

Journal for Academic Excellence

“Teaching Students to Fish” Dalton State College Host Seventh Annual Teaching and Learning Conference April 1

Center for Academic Excellence Dalton State College

A Division of the Office of
Academic Affairs

The mission of the CAE is to facilitate, support, and enhance the teaching and learning process at Dalton State College. The Center serves to ultimately improve student success and achievement of learning outcomes by promoting the creation of effective learning environments through the provision of resources and faculty development opportunities.

The Center for Academic Excellence of Dalton State College invites college faculty from Georgia and surrounding states to attend its well established teaching and learning conference, to be held April 1.

The keynote speaker will be Dr. Carl Moore, a new voice on our campus. His profile at his institution, Temple University, states, “Dr. Moore is currently Associate Professor in the Research Academy for Integrated Learning (RAIL) at University of the District of Columbia. Prior to his current role, he served as an adjunct assistant professor in the College of Education as well as the Assistant Director of the Teaching and Learning Center at Temple University.”

Concurrent sessions will be held before Dr. Moore’s presentation at 10:30-12:00, followed by lunch and further sessions.

A Call for Proposals is included in this edition of the Journal for Academic Excellence, page 2.



Dr. Carl Moore

The Conference takes attendees to the next level on the theme of High Impact Practices (HIPS), which has been a driver in CAE programming in the last 18 months. The conference theme of “Teaching Students to Fish” will emphasize ways college instructors can facilitate self-direction and student engagement in their own learning as well as ways to include those high “return on investment” educational practices of the first year experience, capstone courses, undergraduate research, service learning, internships, learning communities, global perspectives, collaborative learning, and other proven methods.






Fishing for Proposals



“Teaching Students to Fish: Motivating Students and Supporting High Impact Teaching and Learning”

Dalton State 7th Annual Teaching and Learning Conference
Friday, April 1, 2016, 8:00am-5:00 pm, Peeples Hall

Dear Colleagues

We would like to invite you to consider submitting a proposal to present at the 7th Annual Dalton State Conference on Teaching and Learning at Dalton State. Begun in 2010, the Dalton State College Conference on Teaching and Learning enters its seventh year with a continuing vision of empowering college instructors with evidence-based tools for understanding the teaching and learning process, engaging students, meeting student learning outcomes, enlivening the classroom, reinvigorating their love for teaching, and providing an appreciation for the critical role staff also play in student success. As the Director of the Center for Academic Excellence, I would like to invite you to submit a proposal to share your recent student success experiences and work for consideration for inclusion in our upcoming conference.

This year’s theme of “Teaching Students to Fish: Motivating Students and Supporting High Impact Teaching and Learning,” builds on our tradition with a little fun added. The conference will be held on **Friday, April 1, 2016, from 8:00-5:00**, in the beautiful, state-of-the-art science building, Peeples Hall. Since the conference will be on April Fools’ Day, expect some fun and painful puns and pranks.

Submissions will be accepted starting January 15 through February 28 at midnight and submitters will be notified of acceptance or non-acceptance by March 7.

Presenters are asked to submit proposals for either posters, 20- to 30-minute presentations, or one-hour highly interactive workshops to fit into one of the following tracks.

1. **Teaching and Learning: Best Practices and High Impact.** HIPS—High Impact Practices. Presentations on this session should introduce attendees to innovations in using one or more of the High Impact Practices that the presenter has used successfully. High Impact Practices are those proven methods of engagement and learning: learning communities, common intellectual experiences, capstone courses, first-year initiatives, collaborative projects and experiences, internships, service/community learning, and diversity/global learning (as defined by Association of American Colleges and Universities).

2. **SOTL, Research-based presentations on evidence-based teaching.** This session is for sharing Scholarship of Teaching and Learning projects. Proposals should explain research design and presentations should tie into previous literature as well as presenting the research results and practical implications to classroom teaching and working with students.
3. **Faculty development.** These sessions explore ways to engage faculty in ownership of their professional development as instructors and knowledge creators.
4. **Instructional technologies and innovations.** Whether it is Open Educational Resources, iClickers, Poll Everywhere, new presentation software—how can Web 2.0 and other digital innovations improve the task of meeting student learning outcomes and engaging students?
5. **The Whole Student: Student Success and Services.** This track is designed for both faculty and professional staff who work in first year experience, advising, service learning, retention efforts, assessment, dual enrollment, democracy projects, orientation programs, etc.

Proposals should detail the following:

- ✓ Conference Track
- ✓ Session Type (20, 30, 40 min presentation, hour long workshop/panel or poster)
- ✓ Presenters
- ✓ Title
- ✓ Short abstract for the session (no more than 350 words)
- ✓ Session description
- ✓ Plan for engagement of the audience
- ✓ What the audience will get out of attending
- ✓ Rationale of how the proposal addresses the conference theme
- ✓ Session keywords
- ✓ Intended audience (Faculty, Staff, Faculty Developers, Students, Instructional Technologies etc.).

Submissions will be copied and pasted into the online submission form, <http://goo.gl/forms/iI Piv8AYJQ>, but word documents can also be emailed to daltonstatecaeconference@gmail.com. If emailing, please note that in the subject line.

Presenters will also have the opportunity to submit manuscripts of their presentations in formal, APA format by May 1 for inclusion in the June 2016 edition of the JOURNAL FOR ACADEMIC EXCELLENCE, Dalton State's peer-reviewed journal on college teaching and learning practices.

