting processes and created high quality materials for those purposes. We encourage them to work towards continual improvement of their office’s undertakings, using the solid foundation that they have created with SPARC funding. As a second-year project, we do not recommend continued funding from SPARC, but encourage the participants to make this initiative a regular component of their office’s work.

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**SPARC Grant: Safe Space: Armstrong LGBTQ Diversity Initiative**

**Project Director:** Nashia Wittenburg

**Project Summary:** Training will be provided for faculty and staff so that they are aware of LGBTQ issue and can provide support to members of the Armstrong community as Safe Space participants. Programming, including speakers, films and panel discussions will be presented with the goal of enhancing understanding of LGBTQ issues.

**SPARC II Feedback:** Council members are very impressed with the work that has been accomplished by the project directors over the past two years. They have created an infrastructure that helps make Armstrong a more inclusive and supportive campus. As a second-year project, we do not recommend continued funding from SPARC. However, we look forward to seeing this initiative grow under the guidance of the Office of Multicultural Affairs.
8. **SPARC Grant:** ICE- Initiative on Civic Engagement

**Project Director:** Jason Tatlock

**Project Summary:** A speakers bureau was created in 2011-12 using SPARC funds, with the goal of bringing new expertise to the campus and adding value to courses through the participation of outside speakers. This year, activities were increased to include greater participation from leaders in a wide array of fields. Guest lecturers and virtual classroom visitations were facilitated with the assistance of several campus offices.

**SPARC II Feedback:** This initiative has been a successful addition to the academic life of the university. Now ending its second year of SPARC funding, we recommend that the university seek ways to continue support for a speakers bureau; we do not recommend continued funding from SPARC.

**Recommendations for Future SPARC II Activities**

1. Council Membership

   A. Membership will number 16 and include the following:
      - Two faculty representatives from each college
      - One dean representative
      - One Library representative,
      - One Student Affairs representative
      - One Business and Finance representative
      - One Advancement representative
      - One Academic Affairs representative (staff)
      - One IT Services representative
      - One student representative
      - The university Chief of Staff (*ex-officio*)

   B. Members will serve two-year terms

   C. Each year, approximately ½ of the members will rotate off of the council
D. Co-chairs will come from the membership of the committee. Each year, one co-chair should rotate off the committee

2. Council Activities- SPARCII Grants

A. A Request for Proposals will be issued at the beginning of each fall semester for SPARC grants. The request in 2013-14 will include language that encourages submissions for projects that take advantage of Armstrong’s new Learning Commons.

B. The council will meet during the fall semester to review proposals and recommend funding of new projects.

C. At the end of the spring semester, the council will hold a workshop to receive full reports by grant recipients.

D. During the summer, the council will prepare a report for the President’s Cabinet detailing the previous year’s SPARC activities.

E. Prior to the fall semester, SPARCII will create promotional materials that communicate to the campus community the activities supported by the council.
Appendix I  SPARCII 2012-13 Request for Proposals Form

Call for Proposals
Charting Excellence Together: Grants 2012-13

General Guidelines

Armstrong’s Strategic Planning Committee (SPARC II) calls for proposals for funding initiatives that support the mission, vision, values, and goals of the Strategic Plan. Grants of up to $5,000 are available for projects that will enhance Armstrong’s commitment to student success. The Strategic Planning Committee will review proposals and make recommendations for funding to the President’s Cabinet. The final decision on funding will be made by the President’s Cabinet.

• All faculty, staff, and student groups are eligible to apply. You may serve as a collaborator on any number of proposals, but may serve as the project director on only one grant per academic year (fall through summer). Grant-supported projects must be implemented and expended within the fiscal year of funding.

• Projects must explicitly address issues related to the Strategic Plan. Special consideration will be given to projects that involve collaboration across two or more of the divisions of Academic Affairs, Students Affairs, Business and Finance, and Advancement.

• If the project includes research involving human subjects, Institutional Review Board (IRB) approval may be submitted after the deadline but must be submitted before the grant can be awarded.

• Applications must be made using the attached form. The review criteria (on the next page) should be addressed using no more than four pages (double-spaced, 12-point font) in addition to the attached form. No attachments other than IRB approvals are permitted.

• Proposals will be evaluated using the criteria on the next page.

• Awards must be spent during the 2012-13 fiscal year. If deadlines for submission of requests for payment are not met, grant funds will be surrendered. While the grant will not pay for release or reassignment time for faculty and staff, a limited number of student workers may be funded to assist with the project.

• Completed applications must be received by 6:00pm on Thursday, October 4th, 2012.
I. Project Description

• Has the grant writer clearly described the nature and purpose of the proposed project?
• Does the grant include collaboration across two or more of the divisions of Academic Affairs, Students Affairs, Business and Finance, and Advancement?
• Have the roles and responsibilities of divisional collaborators and their contributions to the grant initiatives been clearly defined?

II. Student Outcomes

• Have the needs of the student/community target population been adequately described, and is there evidence that the proposed project supports institutional goals?
• Have needs relating to improving student learning outcomes been clearly identified?
• Is there a clear connection between the proposed activities, student outcomes, and the strategic plan?
• Are the outcomes discrete and measurable and linked to the activities and budget?

III. Proposed Activities for Student Success

• Does the proposal clearly explain how the proposed activities will address the demonstrated need, and in turn, the proposed student outcomes?
• Are effective methods being proposed, and does the proposal explain how each activity will improve student success?

IV. Assessment of Outcomes

• Does the proposal outline a realistic plan for the evaluation of project outcomes?
• Has a timeline been provided for the elements of the project?
• Does the proposal clearly identify the product(s) that might result from this project and the methods for communicating results to the Armstrong community?

V. Budget Justification

• Has the grant writer provided a breakdown of the costs for the project?
• Is the budget linked to the activities and outcomes?
• Does the budget seem reasonable for both the effort and the anticipated results?
• Have the investigators sought other funds, either for pilot work or as matching funds for this initiative?

VI. Compliance with Application Procedures

• Is the body of the proposal no more than four pages, 12-point font and double-spaced?
• Does the proposal include signatures and statements of support from the department head, dean, or other appropriate supervisors? (If not, the proposal will not be reviewed.)
• Has the grant writer provided the original application plus ten copies for committee review?

Application Form
Charting Excellence Together: Grants 2012-13

Name of Project Director: ______________________________________________________________

Name(s) of Collaborator(s) [if applicable]: ______________________________________________

Department of Project Director: _______________________________________________________

Title of Proposal:

____________________________________________________________

Project Start Date: ___________________________  Project End Date:_____________________________
I agree to abide by current University policies on conflicts of interest, misconduct in science, the use of human subjects and vertebrate animals in research, and other University research policies as appropriate. I certify that the required actions regarding compliance have been taken and that my associates on this project will be informed of the requirements of these policies.*

<table>
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<th>Budget (please explain all costs in your narrative)</th>
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<tr>
<td><strong>Grant Funds</strong></td>
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<td>Student Stipends:</td>
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<td>Supplies and Communications:</td>
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<td>Travel:</td>
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<td>Other (please specify):</td>
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<td>(Note: State funding rules apply and cannot be used for items such as food, beverage, or entertainment.)</td>
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**TOTAL:**

__________________________________________________________ ________________________
Project Director Date

*Policies are referenced in the *Faculty Handbook* and may also be found in the *AASU Grants and Contracts Manual for Research and Sponsored Programs*, section 3.

