

**Center for
Academic
Excellence**

Dalton State College
A Division of the Office
of Academic Affairs

Journal for Academic Excellence

Save the Date: Times Two

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Dalton State College will be the site of two important college teaching and learning conferences in March of 2014.

The Southern Regional Faculty and Instructional Development Consortium (SRFIDC) will hold its 33rd annual conference on our campus on March 2-4.

The Consortium is an organization of faculty and instructional development programs (teaching centers, instructional technology centers, faculty development committees, etc.) in two- and four-year degree-granting institutions in the greater South.

The SRFIDC conference is open to DSC faculty, but faculty will be required to pay the conference fees. More information can be found [here](#).

Soon afterward, the campus will host its own teaching and learning conference. Started in 2010 as a half-day “mini-conference” for instructors to share their research and best practices, the Dalton State Conference on College Teaching and Learning is now in its fifth year.

In those five years it has begun to host faculty from other campuses and featured guest speakers

Michele DiPietro of Kennesaw State University and Dr. Sondra MacGuire of Louisiana State, both well known

presenters on learning and teaching in higher education.

This year will be no exception. The keynote speaker is Dr. Elizabeth Barkley of Foothill College in Los Altos, California. Dr. Barkley is nationally known for her book *Student Engagement Techniques: A Handbook for College Faculty* (Jossey-Bass, 2010), which was read last year in the faculty book groups.

As her biography on the website of Foothill College states, Dr. Barkley “is a classically trained pianist with a Ph.D. from UC Berkeley and an M.A. and B.A. from UC Riverside. She has worked closely with Berkeley's Center for the Study of American Cultures in pioneering the study of American music from a multicultural perspective. For her work in this area, Dr. Barkley has received numerous awards, including being selected as a Carnegie Scholar in the discipline of music and the California Professor of the Year.”

Dr. Barkley will definitely be a draw. See page 2 for the Call for Proposals for the conference.

Also in this issue, read about what’s going on with the faculty reading groups, learn about what our faculty think about faculty development and their own learning, discover other conferences in Georgia, and find out how to submit an article to this journal.



Dalton State College: Friday, March 14

5th Annual Teaching and Learning Conference

Concern over student engagement has become central to conversations regarding quality in higher education, but what does “student engagement” really mean? And once we know, how do we achieve it? This interactive keynote will start with identifying the challenges participants face engaging students in their own teaching. Then, using a dynamic model for understanding what 'student engagement' means, we will draw from Student Engagement Techniques (Barkley, 2010) as well as participant experience to strategize techniques for promoting it in our varied teaching and learning contexts.

~ Dr. Elizabeth Barkley's Keynote Address ~

Terms of Engagement:

Understanding and Promoting Student Engagement in Today's College Classroom

Call for Proposals

Proposals should explain how they tie into Student Engagement. In particular, proposals which relate to the following categories are encouraged: Motivation, Active learning, Building community, Teaching holistically, and Diversity in ability/preparedness.

In addition to traditional conference presentation formats we will have a special “How to Engage Me” Undergraduate Student Panel.

See submission guidelines on the conference website below for details on recommending students for this unique panel opportunity.



Dr. Elizabeth Barkley is an internationally known scholar, educator and consultant. With over 30 years' experience as an innovative and reflective teacher, her areas of interest include engaging students through active and collaborative learning; transforming F2F and online curriculum to meet the needs of diverse learners (especially those from new and emerging generations); the scholarship of teaching and learning; and connecting learning goals with outcomes and assessment. She is the recipient of many teaching awards and author of *Collaborative Learning Techniques* (Jossey-Bass, 2nd Edition, 2014) and *Student Engagement Techniques* (Jossey-Bass, 2010).

Abstracts (250 words or less) are requested by February 10, 2014.

For costs, registration information, and submission guidelines please see the conference website
<http://dsctandl2014.eventbrite.com>

or contact Dalton State College's Center for Academic Excellence Director, Katie Pridemore at
kpridemore@daltonstate.edu

WHAT'S COMING?

SPRING 2014 BOOK GROUPS

Due to scheduling conflicts, many faculty members were unable to participate in the book groups during Fall 2013. The group reading

Whistling Vivaldi: How Stereotypes Affect Us and What We Can Do

Claude M. Steele ([Click here for Amazon info](#))

Will reboot!

Claude M. Steele, who has been called “one of the few great social psychologists,” offers a vivid first-person account of the research that supports his groundbreaking conclusions on stereotypes and identity. He sheds new light on American social phenomena from racial and gender gaps in test scores to the belief in the superior athletic prowess of black men, and lays out a plan for mitigating these “stereotype threats” and reshaping American identities.