Thank you to the conference committee for their work in getting this together; David Brown, Leslie Harrelson, Melanie McCarley, Christy Price, Jennifer Randall, Raina Rutti, Will Skiffen, Marina Smitherman, Barbara Tucker, and Chris Wozny.

I look forward to seeing you at our conference soon,

Kind Regards,

Marina G. Smitherman

Director, Center for Academic Excellence.

Center for Academic Excellence Director's Column

We had a fantastic Fall Semester 2015 in the CAE. We learned strategies for assisting unprepared students, how to use pass/fail grading to increase rigor and decrease grading time, and we reflected on balance in our professional lives to maximize our potential to serve. The Women's Leadership Group honed negotiation skills, our "Heart of Education" group mentored each other through a difficult semester and the "Critical Conversations" group discussed the implications of rape on college campuses.

Most excitingly, we kicked off some interesting Scholarship of Teaching and Learning Projects including Teaching Language through Literature, the impact of OERs on our campus, and success in a discipline-specific FYES. None of this would have been possible without the hard work of our dedicated Leadership Team of Brian Hibbs, Elizabeth Lucht, Barbara Tucker, John Asplund, Jenny Crisp, Leslie Harrelson, and Christy Price, who ran groups and supported workshops that would not have run without their impeccable service to the Center.

We had a visit from the Assistant Vice Chancellor and the Director of Faculty Development for the University System of Georgia. They were impressed at how much was going on here at Dalton State and how engaged our faculty are in student success through professional development. This has been echoed by every one of our visiting speakers in the last eighteen months, all commenting on how fabulous we were to work with being and how obviously dedicated we are to helping our students succeed. I am extremely grateful to each and every one of you for your enthusiastic participation in CAE events and your dedication to continuous development at Dalton State.

I had the privilege of meeting with our



Dr. Marina Smitherman

Chairs and Deans for a unique view of where we are in relation to the State of Georgia considering taking a LEAP or committing to the adoption of High Impact Practices. I was impressed at the amount of activities going on in each school, and it seems we are poised to expand experiential learning options for our students in three areas: internships, service-learning, and undergraduate research as appropriate for each school. It is our goal to send a multidisciplinary team to the AAC&U High Impact Practices Institute this summer to determine how best to build and the CAE will continue to support and promote these efforts.

We have a packed and exciting Spring Semester 2016. On January 29 we hosted Dr. Edward Watson, Director of Teaching and Learning at the University of Georgia. He took us through some interactive exercises that demonstrate how much we know about how people learn new material. On February 5 we have the return of SafeZone Training, which we have not had on our campus in several years. This session will be given by our very own Travis McKie Voerste.

Travis will also be teaming up with Andrea Roberson, Director of Disability Support Services, on February 26 to talk about strategies



for assisting and teaching challenging students such as those with mental health issues or learning difficulties.

Our Seventh Annual Teaching and Learning Conference entitled “Teaching Students to Fish: Motivating Students and Supporting High Impact Teaching and Learning” is Friday, April 1. This year’s conference will have the same look and feel as our Sixth Annual, but new this year is a track for professional staff wishing to share present or facilitate discussions.

The conference committee is planning to make this the biggest and best conference held yet here at Dalton State. And, **yes**, it is really on April 1, and **yes**, we absolutely plan to have some fun with that! Our keynote presentation will be given by Dr. Carl Moore on “Teaching Students to Fish.” The Call for Proposals has gone out and we are accepting your suggestions for 20-40 minute presentations and interactive workshops through February 28. Even if you are not planning to present, please mark your calendars and plan to be with us for. More information is available at

www.daltonstatecaeconference.com

On Friday April 15 we hold our Fourth Annual Student Scholarship Showcase. Please encourage any students that are undertaking scholarship to take this opportunity to present their work and encourage students and colleagues to come and support those presenting. Last year’s event was a wonderful day with over 120 students, faculty, and staff joining together to celebrate our students’ achievements in scholarship. This year every school will be able to participate, so the fun and learning should grow.

From Fall, we have the continuation of our reflective practice group “Heart of Education,” the Scholarship of Teaching and Learning group, and our “Teaching at its Best” group. Our Critical Conversations group has moved to a focus on how best to encourage our students’ success both here and in the long-term to

extend and support the work of the Student Success Committee. Thanks to Leslie Taylor and Jodi Johnson for agreeing to lead and facilitate this critical conversation.

In addition, thanks to Brian Hibbs, Omar Villanueva, Rosalva Moso, and Quincy Jenkins for agreeing to take us all in hand and help us learn (or remember what we used to know of) some conversational Spanish. The goal of this group is to support our institutional bid to become a Hispanic-Serving Institution. Each session we will be learning a few solid sentences to enable us to be welcoming to those students and their families who would benefit from our skills in that area.

Finally, the Center has also been extremely privileged to bring on B.A. History with Secondary Education certificate student and SGA Vice President, William Skiffen, as a part-time administrative assistant. Will is someone who is interested in one day himself being faculty and teaching at the college level, and he has been enthusiastic about his new job. He has offered a greeting on the next page. Will is currently involved with event organization and promotion, faculty recognition initiatives, and the development of our “CAE Learn Anytime” online development program. If you see him at any event, please welcome him and thank him for supporting our professional development.

I look forward to a busy and productive Spring 2016 Semester of Professional Development with you all.

Onwards and Upwards,

Marina

My name is Will Skiffen, and I am the current student worker/Administrative Assistant for the Center of Academic Excellence. I am a junior here at Dalton State working toward my Bachelor's degree in History with a Secondary Education certification and ESOL certification. My hope is to become a high school history teacher and build toward becoming a college professor, with my dream job being right here at Dalton State. Prior to my job with CAE, I have worked in the game room on campus as the Game Room Manager, the Campus Activities Board, and I currently serve as Vice President of Student Government Association. I have been involved with the Office of Student Life since coming to Dalton State. I am also married to Stephanie Skiffen and have a beautiful daughter named Harmony Skiffen.

