FACULTY DEVELOPMENT GRANTS

Congratulations and best wishes for successful projects go to the recipients of Kennesaw State's Faculty Development Grants and Summer Stipends. This program always yields interesting and valuable project applications, and this year was no exception. The awards, announced on May 8, included Seven Summer Stipends for projects which were carried out during summer quarter, 1992, and five Faculty Development Grants for projects to be completed by next June. Summer Stipends have the value of 10% of the recipient's base salary (5% each for joint recipients), and Faculty Development Grants have a maximum value of $2,000.00.

Awards are made each year by the Faculty Development Committee, which consists of one member from each of the four schools, the four most recent recipients of the Distinguished Teaching Award, the coordinator of the Office of External Funding and the director of the Center for Excellence in Teaching and Learning. The 1991-92 committee members were: Ben Golden (Chair), Lynn Fedeli, Don Sabbarese, Nataline Matthews, Patti Reggio, Bowman Davis, Alan Schlact, Howard Shealy, Jackie Givens and Don Forrester (ex officio). Watch for a call for applications for the 1993-94 program early in the winter quarter.

Focuses of the selected projects included pure research, applied research, community and institutional service and curriculum development. Below is a list which includes the author(s), title and an abstract of each funded project:

FACULTY DEVELOPMENT GRANTS

William R. Forrester, Ph.D.
Associate Professor of Marketing

Susan S. Carley, Ph.D.
Associate Professor of Marketing.

An Empirical Investigation of Behavioral Responses to Dissatisfaction in Buyer-Seller Relationships. The study focuses upon consumer behavioral responses to dissatisfaction in the little-understood context of buyer-seller relationships. Specifically, the research investigates the ways in which consumers' responses to dissatisfaction are influenced by their perceptions of salespersons' trustworthiness and expertise, as well as how these responses are mediated by situational influences and consumers' attributions of responsibility. Data are to be collected by a mail questionnaire in which respondents are asked to relate their behavioral intentions following a service failure. The scenarios will involve relationships between homeowners and real estate agents with whom they have listed their houses for sale. Respondents will be actual homeowners who have had their homes listed with real estate agents sometime in the preceding six-month period. Results of the study will have significance for academics and practitioners alike.

Hugh C. Hunt, Ph.D.
Associate Professor of Philosophy.

The Concept of Person in the Philosophy of Edith Stein. Edith Stein, a student of Edmund Husserl, the founder of the movement known as phenomenology, lived 1891-1942. A convert from Judaism to Catholicism in 1922, Stein entered the Carmelite monastery in 1933, was taken from the monastery by the Nazis in early August, 1942, and gassed at Auschwitz on 9 August, 1942. In her dissertation she addressed the concept of empathy. She turned to the relationship of Husserl's phenomenology to the thought of Thomas Aquinas. Emerging from her dissertation, but even more prominently, from her study of the Husserl/Aquinas relationship was the concept of the person. Furthermore, she recognized the person as the concept central to all philosophical endeavors. This study traces her concept of person from her early work up to and including the last of her philosophical and theological works. The study attempts to establish the uniqueness of her philosophical/phenomenological approach to the concept and the significance and influence she has had on all subsequent reflections on the concept of person, both in philosophy and theology.

Alan Lebaron, Ph.D.
Assistant Professor of History.

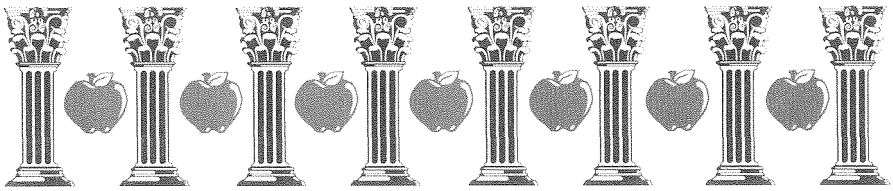
Are the Maya Evolving Toward a New Nation? The project is a study of Mayan ethnonationalism in Guatemala and Mexico: its roots, its current characteristics, its probable future course and its significance in world affairs.

Ayokunle Odeleye, M.F.A.
Assistant Professor of Art.

Inclusion of African American Artists into Course Content. Mr. Odeleye applied for and was awarded a Faculty Development Grant to financially support his Summer Stipend. See the project description on page 5.

Daniel J. Williams, Ph.D.
Associate Professor of Chemistry.