Natalie Trice will be leading a group, but if you are also interested in leading a book group OR if you have any other books in mind, please let us know so we can set it up! The more the merrier!

Email kpridemore@daltonstate.edu to lead or be involved in a group.

Dr. Kerri Allen of the English Department will be giving

a Brown Bag Presentation on

Creating Upper-division English Assignments

Wednesday, February 19, 3:00-4:00 in LIA 201

If you have created an English assignment that has gone well that you want to share with others, or if you are looking for assignment ideas for next semester, take this opportunity to share your ideas with your colleagues and see what others are doing in their classrooms. During this session, we will discuss different types of assignments that each instructor uses to teach the 3000- and 4000-level courses. Assignments can include essays, oral presentations, and/or tests—anything that you use to assess student learning.

Message from the Director

I am pleased to welcome everyone back from the Winter Break. I hope that everyone's classes are off to a great start. We have some wonderful opportunities in store for you this Spring. Here is a quick overview of what is in store!

Technology: If you are looking to learn more about technology, the library has put together a wonderful series of sessions called "Tech Talks" which feature a wide range of topics. Also, the ETC is hosting a series of D2L Training Sessions. Please see the [CAE Calendar](#) to register for these events! If there are any additional topics that you are interested in seeing, please contact me and let me know.

5th Annual DSC Teaching and Learning Conference: We are very excited about the upcoming conference on **Friday, March 14**. We have an outstanding keynote speaker, Dr. Elizabeth Barkley, for this event! This is such a great opportunity right here on our campus. I strongly encourage you to submit a proposal (see details in this newsletter). Even if you don't feel like presenting, you will gain a lot from attending this affordable "home" conference.

Brown Bag Lunches: Another thing that we're trying to grow is Brown Bag lunch offerings. We've had a couple people volunteer for this Spring but there is always room for more. If you are interested in sharing your expertise and experiences in the form of a Brown Bag lunch please contact me so we can set it up!

Finally, make sure **YOU** are on the lookout because **WE** are still on the lookout for the next faculty member to be "**Caught in the Act of Great Teaching**"!

Have a great semester!



Dr. Katie Pridemore

Director

Center for Academic Excellence

A Different Type of Conference

Oxford College of Emory University will offer two institutes within the **8th Annual Institute for Pedagogy in the Liberal Arts, May 13-16, 2014**, a 3-day for institutional teams and the traditional 4-day for individual faculty. We will accept up to 10 institutional teams for the 3-day and approximately 70 individual faculty for the traditional 4-day. For the 4-day faculty institute, selected faculty will have NO registration costs. See their website www.oxfordipla2014.org. Faculty across disciplines and within professional schools are welcome.

Interested in a Research Project?

The CAE website has links to many teaching resources in the various disciplines. However, some of the links have gone dead since it was last edited, and there are many sources out there with great ideas for college teaching and learning. If you would like to create a page with links in your discipline to help your colleagues, let the Center for Academic Excellence know.



Don't forget to congratulate Dr. Lovey Mesco of the School of Education and Dr. Celeste Humphrey of the School of Science, Technology, and Mathematics.

Both of them were "Caught in the Act of Great Teaching" at the end of fall semester.

Dr. Mesco's upper level Education students nominated her for the award, and

Dr. Humphrey's biology students at the Gilmer Center nominated her.

Way to go, ladies!

Additionally, Adjunct Instructor

Mr. Mike Thompson was also "Caught in the Act of Great Teaching" at the Gilmer Center.



State Teaching and Learning Center Conference Opportunities

Kennesaw State Research on Teaching and Learning Summit, February 7-8

Gordon College Teaching Matters Conference, April 4 and 5, Barnesville, GA

The conference theme will be “Join the Conversation,” and the hosts will be seeking proposals along four different tracks:

- Evidence-based Scholarship of Teaching and Learning: individual, peer-reviewed presentation
- Best practices in Teaching and Learning: Individual or team presentations sharing experiences with diverse teaching strategies
- Issues in Higher Education: Individual, team, or roundtable presentations
- Technology Fair Station: Hands-on demonstration and display

Email proposals to TeachingMatters@gordonstate.edu by February 28th, 2014

University System of Georgia Teaching and Learning Conference, April 17-18, UGA Conference Center



Resource for USG Faculty

This website gives access to free classroom resources

<http://www.affordablelearninggeorgia.org>

The University System of Georgia offers regular faculty development sessions using video conferencing technology. Upcoming topics include affordable textbook solutions, MERLOT and open educational resources, the Scholarship of Teaching and Learning, accessibility issues for online learning, modular redesign of math courses, and the CATME SMARTER Teamwork system.