Comments by Department Head or Supervisor (attach a separate page if necessary):
Signature of Department Head or Supervisor  Date

Comments by Dean or Division Director (attach a separate page if necessary):

Signature of Dean or Division Director  Date

Comments by Division Vice President (attach a separate page if necessary):

Signature of Vice President  Date
Appendix II  SPARCII Spring Workshop Schedule

April 30, 2013 SPARC II Spring Workshop
Agenda

I.  9:00-12:00pm  Presentation Series from Campus Constituents

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<th>#</th>
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<td>SPARC GRANT: Undergraduate Research&lt;br&gt;Dr. Allison Belzer, Department of History</td>
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<td>2</td>
<td>8:55am</td>
<td>SPARC GRANT: “Enhancing Education for Teens Through Literacy,“&lt;br&gt;Dr. John Hobe, Childhood and Exceptional Student Education</td>
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<td>9:45am</td>
<td>SPARC GRANT: Safe Space: Armstrong LGBTQ, Diversity Initiative&lt;br&gt;Ms. Nashia Whittenburg, Director of Multicultural Affairs</td>
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<td>5</td>
<td>10:10am</td>
<td>SPARC GRANT: Transforming Student Learning in Chemistry and Physics with Supplemental Instructions&lt;br&gt;Dr. Jordan Mathias, Dr. Mitch Weiland, Department of Chemistry &amp; Physics</td>
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<tr>
<td>6</td>
<td>10:35am</td>
<td>SPARC GRANT: Underground and All Around: Saving Savannah’s Archeological Sites&lt;br&gt;Ms. Laura Seifert, Department of Criminal Justice, Social &amp; Political Science</td>
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<td>11:00</td>
<td>Break</td>
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<td>7</td>
<td>11:15am</td>
<td>SPARC GRANT: Non-Traditional and Veteran Student Transition Program&lt;br&gt;Mr. Roger Butler, Office of Admissions</td>
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<td>8</td>
<td>11:40am</td>
<td>SPARC GRANT: ICE – Initiative On Civic Engagement&lt;br&gt;Dr. Jason Tatlock, Department of History</td>
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<td>9</td>
<td>12:05</td>
<td>SPARC GRANT: Joining forces with Military Families: Educators and Athletes Supporting Youth&lt;br&gt;Dr. Brenda Logan, Department of Adolescent and Adult Education</td>
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II. 12:00-1:30pm  Working Lunch and Follow-up Discussion Regarding Year End Report
### Appendix III  SPARCII Membership, 2012-13

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<td>Jackie Kim</td>
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<td>Ella Howard</td>
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<td>Kathryn Craven</td>
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<td>Bob Gregerson (co-chair)</td>
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<td>Liz Wilson</td>
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<td>Business and Fin.</td>
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<td>Wynn Sullivan</td>
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<td>Advancement</td>
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<td>Bill Kelso (co-chair)</td>
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<td>Academic Affairs</td>
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<td>Abby Willcox</td>
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<tr>
<td>Student</td>
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<td>Andrea Huisa</td>
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<tr>
<th>Ex Officio</th>
<th>Amy Heaston</th>
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Strategic Planning and Resource Council
## Appendix IV  SPARCII Membership, 2013-14

<table>
<thead>
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| COE     | Lynn Roberts 2014  
 | Anne Katz 2015  |
| COLA    | Jose da Cruz 2014  
 | Jason Beck 2015  |
| COHP    | Rochelle Lee 2014  
 | Floyd Josephat 2015  |
| CST     | Cameron Coates 2014  
 | Brandon Quillian 2015  |
| Dean    | Bob Gregerson (co-chair) 2014  |

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<td>Student Affairs</td>
<td>Nashia Wittenburg (co-chair) 2015</td>
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<td>Stephanie Whaley 2015</td>
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<td>IT Services</td>
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| Ex Officio | Amy Heaston |

Strategic Planning and Resource Council
Appendix V. Full Reports of SPARCII Grant Recipients

1. Digging Savannah

(A) Full Report

*Digging Savannah* Final Report to SPARC Committee

**Overview of Focus and Outcomes of Grant**

Although Savannah is well known for its historic preservation, the archaeology, unseen by most, has been mostly forgotten. *Digging Savannah* engaged students in solving the problem of archaeological site loss in Savannah while enriching student learning with interactive, outside the classroom experiences that develop critical thinking and problem solving skills. The project had three parts. First, computer science students developed an Android application that allows locals and tourists to explore Savannah’s history and archaeology beneath their feet. Second, the ArchaeoBus visited campus. Abby the ArchaeoBus is a former bookmobile outfitted with archaeology hands-on activities. And finally we hosted a lecture series where four archaeologists spoke on campus: Rita Elliott, David Hurst Thomas, Chris McCabe, and Lance Greene. Armstrong’s Anthropology Club sponsored a Meet-and-Greet with the guest speaker prior to each lecture.

The long-term goals of the grant include generating revenue for the AASU Meredith Avery Memorial Anthropology Fund via a “Donate” button on the Android application. This Fund is used to support interactive, field-based learning experiences related to anthropology and archaeology. In a recent blog post, Provost Carey Adams wrote about his vision for Armstrong: “We will be a driving force in our regional economy, society and culture, and we will be the leading institution of higher education in the coastal region.” We hope *Digging Savannah* helps the AASU community and larger Savannah society will interact and build lasting relationships to help solve community issues like archaeological site loss.

**Highlight Key Successes and Outcomes**

Our lectures averaged 79 participants with a high of 94 attendees and a low of 70. This exceeded our goal of 75. For comparison, SCAD’s Historic Preservation Forum on April 24 included one of our speakers, Rita Elliott, but only had 48 attendees. The ArchaeoBus was attended by Armstrong students and staff as well as home-schooled students and their parents for a total of 206 visitors.

Student attendees were surveyed on a scale of one (poor) to five (excellent). Our feedback indicates students attended an average of 1.98 of the five events. Attendees rated the times and days when the events were held (3.88 average), how much their knowledge of archaeology increased (3.95), and how much their knowledge of site preservation increased (3.98). Considering that many students felt the ArchaeoBus was too kid-focused, I recalculated the responses, removing the respondents who only attended the ArchaeoBus. Feedback numbers rose slightly: number of events attended (2.32 on average), the times and days when the events were held (3.91 average), how much their knowledge of archaeology increased (4.15), and how much their knowledge of site preservation increased (4.14).
Qualitative feedback from students was very encouraging:

- “Above all of the finds and “features” that Rita Elliott spoke of, the most interesting to me was I learned about the field of Archaeology and its effects on the economy. I am in the heart of my last few semesters as an undergraduate student in the field of Economics here at Armstrong. It is always interesting to learn of how community events are not just fun and educational, but also how they boost the local economy.”

- “The biggest interest … were the lifestyles of the women in the factories. So much so, that a few of the artifacts sparked conversation over dinner at our house that night. I was extremely curious and slightly puzzled by the breast pump that women seemed to use while working long shifts in the factories. … It’s fascinating that people lived so differently at one time, with different sanitary rules and practices, yet still produced thriving and healthy children. This shows that people of earlier times “made do” with what they had and were able still to survive. … I think that our generation can learn a thing or two from that mentality.”

- “I had never considered what the significance would be of investigating an abandoned Spanish Mission…but what Dr. Thomas presented to us literally sent chills up my spine! Just knowing that he is basically rewriting a part of our nation’s history and he wanted to share it with us here at Armstrong!”

Lessons Learned

Many students found the ArchaeoBus to be geared more towards children and not challenging enough. While many students reported having fun, it is unlikely we will repeat this activity. We want expand our outreach and promotion efforts to include more non-anthropology students and reach more of the general public. The Marketing Department was an invaluable collaborator, securing a Connect Savannah article and listings in community calendars. We also created a Facebook page and website that we will build upon. Students helped distribute posters and chalk the sidewalks to promote the lectures and ArchaeoBuses. Students’ feedback indicated their extensive commitments often prevented them from attending lectures. A greater variety of times throughout the day and days of the week might enable more students to attend future events.

Future Activities

Future activities should include updating our Android app to include more sites and creating an iPhone app. More hands-on activities were frequently requested during student feedback. A field trip series including St Catherine’s Island, the Topper site, and the State Underwater Archaeology Lab on Skidaway Island would be a great way to include more hands-on, challenging activities for students. Another way to reach a greater variety of students would be an artifact identification table at Celebrate Armstrong. Students could bring in artifacts they found for our resident expert to identify and explain. If we host another lecture series, it could have an interdisciplinary focus and show how archaeological data can solve modern problems. For example, archaeologists study the interaction between humans and the environment and can provide information on climate change. Archaeologists also study diet and health and can inform health professionals about the obesity crisis. Finally, Mulberry Grove Foundation has approached Ms. Seifert about doing some future excavations on Mulberry Grove Plantation, especially in
partnership with Armstrong. This will require a much higher level of commitment from the university, but would be invaluable as archaeology is a great way to teach history, geography, geometry, three-dimensional thinking, technology, research, writing, and critical thinking skills.