I am beyond excited to be working with Dr. Smitherman and for CAE! I was immediately interested in the position when I heard about it because I have always been interested in establishing a closer relationship with the faculty on campus. The faculty at Dalton State is, in my opinion, top-of-the-line and is by far one of the greatest assets of the college. The faculty I have encountered in my years at Dalton State have always been welcoming and personable. Each faculty member has been ready to "bend over backwards" to help the students in any way possible. It is because of the amazing faculty here that I am wanting to become a professor. Though the campus continues to grow and change every semester, the faculty is still like a family and that family atmosphere shows to the students. For me, it is inspiring and motivating because the faculty give their all and do many different jobs besides just teaching.

I hope to contribute as much as possible to Dr. Smitherman, the Center for Academic Excellence, and Dalton State College while I am here. If there is anything I can do, please feel free to contact me via email and I will be willing to help in any way possible!

Thank you and Go Roadrunners!

William C. Skiffen

CAE Administrative Assistant

**Are you interested in
Quality Matters
training?**

**Please contact
David Brown,**

**Instructional Technologist,
dobrown@daltonstate.edu
Sessions will be scheduled
for later in the spring.**

**Quality Matters is an
international program for
certifying online courses.
Some staff here are
receiving basic training in
Quality Matters. DSC is a
member via the University
System of Georgia.
Courses are intense,
two-week, online
experiences in applying
the Quality Matters rubric
and creating online
courses.**

Faculty and Staff Recognition



Dr. David Williams



Dr. Jon Littlefield

Dr. David Williams, Assistant Professor of Marketing, and Dr. Jon Littlefield, Assistant Professor of Marketing, both in the School of Business, took four students to present at a conference. On November 6, 2015, members of the Dalton State College Collegiate Chapter of the American Marketing Association travelled to Athens, GA, and brought home some gold from the Northwest Georgia Regional Collegiate Conference!

Pictured L-R are Pedro Espitia-Avila, Juana Montoya, Ellen Kolbas, and Dr. Steve Carlson of Piedmont College. The three DSC students took first place in the Student@ROI Internet Marketing Simulation contest and runner up place in the Volkswagen Market Strategy case competition. Our Dalton State team competed against, and defeated, teams from Piedmont College, University of Georgia, and Georgia Southern. The Piedmont College Collegiate Chapter of the American Marketing Association sponsored the competition.

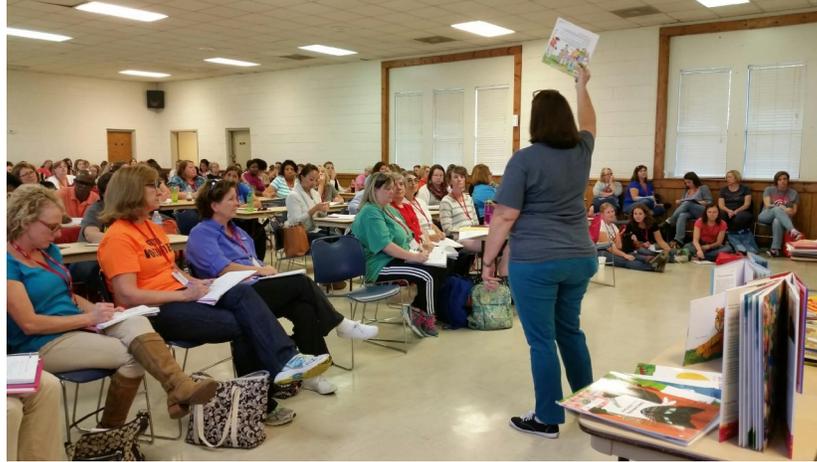
Our Dalton State AMA student teams continue to compete against, and win against, other better-funded chapters from our region and state. If you see these students around campus, or have them in one of your classes, we are sure they would appreciate a congratulatory word. Beep! Beep!



The Journal of Public and Professional Sociology, the official peer-review journal of the Georgia Sociological Association, published Dr. Hassan El-Najjar's article: "Comparison of Three Levels of Divorce in Whitfield County, State of Georgia, and the United States in Two Decades, 1990-2009."

The article can be accessed [here](#) at Kennesaw State University's website. Dr. El-Najjar is Associate Professor of Sociology and Anthropology at DSC.

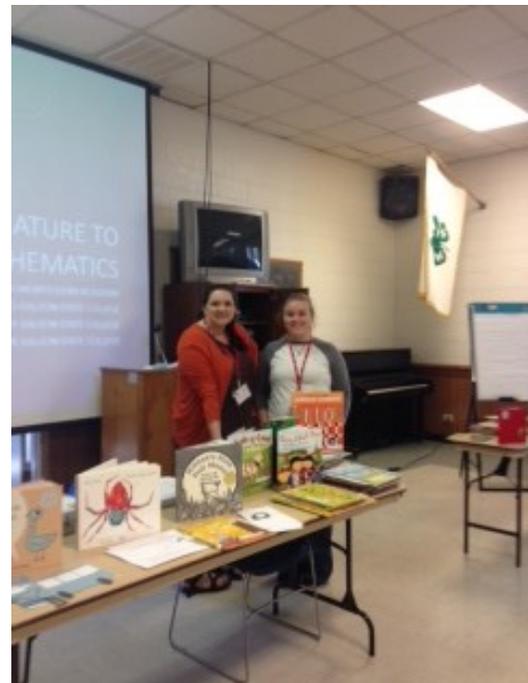
Faculty and Staff Recognition



Dr. Lovey Mesco presents to teachers in Greenville, SC, in October.