All sessions are free, use the Blackboard Collaborate platform (formerly WIMBA), and require registration. More information available [here](#).

A Word from the Editor



One of the benefits of being the Faculty Fellow for Communication and Publication is that I get to write this column in each edition of the *Journal*. I have two purposes in this one, and both of those purposes have to do with expressing thanks.

Back in August, I was schmoozing at the Registered Student Organization Fair that takes place at the beginning of every semester. Dr. Kerry Dunbar and a student were sitting at a booth, and among other things they were talking to students about the hiking trails on campus. Interested, I made it a point to come to campus and walk the trail, or at least part of it.

In early October I brought my dog down to campus on a Saturday and walked it. No, correction—we hiked it. It was no leisurely stroll, but it was phenomenal. That is not to say it is an easy trail, and it is especially not easy with a fifty-pound pit bull. Sometimes she was pulling me, and sometimes I was pulling her. She was far more interested in squirrels, and because it was an unusual place for her, a little suspicious. Truthfully, I was sore for days.

I cannot imagine the amount of sheer hard work that went into that trail, which is actually a set of three trails behind the campus off of George Rice Avenue. Some people—students, faculty (and I have a feeling it was mostly those in the Science Department) Boy Scouts, volunteers—put in innumerable hours marking, digging, and grading. The trail is steep, and I wouldn't suggest anyone going it alone, at least no one of a certain age. It would be a great way to explore the mountain behind us, get some exercise, and have a long conversation with a friend.

So, thank you very much to those who made it possible!

Second, I want to thank the 82 faculty members who slogged through the survey I sent out back in October. The survey is part of data collection for my dissertation, but it is also a tool for helping the Center for Academic Excellence and the Office of Academic Affairs. The data is rich and exciting. Additionally, I am in the process of interviewing and conducting focus groups with faculty members.

What am I researching? How faculty members learn to be better teachers, how they choose projects of their own to improve their instruction, and how we learn from our colleagues informally. It is too early to say much about what I am learning, but here are a few highlights.

- 64% of the survey takers had presented at a teaching and learning conference.
- About 70% of them read this journal (thank you!)
- Technology is coming to the surface as a common subject for self-directed learning projects of faculty.
- We have a great camaraderie among colleagues. Over and over I hear how much other faculty members mean to our faculty.
- We value our impact on students.
- MOOCs are not popular!
- There is much more research on this subject in the P-12 sector than in higher education.

I hope to share the research in a future forum, called "In Their Own Words." To all my data sources, many thanks.

Journal Submission Guidelines and Editorial Policies

1. Faculty members (and professional staff) may submit the following:

- Book reviews on scholarly works on higher education administration or issues, college teaching, or adult learning published within the last two calendar years.
- Scholarship of Teaching and Learning research. This is defined as a study in which an activity, strategy, approach, or method that reflects best practices or evidence-based research is tried in the classroom. The faculty member sets up an intervention, executes it, and assesses the impact, employing quantitative or qualitative methods. Articles should indicate that IRB process was followed where applicable, with documentation.
- Literature review that synthesizes, in a relevant and interesting way, the evidence, theory, and/or research on a particular aspect of higher education, college teaching, adult learning, brain research, etc. Professional staff could write about issues in student services or advising, for example.
- Essay of personal reflection of a classroom incident or phenomenon with an evidence- or theory-based approach to interpreting the incident or phenomenon.
- Articles should attempt to have c

2. Style Sheet

- Submissions should be in APA VI format and Times New Roman 12 pt. font. Use APA guidelines in terms of margins. The writer should try to preserve his or her anonymity as much as possible. The editor will redact the name of the writer from the document's title page before sending to reviewers.

3. Review Process

- The submissions will be peer reviewed by three faculty members, whose identity will be known only to editor and not to each other. One member of the review committee will be a faculty member in general discipline represented in the article, one will be a faculty member with an advanced degree in education, and one will be drawn from the advisory committee or other volunteer reviewers.
- Articles will be returned to the writers in a timely manner with an indication of rejection; conditional acceptance (revise and re-submit, with suggestions for doing so), and accepted (possibly with request to edit or make minor changes). A rubric will be used for assessing the articles. It will be available to potential submitters upon request. If none of the members approves the article, it will be rejected. If one of the members approves the article, it will be considered a conditional acceptance. If two approve it, it will be returned for the necessary editions and published when finished. If three approve it, it will be published as is or with minor corrections.

4. Submissions should be sent as Word files to btucker@daltonstate.edu

- 5. Published articles will appear in the *Journal for Academic Excellence*, which will be available on the Center for Academic Excellence's website and thus accessible by Internet searches.