(B) PowerPoint Slides
Overview of Grant Focus

- Four-part lecture series
- Android app
- Visit from the ArchaeoBus
- Long-term: App will generate revenue for AASU Meredith Avery Memorial Anthropology Fund
### Key successes and Outcomes

<table>
<thead>
<tr>
<th>Event</th>
<th>Attendance</th>
<th>Volunteer hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rita Elliott lecture</td>
<td>94</td>
<td>12</td>
</tr>
<tr>
<td>David Hurst Thomas lecture</td>
<td>80</td>
<td>9</td>
</tr>
<tr>
<td>Chris McCabe lecture</td>
<td>70</td>
<td>8</td>
</tr>
<tr>
<td>Lance Greene lecture</td>
<td>72</td>
<td>8</td>
</tr>
<tr>
<td>ArchaeoBus</td>
<td>206</td>
<td>18</td>
</tr>
<tr>
<td>SCAD Historic Preservation Forum</td>
<td>48</td>
<td></td>
</tr>
</tbody>
</table>
### Key successes and Outcomes

<table>
<thead>
<tr>
<th>Attendees Survey</th>
<th>All responses</th>
<th>Adjusted for ArchaeoBus</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of events attended</td>
<td>1.98</td>
<td>2.32</td>
</tr>
<tr>
<td>Rate timing of events</td>
<td>3.88</td>
<td>3.91</td>
</tr>
<tr>
<td>Increased knowledge of archaeology</td>
<td>3.95</td>
<td>4.15</td>
</tr>
<tr>
<td>Increased knowledge of preservation</td>
<td>3.98</td>
<td>4.14</td>
</tr>
</tbody>
</table>
Key successes and Outcomes

- “Above all of the finds and “features” that Rita Elliott spoke of, the most interesting to me was I learned about the field of Archaeology and its effects on the economy. I am in the heart of my last few semesters as an undergraduate student in the field of Economics here at Armstrong. It is always interesting to learn of how community events are not just fun and educational, but also how they boost the local economy.”
Key successes and Outcomes

- “The biggest interest … were the lifestyles of the women in the factories. So much so, that a few of the artifacts sparked conversation over dinner at our house that night. I was extremely curious and slightly puzzled by the breast pump that women seemed to use while working long shifts in the factories. … It’s fascinating that people lived so differently at one time, with different sanitary rules and practices, yet still produced thriving and healthy children. This shows that people of earlier times “made do” with what they had and were able still to survive. … I think that our generation can learn a thing or two from that mentality.”
Key successes and Outcomes

- “I had never considered what the significance would be of investigating an abandoned Spanish Mission…but what Dr. Thomas presented to us literally sent chills up my spine! Just knowing that he is basically rewriting a part of our nation’s history and he wanted to share it with us here at Armstrong!”
Lessons Learned
- No ArchaeoBus
- More promotion
  - Marketing Department collaborators
  - Build on Facebook, website
  - Connect Savannah article, listings
  - Posters, chalk
  - Armstrong emails
- Greater variety of times/days
2. Undergraduate Research Grants

(A) Full Report

SPARC Undergraduate Research Grants Year End Report

I. Overview of Focus & Outcomes of Grant

This SPARC grant supported the Undergraduate Research Grants Program, an effort to increase faculty-student collaboration and promote student success by providing up to $200 in funds for individual undergraduate students to conduct and present their own research projects in collaboration with faculty via standard coursework or independent study/senior projects. A Funding Committee comprised of 1 staff member from Student Affairs (Sally Watkins), 2 CoLA faculty (Allison Belzer and Jason Beck), 2 CST faculty (Scott
Mateer and Jay Hodgson), and 2 Armstrong students (BA: Jennifer Sotomayor; MA: Sarah Keller) reviewed grant proposals. There were four application rounds: December 7, January 25, February 22, and April 5. 33 grant proposals were funded (total: 32 students): 13 from CST and 20 from CoLA. The money supported travel to present academic and creative projects. See attached list for details. The grants were available to any undergraduate student conducting research for academic credit in any CoLA or CST course during 2012-2013. The application process was promoted via email to faculty and notices on Armstrong’s Undergraduate Research website, where the application was available. The Program Director/CoLA Coordinator of Undergraduate Research (Allison Belzer) handled disbursement.

II. Key Successes and Findings

32 individual students received grant funding for work created for academic credit in CoLA or CST courses. They gained the experience completing the grant application and were approved by the Funding Committee. The Funding Committee denied some applicants who sought money for inappropriate projects or did not follow the application guidelines. 22 participated in the Student Scholars Symposium on April 24, 2013. All have received surveys collecting the following information: How closely did your anticipated budget reflect what you spent? Did you need more or less money? Did you present your research at the Armstrong Student Scholar Symposium? What did you learn from your research experience? How did your relationship with your faculty mentor benefit your college experience? These went out on Friday April 26 and are due May 3. Four have been returned so far, all from students who presented at the Student Scholar Symposium. It is clear from these that students enjoyed presenting their findings on campus and appreciated the opportunity to get financial support from the university for their academic/creative pursuits. Students who received grants but did not present their projects at
the Student Scholar Symposium will need to submit copies of their projects to the Program Director and, if possible, will present at the 2014 Symposium.

III. Lessons Learned/Future Activities

Student Affairs was less involved than was planned. The Program Director created the Funding Committee and oversaw the disbursement of funds, in collaboration with Daphne Burch. Although a group of concerned students approached the Student Government Association to organize for UR grant funding, their efforts failed to get a dedicated budget in place to continue the grants next year. It is possible that the SGA can create funding for these grants in the future, but it is unclear how faculty and students should proceed. In May, the Program Director will meet with the VPAA and VPSA to seek new sources for funding to continue the UR grant program. It is clear that there is tremendous student demand for funding for undergraduate research. With very little direct advertising to students, the entire fund was allocated very quickly.
SPARC II Undergraduate Research Grants

- **33 Grants awarded to 32 students**
- **Up to $200/each**
- **Total: $5000 + $338 from CoLA**

- **20 CoLA**
  - 4 AMT
  - 6 CJPSS
  - 3 Economics
  - 3 History
  - 2 LLP

- **13 CST**
  - 7 Biology
  - 2 Chem/Physics
  - 1 Engineering
  - 1 Math
  - 1 Psychology
### SPARC II UR Grants: $5000

<table>
<thead>
<tr>
<th>Funding Committee</th>
<th>Timeline</th>
</tr>
</thead>
<tbody>
<tr>
<td>CoLA: Allison Belzer &amp; Jason Beck</td>
<td>Applications</td>
</tr>
<tr>
<td>CST: Jay Hodgson &amp; Scott Mateer</td>
<td>□ December 7</td>
</tr>
<tr>
<td>SA: Sally Watkins</td>
<td>□ January 25</td>
</tr>
<tr>
<td>BA student: Jennifer Sotomayor</td>
<td>□ February 22</td>
</tr>
<tr>
<td>MA student: Sarah Keller</td>
<td>□ April 5</td>
</tr>
</tbody>
</table>

- Symposium: 4.24.13
- Surveys due 5.3.13

3. Transforming Student Learning in Chemistry and Physics with Supplemental Instructors

(B) PowerPoint Slides
Transforming Student Learning in Chemistry and Physics with Supplemental Instruction

Jordan D. Mathias and Mitch H. Weiland
April 30, 2013
# Need for Supplemental Instruction

<table>
<thead>
<tr>
<th>Subject</th>
<th>Course Number</th>
<th>DFW* (%)</th>
<th>ACS Percentile**</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM</td>
<td>1211</td>
<td>32.2</td>
<td>42.9</td>
</tr>
<tr>
<td></td>
<td>2101</td>
<td>40.0</td>
<td>50.0</td>
</tr>
<tr>
<td></td>
<td>2102</td>
<td>39.9</td>
<td>50.3</td>
</tr>
<tr>
<td>PHYS</td>
<td>2211K</td>
<td>32.3</td>
<td>***</td>
</tr>
</tbody>
</table>

*Percent DFW is an average from the summer, fall, and spring terms.
**ACS percentiles are tabulated over the past three years.
***A Standardized physics exam is not administered.
Supplemental Instruction Fall 2012

• Complete College Georgia funding
• Our SI:
  – Had a perfect score on the Organic I ACS Exam
  – Desire to teach H.S. Chemistry or attend graduate school for Chemical Education
• Job Description:
  – Attended all lectures
  – Met with faculty for additional material / problems to review with students
  – Held three recitation sessions per week outside of class
  – Held an additional recitation session the week of exams
Demographics of Armstrong’s General Chemistry Students

Fall 2011

- White/Asian: 46%
- Underrepresented Groups and Minorities: 54%

Fall 2012

- White/Asian: 41%
- Underrepresented Groups and Minorities: 59%
- Percent DFW decreased by 4.4%
- Percent of students earning “C” increased by 11.0%
- Students attending SI were more likely to receive a passing grade
Percentages are calculated from the total number of students enrolled.