In October, two students in the School of Education, Kristin Worley and Shaylee Kissner, both BSED Early Childhood Education students, presented at the Georgia Council of Teachers of Mathematics. The title of their presentation was “Using Literature to Teach Mathematics.” They presented to a packed house and were very well received. About the experience, the students Kristin said, “I’m really thankful that Dr. Mesco included us in the presentation. It allowed us an opportunity to learn about math and literature for our own future classrooms while also helping us build our resumes for graduation this spring. It was a very enjoyable experience.”

Additionally Dr. Sharon Hixon and Dr. Lovey Mesco presented at the Institute for Child Success in Greenville, SC, on a Friday in October. Their subject was the Saturday Academy. There was much interest expressed in the work the School of Education faculty are doing, and the session was well received. Dr. Hixon is Dean of the School of Education, and Dr. Mesco is Assistant Professor in the School of Education.



Faculty and Staff Recognition



Dr. Ken Ellinger, Associate Professor of Political Science (above left), and Mr. Matt Higgs, Associate Professor of Political Science (above right), were awarded grants in Round V of the Affordable Learning Georgia process. They will create a no-cost course pack for POLS 1101 (American Government) based on the MIT open courseware and other available online, open-source materials, but they will make the materials more interactive with video clips and other tools.

Dr. Ellinger states, “We will basically be looking everywhere online for American Government materials that meet our pedagogical specifications—and that our students can access at no cost. We have committed to using only free online resources to teach our POLS 1101 classes in the entire 2016-17 academic year.” This course pack will take the place of a textbook and will save Dalton State students many thousands of dollars on textbook costs. Dr. Ellinger adds that the materials will be available for American Government students at other colleges if their faculty desire to use them. Mr. Higgs and Dr. Ellinger join several other DSC faculty who have been awarded ALG grants in Rounds I-IV.

Dr. Javad H. Zadeh, Assistant Professor of Mathematics, is publishing an article entitled "Convex Polyhedra are Assembled by Pyramids" in the March issue of the *Mathematics Teacher* journal.

New Journal

International Journal for
Scholarship of Technology
Enhanced Learning

www.ijstotel.org

**An open access peer-reviewed journal
exploring the intersections of the
scholarship of teaching and learning and
technology enhanced learning.**

TO EAB OR NOT TO EAB: It's really not a question



Let me start for apologizing for that terrible pun and desecration of *Hamlet*—but it did get you reading.

Using EAB really should not be a question, if you have any advisees. The advantages of the EAB platform to the advising conversations you will have with your students are not easily measured, but neither are they easily dismissed.

1. EAB helps you find key data—withdrawal record, missed benchmarks, term GPAs—about the student more quickly than in Banner.
2. Provides up-to-date information about the student **AS WELL AS** careers in a wide range of industries and disciplines.
3. EAB allows you to keep notes, email the students, and organize your advising work.
4. The company behind EAB, the Educational Advisory Board, constantly updates the product (in fact, that is one of the reasons for this article).
5. EAB offers an incredibly robust set of filters to find the types of students you are looking for to target outreaches or to find the students who need to be recognized.

These are just a few of its benefits. But most of you know this, at least you have been told it. Where do we go from here?

- ⇒ Start using it, especially when Fall registration starts in March. First step: Find your students and reach out to them through the email function.
- ⇒ Attend one of the training sessions on February 2 at 10:50-12:05 and 12:15-1:30. Contact btucker@daltonstate.edu for more information. These sessions are about advanced use of EAB.
- ⇒ Consider becoming a specialist in EAB to obtain specific training and be able to help colleagues with their use of the platform.
- ⇒ When invited, join the EAB Users Group for updates, tips, and communication about the product, or visit the D2L site.
- ⇒ On the next page is an important flyer from the Educational Advisory Board about a recent update that can benefit you in communicating with your students.

Release Announcement

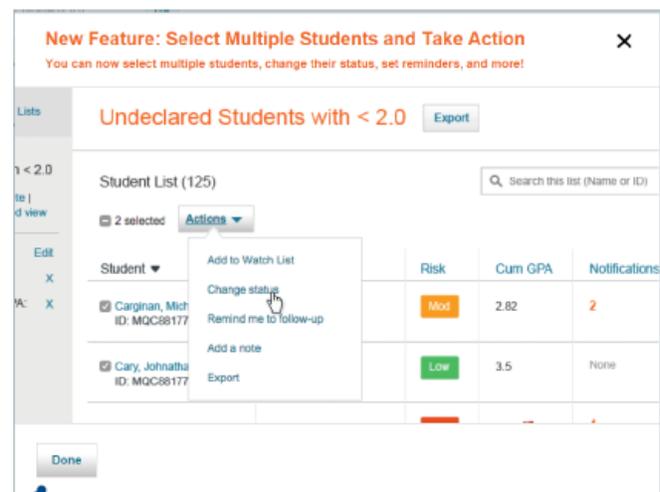
1.9.16

Mass Operations

Purpose

This release continues SSC's drive toward supporting advisor productivity and efficiency by allowing users to take action on multiple students at the same time.