Travel Funds to Investigate Methods for Assaying Free Radical Activity in Blood Samples. In order to investigate links between active molecular substances known as free radicals and a variety of diseases such as cancer and cardiovascular maladies, methods for assaying free radicals in blood are being investigated. With the availability of a large blood sample base with associated health records through "Operation Clue" in Washington County, Maryland, the free radical theory of disease etiology may be either further supported or refuted. The grant request focuses principally on the need for travel funds to aid in information gathering for the purpose of developing and refining the assay methodology. A small amount of expendable supplies are also needed. The long term goal is to develop the procedure to the point of attracting outside funding such as from the National Institutes of Health



AND SUMMER STIPENDS AWARDS

so as to obtain the equipment allowing undergraduate participation, once the large scale analysis process is ready to be done.

SUMMER STIPENDS

Army Lester, Ph.D.

Associate Professor of Biology.

Summer Science Camp. The underrepresentation of African Americans and other minority groups in science careers appears to be growing at an alarming rate, yet these groups will make up a substantially greater portion of the work force in the next generation. This project addresses the problem by offering a Science Camp for underrepresented groups of the local community. The program includes six weeks of activities including lectures and seminars, laboratory studies, and field trips, with approximately twenty, 7th-10th grade students taking part. The objectives are to help break the pattern of fear students have of science, to help them develop the skills to do well in these courses, and to provide them with information on career opportunities in science. The effectiveness of the program will be determined by the success of the participants in science classes and science fairs, and by major/career selection in college.

Gary Lewis, Ph.D.

Assistant Professor of Physics.

Connecting With Science: Development of a New Core Course. The purpose of this project is to develop instructional materials for a new core course entitled "Matter, Energy and Life." This is the first of an interdisciplinary, two-course sequence being designed by a committee with members from Biology, Chemistry and Physics. If successful, these courses will become the primary core science sequence. The intent is to generate a new approach to teaching science to the general student at Kennesaw State College.

Linda M. Malgeri, M.B.A.

Assistant Professor of Accounting

Rodney Alsup, D.B.A.

Professor of Accounting.

The Design and Evaluation of a New First Year Accounting Curriculum. Accounting education is in a state of flux. The education and accounting establishments are questioning the objectives of education for accountants, the courses and course content, the instructional methods, the faculty reward structure, and the accreditation standards and process. One significant question concerns the elementary accounting course sequence and its objectives. These courses have been taught the same way and have covered the same material for decades. The objectives of the courses are not meeting the needs of today's business students, and the course is "turning off" the type of student the accounting profession is seeking. This project will evaluate and then define the content and delivery systems that should be use in the first year accounting curriculum. We will then develop and test prototype principles of accounting courses.

Ayokunle Odeleye, M.F.A.

Assistant Professor of Art.

Inclusion of African American Artists into Course Content. This project is to identify and document the works of prominent African American visual artists from the east coast region of the United States. Biographical data on fifty artists will be collected, along with color slides of their traditional and contemporary examples. These materials will become part of the Visual Art Department's permanent collection, and will be available to faculty as a multicultural teaching resource.

Pam Rhyne, Ph.D.

Professor of Biology.

Science 301: Model for Instruction. This proposal describes the planning and development of instructional materials to enhance the Science 301 course for K-8 preservice teachers. Based on the *Georgia Needs Assessment* and using instructional strategies suggested by the current science education reform projects, *Project 2061* and *Scope, Sequence and Coordination Project*, the lecture component of Science 301 will be developed to serve as a model for instruction.

Gail Schiffer, Ph.D.

Assistant Professor of Biology.

Developing Student Activities for an Integrated Science Course. With changes in Areas I and III of the Core Curriculum in place, attention has turned to Area II, the Natural Sciences. The Science Core Curriculum Committee is developing a new model of integrating the sciences into one interdisciplinary sequence as opposed to the present system. Goals for the course sequence, such as the teaching of science process and critical thinking skills, require a considerable number of student activities, both laboratory- and classroom-based, that encompass the separate disciplines. This project's purpose is to develop activities for the second course of the two-course sequence.

Diane Willey, Ph.D.

Professor of Education.

Development of a Model for Constructing Classroom Assessment Tasks. The project seeks to develop a model for classroom assessment for use by college and high school faculty. Preliminary work with alternative models has already been done by a group of biology faculty. From this base, a more detailed draft of the model will be developed, which will include a) a description of the types of learning; b) examples of objectives, test items and other assessment tasks; and c) an initial description of the steps to follow in writing items and other tasks. This model will be used fall quarter to continue work by a group of KSC biology faculty to revise test items. Data from the fall quarter project then can be used to further refine the assessment model and, hopefully, will serve as a pilot project leading to external funding of further applications.