- Percent of DFW for under-represented groups and minorities decreased by 5.2%
- The percent of students earning a “C” increased by 8.7%.
- Under-represented groups and minorities attending SI were more likely to receive a passing grade
ACS Exam Score Results

<table>
<thead>
<tr>
<th></th>
<th>Fall 2011</th>
<th>Fall 2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average ACS Raw Score</td>
<td>33 (39th Percentile)</td>
<td>32 (36th Percentile)</td>
</tr>
<tr>
<td>Students NOT present for exam</td>
<td>20.4%</td>
<td>14.6%</td>
</tr>
<tr>
<td>Under-represented groups and</td>
<td></td>
<td></td>
</tr>
<tr>
<td>minorities NOT present for exam</td>
<td>12.4%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

*Percentages are calculated from the total number of students enrolled

- Average ACS exam scores essentially did not change with supplemental instruction.
- Number of students not present for the final exam decreased.
- Number of students completing the course increased, indicating fewer students are “giving up.”
- Same trend is seen with the female and minority population, with a more significant decrease.
Complete College Georgia
Summary

• Decrease in DFW by 4.4%
• Increase in number of passing grades
• Increase in students taking the ACS final exam
  – Particularly underrepresented groups and minorities
Expanding SI in Spring 2013

• Obtained SPARC II funding to expand Supplemental Instruction in Spring 2013 to all sections of General Chemistry I and II, Organic Chemistry I and II, and calculus-based Physics.

• Enhanced the incentives for students to attend.
  – Hold sessions in the dormitories
  – Tickets to win prizes in dorms
  – Provide supplemental instructors with old exam questions.
Comments from General Chemistry I (1211) and II (1212)

• About 1-4 students attend per session
• Usually same students
• Want help with Mastering Chemistry homework
• Clarification of notes
Comments from Organic Chemistry

• Organic I (2101)
  – 6-14 students attend
  – OWL homework
  – Go over class notes
  – Strong students want extra problems and confirmation of understanding

• Organic II (2102)
  – 1-3 students attend
  – OWL homework
  – Review missed quiz and exam questions
  – See mechanisms again more slowly
Comments from Calculus Based Physics (2211K)

- Consistent group of same 5-6 students
- Clarification of notes / concepts
- Help setting up problems
- Applying math to physics
Comments from SI’s

• Benefit from sitting in on lecture
• Feel much more confident about the material
• Appreciate the review and seeing what they missed when they were students in the course
• Gain a deeper understanding
  – Applying to upper level classes
Concerns for Chem 1211

• Attendance to SI is much poorer than Fall 2012
  – Student lecture attendance is down

Examples:
  • Weiland: 11 of 29 regularly attend
  • Mathias: 18 of 30 regularly attend

• Student performance is weaker
  – 10% lower on exams than previous semesters
Anticipated Data from SPARC II

• Compare DFW % of each class to historical data
  – Including underrepresented groups and minorities

• Compare final exam scores
  – American Chemical Society for all Chemistry
  – Physics final course exams
Improvements

• Hire SI’s prior to start of semester
• Have SPARC funding for entire academic year
• Incorporate into FYSS
  – include attendance into syllabus and grade
4. Joining forces with Military Families: Educators and Athletes Supporting Youth.

5. Non-Traditional and Veteran Student Transition Program

(A) Report

Summary of Work Completed To Date

- Hiring of two non-traditional and veteran outreach student workers - Completed
  Student worker, Edward Davy, began on February 8, 2013. Edward is a current full time student at Armstrong as well as a member of the Georgia National Guard. Student worker, Dustin Workinger, began on February 18, 2013. Dustin is a veteran of the U.S. Army, a recent graduate from Armstrong with a Bachelor of Science degree in Rehabilitation Sciences and is currently in the Doctorate of Physical Therapy program. Dustin also worked as a Veteran Affairs student worker in the Armstrong’s VA office most of his undergraduate career.
- Outreach to non-traditional and veteran students who applied but were not accepted for the Summer 2013 and Fall 2013 semesters – In Progress
  It was decided by the grant administrators that we would not attempt to encourage completion of application for the flex term for non-traditional and veteran students who applied for the Spring 2013 semes-
ter and were not accepted. This decision was made because of the lack of learning support classes for the flex term. Instead our first focus was on the Summer applicants who have not yet completed the admissions process. Edward Davy was assigned to the Summer 2013 incomplete non-traditional applicant list. In addition to the Summer list, he was also given all veteran students who applied for VA benefits through Armstrong’s VA office, but never enrolled. Edward was also given a list of non-traditional students who applied for an out-of-state waiver for the Spring 2013 semester but did not enroll. After our initial push to contact the Summer students, it was decided we would also contact all non-traditional incomplete applicants for Spring 2013 and advise them to update to Summer or Fall 2013 if they still expressed interest in attending Armstrong. Edward was also assigned to the Spring list. Dustin Workinger has been assigned to the Fall 2013 non-traditional incomplete applicants list. An email address has also been created for the specific use and purposes of this grant/position. This will allow the students to have an official contact point. Below are the results of our efforts as of February 25, 2013.

*Reason given for the six students who have confirmed the do not plan to attend Armstrong: attending school in Charleston, owes another school money and is unable to get her transcripts, never received anything from the school and is currently attending Savannah Tech, not able to attend due to a conflict with a class and CAN NOT attend a USG school, and will be attending USC, 2 did not know there were outstanding forms to be turned in and were accepted to other colleges.

Outreach to non-traditional and veteran students who were accepted but were not enrolled for the Spring, Summer and Fall 2013 semesters – Will begin Summer and Spring not enrolled lists after all attempts to contact students

<table>
<thead>
<tr>
<th>Group</th>
<th>Total Contact Attempted</th>
<th>Student Responded</th>
<th>Attending</th>
<th>Not Attending</th>
<th>Accepted</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summer 2013 non-traditional incomplete applicants</td>
<td>49</td>
<td>21</td>
<td>16</td>
<td>3</td>
<td>8</td>
</tr>
<tr>
<td>Students who applied for a waiver for Spring 2013</td>
<td>6</td>
<td>6</td>
<td>1</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>VA Students</td>
<td>7</td>
<td>7</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spring 2013 non- traditional incomplete applicants</td>
<td>72</td>
<td>21</td>
<td>4</td>
<td>3</td>
<td>1</td>
</tr>
<tr>
<td>Fall 2013 non- traditional incomplete applicants</td>
<td>48</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
on the lists of incomplete applicants who were not accepted have been exhausted. Attempts to contact Fall 2013 students who have been accepted but not enrolled will begin Mid April after Fall registration begins.

To date we have used $427.75 of our $5,000 grant awarded.

6. Enhancing Education for Teens Through Literacy

(A) Report

“Enhancing Education for Teens for Literacy”

I. Overview of Focus and Outcomes of Grant

The Teens for Literacy program positions students to excite their peers and their communities about literacy. The program also encourages students to consider postsecondary education and the workforce. Armstrong sponsors the program at East Broad Street School in the Savannah-Chatham County Public Schools System. We collaborate with a designated school liaison at our partnering school to facilitate the program. A student leadership team selected by the school counselor generates ideas for promoting literacy. We help the students implement their ideas.