1. Users will have the ability to make an update to multiple students at the same time by selecting students from a List or Watch List
2. The Mass Operations feature enables users to add selected students to a Watch List, update their status, set reminders, or add notes on selected students simultaneously
3. This new feature also allows users to export only selected students versus an entire list
4. When the prepared action is entered, a pop-up screen will prompt the user to confirm their change



New Feature: Select Multiple Students and Take Action
 You can now select multiple students, change their status, set reminders, and more!

Lists **Undeclared Students with < 2.0** Export

1 < 2.0
 Student List (125) Search this list (Name or ID)

2 selected Actions

Student	Risk	Cum GPA	Notifications
<input checked="" type="checkbox"/> Carginan, Mich ID: MQC88177	Mod	2.82	2
<input checked="" type="checkbox"/> Cary, Johnatha ID: MQC88177	Low	3.5	None

Done

A pop-up screen orients users to the new watch list upload feature

Additional Details

100 Student Limit: Users who attempt to make a change simultaneously to over 100 students will receive a warning that this is not allowed in order to prevent high-impact mistakes



First Year Experience: State of the Union

Every full-time, first-time student who enters Dalton State College, except for a small cohort, is required to complete a first year experience course. In Fall 2015 over 960 students were enrolled in the course. Along with the standard FYES 1000 course, several faculty or staff taught FYES 1200 sections. It looks like 88.4% of full-time, first-time freshmen students from Fall 2015 returned in Spring 2016, an impressive number. FYES has much to be thanked for that.

As we mentioned in the Fall Faculty Meeting, First Year Experience is excited to expand our course offerings to include thematic seminars (First Year Explorations). Eleven faculty members have done so, creating courses around their interests. For example, Dr. Seth Weitz, Associate Professor of History, created and taught “History of Sports;” Dr. Alicia Briganti, Assistant Professor of Psychology, developed “Psychomythology;” and Marshall Parrent, Advisor for Health Professions, taught “Stephen King on Writing.” In order to help potential nursing students, Ms. Deb Richardson, Assistant Professor of Nursing, taught a course “Learning to Learn” with an emphasis on the expectations of pre-nursing students.

These seminars are intended to engage first year students in the disciplines and topics that we, as instructors, are passionate about. In addition, these seminars are designed to introduce students to academic life at Dalton State College and reinforce the academic behaviors that lead to

student success. First Year Explorations also provide the opportunity for faculty to interact with first year students in a small class environment, allowing for more student interaction and active learning techniques.

These courses will be open to all first year students. Although we can encourage students in a particular major to sign up for a course, students will be free to take any FYES course that they feel will be most beneficial to them.

Second, these courses **ARE NOT** intended to be an introduction to a specific major. That is, they are not an orientation to the requirements and opportunities of a specific program. However, it is an opportunity to excite students about your discipline (or topics related to your discipline). Below are some links to a list of seminars that may provide inspiration as you develop your course.

[UGA Freshman Odyssey Thematic Seminars](#)

[Sienna College First Year Experience Themes](#)

[Georgia Southern University Thematic Seminars](#)

[Dickinson College \(PA\)](#)

Other exciting innovations will be added to the FYES 1000 and 1200 courses and to events and activities for the first year students.



Jan 2016

Mon.	Tue.	Wed.	Thu.	Fri.
18 <i>MLK Holiday</i>	19	20	21	22
25 <i>Heart of Education</i> Reflective Practice Group 12:30-1:30pm PH202. Video Editing 3:00pm-4:00pm Library 113	26 <i>Teaching at its Best</i> 3:45-4:45pm PH202	27 <u>Conversación en Español</u> 3:30-4:15pm LIA310 Office 365: Tools for Teaching 3:00pm-4:00pm Library 113	28 "Critical Conversations" Student Success 12:30-1:30pm PH202 USG Webinar: Successful Practices in Teaching Adult Learners Online 12:00-12:30pm	29 Eddie Watson: "What Do We Really Know About How People Learn" 10:00am-12:00pm <u>Peoples</u> Hall 111. Online Polling 10:00am-11:00am Library 235

notes

Critical Conversations "Student Success" Group led by Jodi Johnson and Leslie Taylor

Conversación en Español led by Brian Hibbs, Omar Villanueva, Rosalva Moso and Quincy Jenkins

"Heart of Education" Coffee & Conversation Group led by Barbara Tucker & Natalie Johnson.

SOTL Group led by Brian Hibbs & Barbara Tucker.

Women in Leadership group led by Marina Smitherman.

"Teaching at its Best" New Faculty Group led by Elizabeth Lucht.

Register for USG Webinars at

http://www.usg.edu/faculty_affairs/workshops/category/academic_year_2015_2016

7th Annual T&L Conference will be held Friday April 1st 2016, see www.daltonstatecaeconference.com.

4th Annual Student Scholarship Showcase will be held Friday April 15th 2016, 9-3pm in Peoples Hall. Register via the CAE Webpage - <https://www.daltonstate.edu/academics/cae-event-calendar.cms>

Instructional Technology Sessions led by David Brown

Graduation will be held on May 7th at 7:30pm at the Trade Center

Any necessary changes will be sent via email and updated on the web. Event registration is via our website <https://www.daltonstate.edu/academics/cae-event-calendar.cms>.