In accordance with Armstrong Atlantic State University’s Strategic Goals, the Teens for Literacy initiative supports Strategic Goals #1 and 5:

a. Strategic Goal #1- “Armstrong will impart the skills and habits of mind to motivated students that help them realize their potential as productive citizens of the world.”

Armstrong students involved in the “Teens for Literacy” initiative included the following members: a student worker (Suzy Gomez, Early Childhood Education major), a Graduate Assistant (Dannita Trice, Adult Education and Community Leadership), Armstrong mentors (Brad Jones, Collegiate 100 student organization; Megan Barnwell, Celia Blome, and Ashley Schwab, Armstrong softball athletes) who served as speakers during Shadowing Day, and Shadowing Day volunteers (Angel Estrada, Early Child-
hood Education major; Melissa Hancock, English major; Temberly Mitchell, public health major; and Isayda Perez, art education major).

b. Strategic Goal #5- “Armstrong will increase its visibility across the state and region by transforming its most compelling strengths, values, and offerings into resonant messaging that inspires loyalty among internal stakeholders and alumni and builds lasting relationships with the local community.”

Lisa Jackson-Gordon, East Broad school counselor- “I am so glad that the university was reaching out to the community. More universities need to do this.”

During Shadowing Day at Armstrong on April 11, 2013, President Lynda Bleicken, Dr. Patricia Wachholz (Dean, College of Education), Dr. Cynthia Bolton (Assistant Dean, College of Education); Dr. Patrick Thomas (Adolescent and Adult Education department head); Dr. John Hobe, Childhood and Exceptional Student Education department head; Lisa Sweany (Athletic Director); Dr. Anne Katz (Assistant Professor and Teens for Literacy faculty advisor); and Dr. Allen Berger (Teens for Literacy founder and consultant) all shared remarks. Additional connections were forged as student participants in the program produced 3 issues of a newspaper that was distributed to members of the East Broad community, performed their original play vignettes for the school community, and distributed “Teens for Literacy” t-shirts and reading certificates to “Star Readers” across grade levels in the school. Students also attended the Savannah Book Festival and began a pen-pal initiative with students in Ohio.

II. Highlight key successes and findings/outcomes:

Key successes of the program during the 2012-2013 school year are as follows:

(a) Teens for Literacy student leaders created three newspapers this school year (“The East Broad Times”) that were distributed to students and teachers in grades 4-8. Additional newspapers were also placed in the school office and the counselor’s office for parents and community members to read. Subjects covered in the newspaper were student-generated.

(b) Teens for Literacy student leaders wrote and performed 7 literacy-related play vignettes focused on the importance of reading and writing in our everyday lives. These literacy play vignettes were both authentic and empowering as the students wrote scripts to represent the importance of literacy for their peers. The students performed the play for Pre-K to Grade 3 and Grades 4-8 on Friday, March 22, 2013 for 2 consecutive school assemblies (650 students plus faculty and staff). All attendees received a “Playbill” listing the vignettes, and the school principal welcomed attendees.

(c) The East Broad school librarian/media specialist, Bridgett Clarke, selected “Star Readers” from Kindergarten-Grade 8. To celebrate their achievements, 20 students in K-8 were presented with “Teens for Literacy” t-shirts and a Reading Achievement certificate after the Play Production on March 22, 2013.
As part of the Savannah Book Festival, Jeff Kinney, author of the “Diary of a Wimpy Kid” series, visited the Trustees Theater on February 16, 2013. Twelve students from East Broad attended the event. After reflecting upon the event, 6th grader Aniyah commented, “He said pursue your dreams and don’t give up.”

A pen-pal initiative was instituted between East Broad Street classes and classes from Mayfield Elementary in Middletown, Ohio. Seven 5th grade students from two homeroom classes and eight 6th grade students from three homeroom classes at East Broad participated.

Shadowing Day was held on April 11, 2013 at Armstrong. Shadowing Day is an opportunity to introduce students to collegiate life, with a campus tour, a visit to a class in the College of Education, and a library scavenger hunt, among other Armstrong highlights. A luncheon was held to celebrate the Teens for Literacy students and their achievements. “Teens for Literacy” student quote- “I learned that I could do more than I ever thought I could do. I learned that I can be more than I thought I could be.”

“Teens for Literacy” was presented at the 102nd annual National Council of Teachers of English conference in Las Vegas (November 2012). A proposal has been submitted to present at the 103rd annual National Council of Teachers of English conference in Boston (November 2013).

An article about “Teens for Literacy” written by Dr. Anne Katz has been accepted for inclusion in the Fall 2013 edition of Reading in the Middle, a publication of the Middle School Reading Special Interest Group of the International Reading Association.

III. Lessons Learned/Future Activities:

a. Lesson Learned-

-It is important to build a strong collaborative framework for the program among school personnel and support staff.

-It is important to include projects that involve the school community as a whole, recognizing strong readers across all grades.

b. Future Activities-

-A College of Education Internal Grant proposal submitted by Dr. Anne Katz (Assistant Professor of Childhood and Exceptional Student Education and Teens for Literacy faculty advisor) and Ms. June Erskine (Instructor in the College of Education) has been accepted by the Grant Committee to institute a project entitled “Web-Based Platforms for Presenting Book Reviews: A Partnership of East Broad ‘Teens for Literacy’ Student Leaders and Armstrong Teacher Education Candidates.” This project will be implemented in May-June 2013.

-Invite community/state leaders to the school to share Teens for Literacy achievements. First Lady Sandra Deal was invited to attend the play presentation, but declined.
Dr. Anne Katz would like to implement a poetry and family literacy project at East Broad Street School during the 2013-2014 school year to expand the “Teens for Literacy” project’s impact and scope. Armstrong student volunteers would be involved in this initiative.

(B) PowerPoint Slides

“Teens for Literacy” 2012-2013 Highlights
7. **SERVES: Support, Encouragement, and Resources Vital for Educational Success**

(A) **Report**

**S.E.R.V.E.S: Support Encouragement, and Resources Vital For Educational Success**

**Fall 2012-Spring 2013**

**Strategic Goal Focus and Outcomes: Goal 1 Recruitment, Retention, and Progression**

Develop advisement learning outcomes and a philosophy concerning what we expect from the advisement process so that it is clear to students. Advisement should be purposeful and meaningful. It also requires follow up and assessment of advisory services.

- Advisement Philosophy and Outcomes were proposed and passed during fall 2012 for the College of Education. The Philosophy and Outcomes were added to the COE advisement website and distributed to students.
- A short advisement questionnaire was developed based on outcomes for all COE advisors. The survey was disseminated and collected during the spring 2013 advisement process. A longer annual survey was distributed to the pre-eds during April 2013. Added as an addendum.
2. Address a plan for students who do not meet the minimum GPA for entrance into COE candidacy: mentors will meet with students who have fallen slightly under the minimum, to help direct them on the right path; advisors will re-direct students who are unlikely to be able to meet the entrance criteria of the COE, to assist them in determining better options for their education goals. We will develop an academic self-assessment plan to assist with this counseling to engage students in their own assessment and subsequent academic plans.

- A second track to the Bachelor Degree in Early Childhood was developed and passed the Curriculum Committee in March 2013. Students are not required to meet the 2.5. GPA. We will begin students on this track for fall 2013.
- We continued to meet with students who did not meet the minimum 2.5. GPA. All pre-education students who did not meet our minimum 2.5. GPA, were required to meet with Allison (pre-ed advisor) during fall 2012 and spring 2013.
- We continued to send an academic warning letter to students who did not meet our 2.5. GPA.
- Our four community mentors remained the same for the 2012-2013 year. A training session for the mentors was held each semester. Each mentor provided six or more advisement sessions during the two advisement periods.

3. Communicate more regularly with pre-education students about important dates (such as when to register for and take GACE I or when candidacy packets are due), resources, happenings in the college, and information that will be helpful to their planning. Develop a newsletter twice a semester that highlights these and other community events.

- Developed a treasure map to success to distribute at Navigate and other Recruitment events to help students navigate their way through the College of Education. Map is an addendum to our packet.
- Developed a transfer student information packet to better help transfer students understand how to navigate Armstrong and answer some basic questions about the College of Education. We have found that transfer students are very confused since they are not required to attend orientation. Transfer packet is an addendum to our packet.
- Disseminated six newsletters that focused on procedures, polices, helpful hints and important due dates for the College of Education. Two newsletters focused solely on advisement and the advisement process.
- Continued to use the COE Blog to keep students informed about upcoming events and opportunities.
- Continued to target and encourage students to take the GACE Basic Skills exam if they had completed English 1101, English 1102 and their area A Math requirement.
- Continued the enhancement of the advisement web page for pre-education students utilizing it for important information and forms for students.
- Continued with four candidacy meetings to ensure that students were informed of the candidacy process. The mentors then assisted students on various days and times with the completion of the student’s packets.

**Strategic Goal 2 Focus and Outcomes:** Provide leadership training and opportunities for CoE admitted teacher candidates. **Strategic Goal 5 Focus and Outcomes:** Provide opportunities for increased visibility for Armstrong and the COE on campus and in the community.

5. Provide a network of support personnel, including community and faculty mentors, and student leaders, to provide support throughout the students’ matriculation.

- Student Ambassadors: We continued with our student ambassadors. Three new students were hired and trained for the 2012-2013 academic year. The student ambassadors were involved in
the following activities: Pirate Previews and Military Appreciation Day. They also hosted advisement sessions during the advisement period. The student ambassadors were given several pre-education students to mentor throughout the 2012-2013 year. The ambassadors contacted pre-education students twice a semester. They also held a pizza social in fall 2012.

- Community Mentors: The S.E.R.V.E.S co-leaders recruited and trained four community mentors/partners. These mentors were retired teachers, professors, and former principals. The focus of the training was for pre-education group advisement and candidacy packet completion.

**Key Successes and Outcomes:**

- Development of Academic Advisement Philosophy and Outcomes
- New Communication Initiatives:
  - Treasure Map to success
  - Information packets for transfer students
  - Continued with communication tactics utilized last year: newsletters, education blog, Facebook page and twitter.
- Development of a second track in Early Childhood Education allows students an option to still be able to work with children and complete their education with the College of Education.
- Student ambassadors’ presence at Pirate Preview and other recruitment events increased the visibility of the College of Education.
- Utilization of one Student Ambassador to contact students that stopped out, students that had not been advised and prospective students has helped us increase the number of students enrolled with the College of Education.

**Outcomes:** increased student satisfaction with the College of Education, consistent information continually shared with pre-education students, and increased awareness and interest in The College of Education.

**Future Activities:**
The development of a workshop for transfer students to help them adjust to Armstrong and help them become acquainted with the College of Education expectations.

Utilization of other communication tools such as text messaging and pinterest to effectively communicate with students.

Meet with the Department Heads prior to advisement each semester to be better informed about program and curricular changes and to make sure everyone is on the same page so students are not confused during advisement.

Continue with Student Ambassadors for the College of Education
Continue to meet with low GPA students to help keep them on the right track.
Continue with the Education Mentors especially during the peak advisement periods.

**Budget:** Final Adjusted Budget

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### Welcome Activity for Pre-Eds

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### CoE Contribution

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#### (B) New Brochure Created with SPARC Funding

![New Brochure Created with SPARC Funding](image)

---

1. **Congratulations!** You have been accepted to Armstrong Atlantic University! But where do you go from here? If you are interested in becoming a teacher, just follow our treasure map to success!

2. **Mandatory Navegate orientation sessions** are held throughout the summer on Armstrong’s Savannah campus. During Navigate, you will view the campus, meet other new students, and register for classes. Half-day sessions are available for incoming freshman; full-day sessions are available for transfer students. For more information, visit the Armstrong website or contact Ms. Scott.

3. **Advising** sessions are available to help you plan your academic schedule and register for classes. Ms. Scott is available to assist or answer questions.

4. **First Step:** Log into Port of Armstrong and become familiar with Armstrong’s electronic systems.

5. **Advising and Navegate** sessions are held throughout the summer on Armstrong’s Savannah campus. During Navegate, you will view the campus, meet other new students, and register for classes. Half-day sessions are available for incoming freshman; full-day sessions are available for transfer students. If you are interested in becoming a teacher, just follow our treasure map to success!

6. **Application for admission to candidacy** after completing general education courses and required units.

7. **Application** is due October 15 for Spring term, March 15 for Summer term, and June 15 for Fall term.

8. **Field experiences** are available to all education majors and are supervised by experienced faculty. 

9. After admission to candidacy, you will be assigned a major advisor.

10. **Apply for admission to candidacy** after completing general education courses and required units.

11. **Advising and Navegate** sessions are held throughout the summer on Armstrong’s Savannah campus. During Navigate, you will view the campus, meet other new students, and register for classes. Half-day sessions are available for incoming freshman; full-day sessions are available for transfer students. If you are interested in becoming a teacher, just follow our treasure map to success!

---

**CONGRATULATIONS!!**

After fulfilling all degree and internship requirements, you will be ready to graduate! At the end of your final year, you will submit your final transcript to the Office of Student Affairs for processing and recommendation to the Professional Standards Commission (PSC) for your official teaching certificate.
S.E.R.V.E.S: Support Encouragement and Resources Vital for Educational Success Key Outcomes
Strategic Goal 1: Recruitment and Progression of Education students

1. Advisement philosophy and outcomes were passed during fall 2012 for the College of Education
2. A short advisement questionnaire was developed based on outcomes for all COE advisors. The survey was collected during spring 2013 advisement. A longer annual survey was distributed to the pre-eds.
3. A second track to the Bachelor Degree in Education was developed and passed the Curriculum Committee in March 2013. We will begin students on this track in fall 2013. It allows us to keep more of our students in the College of Education.
4. Developed a treasure map to success to distribute at Navigate and other recruitment events.
5. Developed a transfer student information packet to better help transfer students navigate Armstrong and answer some basic questions about the College of Education.
6. Utilization of one Student Ambassador to contact students that stopped out, students that had not been advised and prospective students to Armstrong.
7. Student Ambassadors continued to serve as mentors to pre-education students (contacted students, recruitment events and socials).
8. Education Mentors (same four from last year) assisted with advisement.
Future Activities

- Develop a workshop for transfer students to help them adjust to Armstrong and help them become acquainted with the College of Education.
- Utilization of other communication tools such as text messaging and Pinterest to effectively communicate with students. Spice up Facebook and utilize Twitter more.
- Meet with Department Heads prior to advisement to be better informed about program and curricular changes so that students are not confused during advisement.
- Continue with Student Ambassadors for the College of Education.
- Continue to meet with low GPA students to help keep them on the right track.
- Continue with the Education mentors especially during peak advisement periods.
- Continue to improve advisement program by examining feedback received from students.

8. Safe Space: Armstrong LGBTQ Diversity Initiative

(A) Full Report

Safe Space Program Overview:

Safe Space is a campus-wide initiative offering a visible message of inclusion, acceptance, and support to lesbian, gay, bisexual, transgender and queer people in the university community. The program offers participants a three hour orientation to raise
awareness and knowledge of LGBTQ issues and to suggest ways to serve as an ally to LGBTQ individuals. Following the orientation, participants receive a Safe Space decal and certificate of completion to display in their work space.

The program is funded by a grant from Armstrong’s Strategic Planning and Resource Council and the Division of Student Affairs. Safe Space advances Armstrong’s goal of enhancing student success to increase retention and graduation rates, and emphasizes the institution’s core value of respecting diversity.

Armstrong has received advice and assistance in piloting the Safe Space program from Emory University and Georgia Southern University. Armstrong’s Safe Space curriculum is grounded in empirical research, current best practices for student affairs professionals, and model programs and curricula from around the country.

Safe Space is a three-hour workshop to raise awareness and knowledge of LGBTQ issues and suggest ways to serve as an ally to LGBTQ individuals. Following the workshop, participants receive a Safe Space decal as well as a certificate of completion to display in their workspace, indicating to the campus community that they are knowledgeable and supportive allies.