Feb 2016

Rectangular Snip

Mon.	Tue.	Wed.	Thu.	Fri.
1	2 Advanced EAB Training PH105 at either 10:50-12:05 or 12:15-1:30pm	3	4	5 Safe Zone Training 10:00-12noon PH207
8 <i>Last Day to Drop/Withdraw from B-Session</i>	9 Scholarship of Teaching & Learning Group, 3:15-4:15pm LIA 310 USG Webinar - Flip Your Classroom one activity at a time" 12-12:30pm	10 <u>Conversación en Español</u> 3:30-4:15pm LIA310	11 Designing a New Online or Hybrid Class 3:00pm-4:00pm Library 235	12
15 <i>Heart of Education Reflective Practice Group,</i> 12:30-1:30pm LIA 310.	16 <i>Teaching at its Best</i> 3:45-4:45pm PH202.	17 USG Webinar: <u>EduNav</u> , 12-12:30pm "Tips & Tricks for using <u>Turnitin</u> ", Jenny Crisp 3:30-4:30pm, PH105	18 Women in Leadership Group, 12:30-1:30pm, PH202 "Tips & Tricks for using <u>Turnitin</u> " Workshop 3:30-4:30pm, PH105	19 <u>Screencasting</u> 10:00am-11:00am Library 113
22 Deadline for 7 th Annual T&L Conference Proposal Submissions is February 28 th !	23 USG Webinar: Intro to Web Accessibility, 12:00-12:30pm	24 <u>Conversación en Español</u> 3:30-4:15pm LIA310	25 Student Success 12:30-1:30pm <u>Preventing Plagiarism</u> 3:00pm-4:00pm Library 113	26 "Teaching/Assisting Challenging Students" Andrea Roberson & Travis McKie Voerste 10:00am-12:00pm PH207
29 <i>Heart of Education</i> 12:30-1:30pm LIA 310			25 <u>GaWHE</u> Conference "Leaning In – Reaching Out" Knowing Yourself and Helping Others." Life University,	26 <u>GaWHE</u> Conference



March 2016

Mon.	Tue.	Wed.	Thu.	Fri.
	1 Scholarship of Teaching & Learning Group, 3:15-4:15pm LIA310	2 <i>C-Session Classes Begin</i>	3	4 <i>Midterm Grades Due</i>
7 <i>Spring Break</i>	8 <i>Spring Break</i>	9 <i>Spring Break</i>	10 <i>Spring Break</i>	11 <i>Spring Break</i>
14	15 <i>Teaching at its Best</i> 3:45-4:45pm PH202	16 <u>Conversación en Español</u> 3:30-4:15pm LIA310	17 <i>Last Day to Drop/Withdraw A Session</i> Women in Leadership Group 12:30-1:30pm PH202 USG Webinar: Reacting to the Past, 12-12:30pm	18 Badges/Certificates in <u>GAView</u> 10:00am-11:00am Library 113
21 <i>Heart of Education Reflective Practice Group</i> 12:30-1:30pm LIA 310 Quizzes in <u>GAView</u> 3:00pm-4:00pm Library 113	22 Scholarship of Teaching & Learning Group, 3:15-4:15pm LIA310	23 USG Webinar: Using OER and No Cost Resources in Course Design, 12-12:30pm	24 Student Success Group 12:30-1:30pm PH202 ADA Accessibility 3:00pm-4:00pm Library 113	25
28	29 <i>Teaching at its Best</i> 3:45-4:45pm PH202	30 <u>Conversación en Español</u> 3:30-4:15pm LIA310	31	



April 2016

Mon.	Tue.	Wed.	Thu.	Fri.
				1 7 th Annual Teaching and Learning Conference <u>Peeples Hall 1st Floor</u> 8:00am-5:00pm
4	5 USG Webinar: Political Science Classrooms, 12- 12:30pm	6	7 Women in Leadership Group 12:30-1:30pm PH202.	8 <i>Last Day to Withdraw/ Drop C Session</i>
11 <i>Heart of Education</i> Reflective Practice Group 12:30-1:30pm LIA 310.	12 Scholarship of Teaching & Learning Group, 3:15-4:15pm LIA310 Badges/Certs in <u>GAView</u> , 3-4pm Library 113	13 <u>Conversación en</u> <u>Español</u> 3:30-4:15pm LIA310 USG T&L Conference in Athens	14 USG T&L Conference in Athens	15 4 th Annual Student Scholarship Showcase 9am-4pm <u>Peeples Hall 1st Floor</u>
18	19 <i>Teaching at its Best</i> 3:45-4:45pm PH202.	20	21 Student Success Group 12:30-1:30pm PH202.	22 Tips for Engaging Online Classes 10:00am-11:00am Library 113
25	26	27 <i>A and C Session</i> <i>Last Class</i> <u>Conversación en</u> <u>Español</u> 3:30-4:15pm, LIA310.	28 <i>Finals</i>	29 <i>Finals</i>

notes

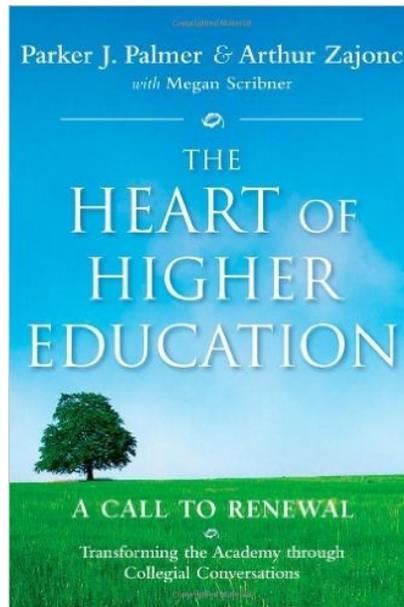
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Graduation will be held on May 7th at 7:30pm at the Trade Center

Instructional Technology Sessions led by David Brown.

Based on the books *The Heart of Higher Education* by Parker Palmer and *Transformative Conversations* by Peter Felten, these groups seek to encourage, connect, and embody reflective practice.