**Participating Safe Spaces:**

There are 53 current Safe Spaces throughout campus. The initial goal was 35 for the academic year.

There were additional dates added as many faculty members were not able to participate if the workshops were limited to one day. This assisted in increasing participation. Additionally, workshops were conducted to fit the needs of departments if requested.

In an effort to increase workshops and programming efforts, additional facilitators need to be trained.

**Safe Space Learning Outcomes:**

1. Recognize appropriate and inclusive language regarding sex, gender, and sexual orientation
2. Identify challenges specific to LGBTQ students
3. Name federal, state, local, and Armstrong policies that concern the LGBTQ community
4. Identify biases around issues of sex, gender, and sexual orientation
5. Describe strategies to support LGBTQ students and to respond to anti-LGBTQ behavior
6. Identify resources for LGBTQ individuals on campus, in the community, and online
Safe Space Workshop Dates:

Safe Space Workshops FY12
- August 28th
- September 25th
- October 30th
- November 20th final workshop of the semester
- December 6th Winter Session

Safe Space Spring/Summer 2013
- January 29th
- February 26th
- March 26th
- March 27th
- April 30th
- May 1st
- May 28th
- June 25th

Future Programs:
- Continue the Sexuality and ... Series. This fall we will focus on race and sexuality. With a combination of speakers, movie screening, and panel discussions comprised of students, Faculty, and Staff.
- Expand Safe Space by allowing student leaders to be trained. Also hosting a series of Webinars and trainings that more thoroughly discuss topics addressed in Safe Space.

Safe Space Direct Web-link:
www.armstrong.edu/Initiatives/safe_space/safe_space>Welcome
(all assessment information will be posted to the web-page no later than July 1, 2013)

(B) PowerPoint Slides
What is Safe Space?

Safe Space is a campus-wide initiative offering a visible message of inclusion, acceptance, and support to lesbian, gay, bisexual, transgender and queer (LGBTQ) people in the university community.

The three-hour orientation raises awareness and knowledge of LGBTQ issues and suggests ways to serve as an ally to LGBTQ individuals.

Following the orientation, participants receive a Safe Space decal to display in their workspace, indicating to the campus community that they are knowledgeable and supportive allies as well as a certificate of completion.
## Participating Safe Spaces

<table>
<thead>
<tr>
<th>Name</th>
<th>Email</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diana Anderson</td>
<td><a href="mailto:Diana.Anderson@armstrong.edu">Diana.Anderson@armstrong.edu</a></td>
<td>MCC 213</td>
</tr>
<tr>
<td>Keith Betts</td>
<td><a href="mailto:Keith.Betts@armstrong.edu">Keith.Betts@armstrong.edu</a></td>
<td>Student Union 206</td>
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<tr>
<td>Taylor Brickley</td>
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</tr>
<tr>
<td>Kelly Brooksher</td>
<td><a href="mailto:Kelly.Brooksher@armstrong.edu">Kelly.Brooksher@armstrong.edu</a></td>
<td>University Hall 275</td>
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<tr>
<td>Beth Burnett</td>
<td><a href="mailto:Beth.Burnett@armstrong.edu">Beth.Burnett@armstrong.edu</a></td>
<td>Library</td>
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<tr>
<td>McKenzie Cary</td>
<td><a href="mailto:McKenzie.Cary@armstrong.edu">McKenzie.Cary@armstrong.edu</a></td>
<td>University Hall 242D</td>
</tr>
<tr>
<td>Charla Childers</td>
<td><a href="mailto:Charla.Childers@armstrong.edu">Charla.Childers@armstrong.edu</a></td>
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</tr>
<tr>
<td>Lee Davis</td>
<td><a href="mailto:Lee.davis@armstrong.edu">Lee.davis@armstrong.edu</a></td>
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</tr>
<tr>
<td>Kathy Driggers</td>
<td><a href="mailto:kathy.driggers@armstrong.edu">kathy.driggers@armstrong.edu</a></td>
<td>College of Education</td>
</tr>
<tr>
<td>Errike Ejike</td>
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<tr>
<td>Mirari Elcoro</td>
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<tr>
<td>Ann Fuller</td>
<td><a href="mailto:Ann.Fuller@armstrong.edu">Ann.Fuller@armstrong.edu</a></td>
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</tr>
<tr>
<td>April Garrity</td>
<td><a href="mailto:April.Garrity@armstrong.edu">April.Garrity@armstrong.edu</a></td>
<td>Ashmore Hall 145</td>
</tr>
<tr>
<td>Catherine Gilbert</td>
<td><a href="mailto:Catherine.gilbert@armstrong.edu">Catherine.gilbert@armstrong.edu</a></td>
<td>Ashmore Hall 216</td>
</tr>
<tr>
<td>Anne-Marie Grayson</td>
<td><a href="mailto:Anne-Marie.grayson@armstrong.edu">Anne-Marie.grayson@armstrong.edu</a></td>
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## Participating Safe Spaces

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<tr>
<td>Susan Hacker</td>
<td><a href="mailto:Susan.Hacker@armstrong.edu">Susan.Hacker@armstrong.edu</a></td>
<td>Burnett 154</td>
</tr>
<tr>
<td>Kevin Hampton</td>
<td><a href="mailto:Kevin.hampton@armstrong.edu">Kevin.hampton@armstrong.edu</a></td>
<td>Fine Arts 121</td>
</tr>
<tr>
<td>Alison Hatch</td>
<td><a href="mailto:Alison.Hatch@armstrong.edu">Alison.Hatch@armstrong.edu</a></td>
<td>University Hall 227</td>
</tr>
<tr>
<td>Amy Heaston</td>
<td><a href="mailto:Amy.Heaston@armstrong.edu">Amy.Heaston@armstrong.edu</a></td>
<td>Burnett Hall 105</td>
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<tr>
<td>Chris Hendricks</td>
<td><a href="mailto:Chris.Hendricks@armstrong.edu">Chris.Hendricks@armstrong.edu</a></td>
<td>Hawes 106B</td>
</tr>
<tr>
<td>Caroline Hopkinson</td>
<td><a href="mailto:Caroline.Hopkinson@armstrong.edu">Caroline.Hopkinson@armstrong.edu</a></td>
<td>Library</td>
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<td>Hawes Hall 103B</td>
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<td>Victor Hall 121</td>
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<td>John Johnson</td>
<td><a href="mailto:John.Johnson@armstrong.edu">John.Johnson@armstrong.edu</a></td>
<td>Compass Point 7000/Main Housing Office</td>
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<tr>
<td>Loren Johnson</td>
<td><a href="mailto:loren.johnson@armstrong.edu">loren.johnson@armstrong.edu</a></td>
<td>Windward Commons</td>
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<td>Melanie Link-Perez</td>
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<tr>
<td>Nancy McCarley</td>
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<tr>
<td>Shonjay McNair</td>
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## Participating Safe Spaces

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<td>Andi Beth Mincer</td>
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<td>John Mitchell</td>
<td><a href="mailto:john.mitchell@armstrong.edu">john.mitchell@armstrong.edu</a></td>
<td>Compass Point Annex/Counseling Center</td>
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<tr>
<td>Megan Morris</td>
<td><a href="mailto:Megan.morris@armstrong.edu">Megan.morris@armstrong.edu</a></td>
<td>University Hall 281</td>
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<td>Delana Gajdosik-Nivens</td>
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<td>Science Center 1505F</td>
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<tr>
<td>Udoka Obiechefu</td>
<td><a href="mailto:uo2635@stu.armstrong.edu">uo2635@stu.armstrong.edu</a></td>
<td>Victor Hall 227</td>
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<td>Phyllis Panhorst</td>
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<td>Rebecca Phillips</td>
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<td><a href="mailto:Jane.Rago@armstrong.edu">Jane.Rago@armstrong.edu</a></td>
<td>Lane Library 225</td>
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<tr>
<td>Kara Simmons</td>
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<td>Faustina Smith</td>
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<td>Science Center 141</td>
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<tr>
<td>Angela Storck</td>
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<tr>
<td>Jessica Strong</td>
<td><a href="mailto:Jessica.Strong@armstrong.edu">Jessica.Strong@armstrong.edu</a></td>
<td>Housing(Compass Point, University Terrace, University Crossing)</td>
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<tr>
<td>Lisa Sweany</td>
<td><a href="mailto:lisa.sweany@armstrong.edu">lisa.sweany@armstrong.edu</a></td>
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<tr>
<td>Tiffany Thornton</td>
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<tr>
<td>Casey Todd</td>
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<td>University Hall 250</td>
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<tr>
<td>Yvette Upton</td>
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<tr>
<td>Liz Wilson</td>
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<tr>
<td>Wendy Wolfe</td>
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<tr>
<td>Kelly Woodruff</td>
<td><a href="mailto:Kelly.Woodruff@armstrong.edu">Kelly.Woodruff@armstrong.edu</a></td>
<td>MCC 208</td>
</tr>
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</table>
Safe Space Events and Collaborations

Sexual Identity and Religion

**Special Series**

Rabbi Sholom Greenfield
NOVEMBER 7
7 p.m.
Student Union

Faisal Alam
NOVEMBER 8
7 p.m.
Ogoooo Theater

“For the Bible Tells Me So”
Film screening
NOVEMBER 17
7 p.m.
Sanuel Hall

**HiDDen VOiCes**
The Lives of LGBT Muslims

Honorary Guest Speaker
Faisal Alam

HiDDen VOiCes
The Lives of LGBT Muslims

November 8
Presentation 7–9:30 p.m.
Ogogo Theater

Free and Open to the Public

Strategic Planning and Resource Council 70
Safe Space Events and Collaborations Continued

In addition to these events, the Safe Space program has collaborated with Gay-Straight Alliance to allow Faculty and Staff that have gone through the program to be guest speakers at their meetings. Additionally, Safe Space co-sponsored the Inaugural “Rainbow Tassel Graduation Ceremony” in December.
Post-Workshop Assessment

What was the most helpful thing you learned today?

- Understanding terminology
- Terminology, symbols, and laws/regulations or lack thereof.
- Terminology and definitions/how to respond in case of harassment.
- Resources to provide to students, ethics hotline, strategies to handle situations on campus.
- Resources available for Armstrong students.
- Resources
  - The resources on campus and ways to show support to the LGBTQ community
  - There are many resources available to help us help the students.
- Learning about the resources available.
- Resources on campus and off that can assist
- The resources on campus to support LGBTQ students and laws related to the LGBTQ community.
- How to confront students acting inappropriately or bullying others.
- Making the statement about what to say when confronting issues.
- Armstrong’s code of conduct, I liked the closet game and role playing, importance/strategies about bullying.
- How to address inappropriate behavior and where to refer students.
- Have that statement ready to confront issues/students when they are using inappropriate language or exhibiting intimidation.
- I learned the new correct pronouns to use within the community.
- Proper use of pronouns. I had not thought that much about this issue previously.
- What Armstrong is doing to create a Safe Space for our students.
- Hearing one student’s stories. Greg saying he hears homophobic comments in the galley daily really surprised me and underscored the importance of the material.
Post-Workshop Assessment

Would you change anything about the workshop? If so, please describe.

• Include specific information about attempts to make Armstrong more inclusive.
• Include list of community resources
• A statement about why we are here, something student centered. A story like Nashia’s leaving your baggage behind story would be great.
• As you present to audiences of less background on these issues you may want to consider going into detail about the issues college students face. (or perhaps they’re also addressed in the role play?)
• Keep Shonjay! Or, a student.
• Lunch and more pictures and photographs to accompany the examples of hateful speech.
• Add note that note is not provided to invite. (Also provide lunch)
• Lunch would be nice.
• Snacks to help me work
• Provide lunch!

• Lunch would always be nice.
• Lunch
• It would have been nice to have a sandwich or something
• No, I think more faculty should attend!
• It was excellent. The activities were very enlightening and appropriate.
• No, it was great!
Post-Workshop Assessment

If a co-worker asked you to name a benefit of attending Safe Space, what would you tell them?

• It is very informative and it is crucial to be part of this “choir” to embrace one of our core values.
• Know there are people at Armstrong that are actively working on making the university a more inclusive environment. Learning about the university’s existing resources to support LGBTQ people.
• It is great to meet other allies on campus. Great information is given in a very comfortable atmosphere.
• For me, it made me feel good knowing that I can now help a student in need and I can make a difference in their life. The benefit is that you are receiving a valuable education in this very important Safe Space training.
• Increased awareness of the issues faced by our LGBTQ students and colleagues; how to support them and assist them.
• Deep understanding of LGBTQ social issues and barriers that might shock you.
• Helps you understand some ideas about the LGBTQ community. Also, how it applies to the context of the university.
• Education about the importance of being an accepting and supportive member of Armstrong’s community.
• Helps to better understand the perspective of LGBTQ people, and how to be more comfortable.
• Broadening your views on LGBTQ student; Working better with students.
• I learned a lot about what everyone wants and needs to create a sense of belonging, not just LGBTQ.
• It helps to open your mind, presents facts, and assists students.
• The information is important, and if you don’t know you need to.
• Understanding of Armstrong’s culture and of the work that still needs to be done.
Post-Workshop Assessment

Additional comments

• “We value an environment of natural trust and collegiality that builds an inclusive community.”
• Thank you! I’m so glad this is happening!
• Great job! Thanks.
• Vital program at Armstrong. Excellent stuff.
• I like the idea of occasional updates either more in depth of when new developments take place.
• Lunch would have been helpful
• Since the class was during the noon hour it would be nice to receive lunch. Great workshop.
• Excellent job!
• Thanks!
Future Activities

• Continue the Sexuality and ... Series. This fall we will focus on race and sexuality. With a combination of speakers, movie screening, and panel discussions comprised of students, Faculty, and Staff.

• Expand Safe Space by allowing student leaders to be trained. Also hosting a series of Webinars and trainings that more thoroughly discuss topics addressed in Safe Space.

• Spring 2013 Remaining Dates:
  ➢ April 30, 2013
  ➢ May 28, 2013
  ➢ June 25, 2013

9.ICE: Initiative for Civic Engagement

(A) Full Report

(B) PowerPoint Slides
Speakers Bureau 2012-2013

http://www.armstrong.edu/Departments/civic_engagement/civic_speakers_bureau
Acknowledgements

• University Administration
• Strategic Planning and Resource Council
• Collaborators and Supporters
  – Academic Affairs
  – Advancement
  – Faculty Development
  – Faculty
  – Honors Program
  – Office of International Education
  – Office of Online & Blended Learning
  – Staff Advisory Council
  – Student Affairs
Overview and Outcomes

- 32 Dedicated Speakers
- 12 Classroom Visits and Virtual Lecture
- Assessment data (preliminary calculations):
  - *52% strongly agreed* that the guest presentation enhanced course material (41.3% agreed; 6.7% neither agreed/nor disagreed)
  - *66.7% strongly agreed* that the speaker demonstrated the local or global benefits of her/his profession or position (29.3% agreed; 4% neither agreed/nor disagreed)
  - *70.7% strongly agreed* that having the guest speaker was a worthwhile experience (22.7% agreed; 6.7% neither agreed/nor disagreed)
Highlights: The Experiential Value

Student perspectives:
“I liked that her PowerPoint contained scientific research as a field for technical writers. This is why I’m taking your class. And the speaker enlightened me. If I can’t get a marine biology job maybe I should go back to school to minor/major in technical writing.”

“She was very sweet & energetic! I hope that she can help me with finding a career when I graduate.”

“Having speakers come to talk in class has been great and helped me figure out what I want to do myself.”
“I really enjoyed hearing about his journey to Mecca and his explanation of Islam through his perspective.”

“I think that it is a good thing to put a face or person with a religion so people do not just create these stereotypical ideas in their mind.”

“He was incredible, certainly an inspiration.”

“It was very informative and interesting to hear a lecture from one of the few experts in his field due to the lack of written history and language barrier.”
“Armstrong developed his core to make him stronger to further his education and be a tool in the workforce.”

“Armstrong equipped him with the knowledge he needed to succeed while also inciting his beliefs that went against social norms.”