Using the ideas in the book as a starting point, the group is designed to create conditions for mutual support and mentoring of each other as we navigate a changing higher education landscape, fulfill our vocation of teaching, and try to meet students' learning needs while achieving work-life balance. Led by Barbara Tucker & Natalie Johnson

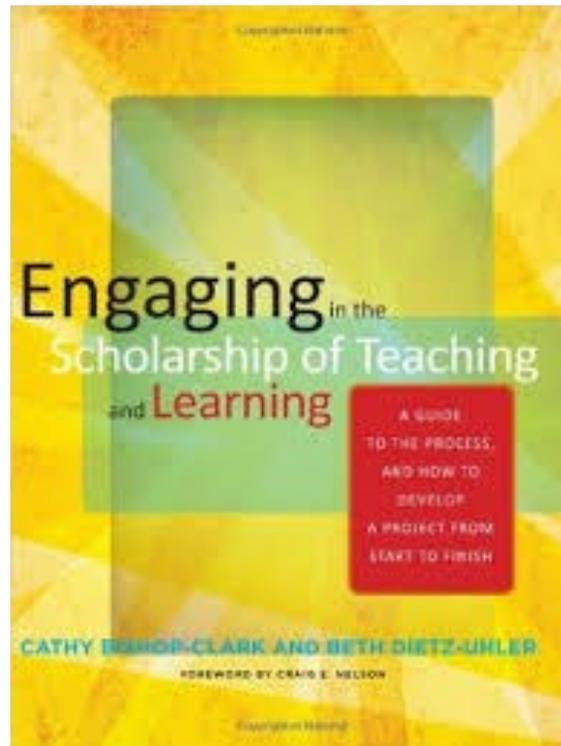
Mondays at 12:30-1:30pm in LIA 310
February 15, February 29, March 21,
and April 11

Register at <https://www.daltonstate.edu/academics/cae-event-calendar.cms>

Dalton State Center for Academic Excellence
Presents

Scholarship of Teaching and Learning

Spring 2016
 Dates:
 February 9
 March 1
 March 22
 April 12



Workshops are
 3:15 PM
 To
 4:15 PM
 LIA
 310

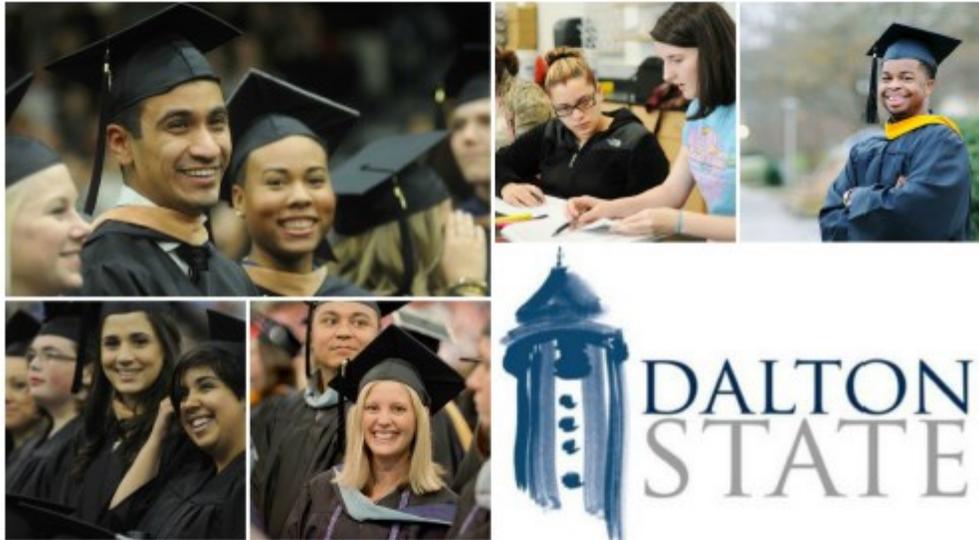
This guide provides prospective SoTL scholars with the necessary background information, foundational theory, tools, resources, and methodology to develop their own SoTL projects.

Register at <https://www.daltonstate.edu/academics/cae-event->



**Dalton State Center for Academic Excellence
presents**

***Critical Conversations:
Student Success***



How can we help students at our college be success in the classroom and beyond? These conversations will give ideas as to how to help students be success for a lifetime!

Spring 2016 Dates:

February 25th, March 24th, and April 21st

All workshops are from 12:30 PM to 1:30 PM

Register at <https://www.daltonstate.edu/academics/cae-event-calendar.cms>



Dalton State Center for Academic Excellence
presents

Women's Leadership

Spring 2016

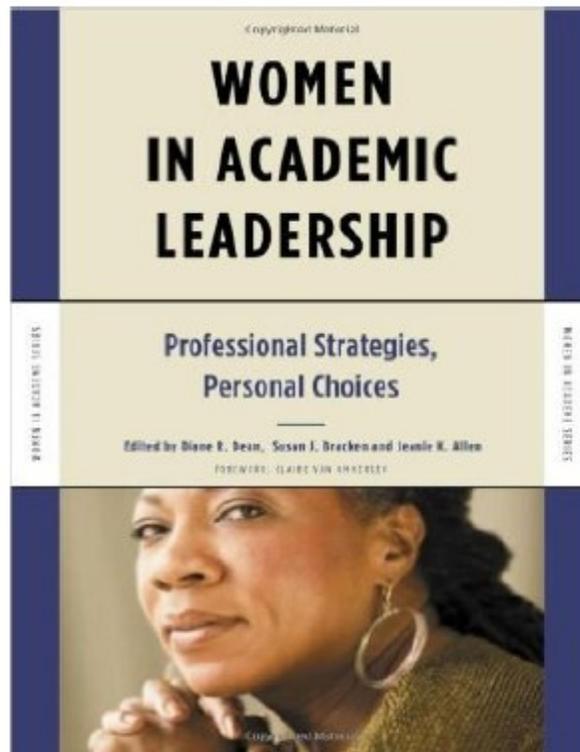
Dates:

Feb. 4th

Feb. 18th

Mar. 17th

Apr. 14th



Workshops
are

12:30 PM

To

1:30 PM

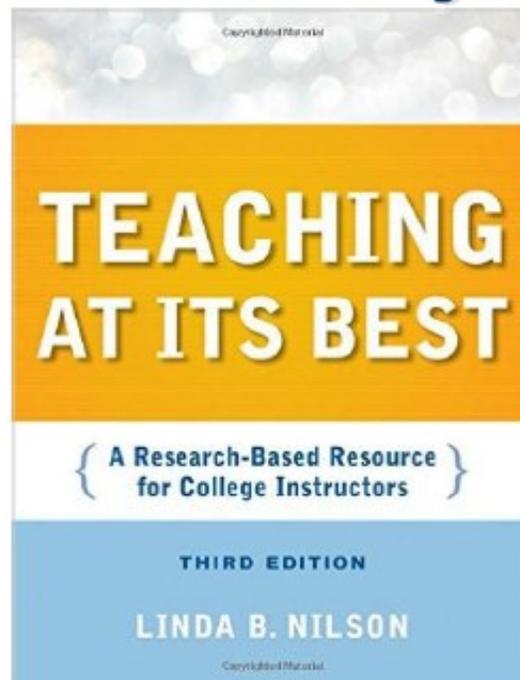
For women in academe who seek to reach their professional potential and maintain authenticity, this book and workshop offers encouragement and a myriad of strategies for their growth and development.

Register at <https://www.daltonstate.edu/academics/cae-event-calendar.cms>



Join our Teaching and Learning Community

Challenging
Classes?



Enjoy meeting
other faculty?

Spring 2016 Dates

Feb 16th, Mar 15th, Mar 29th,

and Apr. 19th

Final Semester!

Catch it Before it Goes!

Register at <https://www.daltonstate.edu/academics/cae-event-calendar.cms>

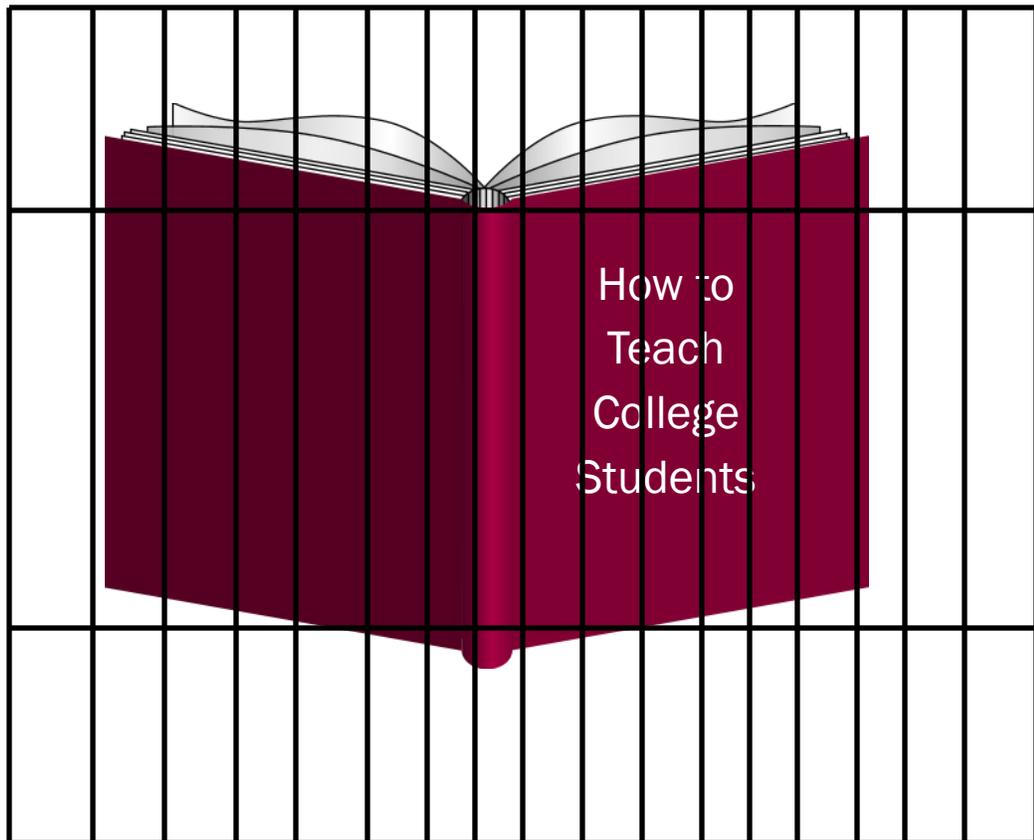
Do you have books in jail?

Free your books!

Do you have books about college teaching and learning on your shelves that you could share with colleagues?

Donate them to the Center for Academic Excellence to be housed on reserve in the Roberts Library.

Contact Dr. Marina Smitherman at msmitherman@daltonstate.edu



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 have applicability across disciplines.

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.