

Interview with President Cathy Cox

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News Update
Center for Teaching
and Learning**

CTL Workshops and 15-Minute Sessions

For the Spring semester, we are offering several workshops on topics from GeorgiaVIEW, Kaltura, instructional approaches, and more. [Register for any of our sessions!](#)

We are also offering 15-minute presentations for departments or units on the following topics: student motivation, Office 365 tools, Adobe tools, student engagement, various active learning approaches, and creating a personal environment in GeorgiaVIEW. Contact us at ctl@gcsu.edu to request a session for your unit!

Ms. Jaclyn Queen and Ms. Katie Smith spoke recently with Dr. Cathy Cox, President of Georgia College, to capture her insights on the importance of supporting instructors in their facilitation of student learning and the value to both individuals and the community at large in a liberal arts education. President Cox has had a varied career, first in journalism, then in law



President Cathy Cox speaks with Dr. Lee Gillis, Department Chair of Psychological Science.

and public service, and now in higher education as a part-time instructor and an academic administrator. Through her lived experiences, she sees the importance of establishing strong relationships with the community around her and understands the impact of engaged learning and a beneficial instructor-student partnership. President Cox shared that working collaboratively within the community can open students' eyes to issues and concept applications they might have overlooked. We are excited to share her unique perspective and experiences with our readers!

As a child, President Cox and her three sisters grew up under a unique mixture of guidance from the joint influence of their parents. Her mother was an artist and musician and taught her daughters to appreciate art and design, and her father was a businessman and politician who shaped her views on leadership. "We just grew up in a world where everything was interesting," said President Cox. This passionate curiosity about the world led her through various academic pivots. She explored plant science, journalism, and law. She pursued her continually emerging interests through pivots in her career, from police reporting, the practice of law, public service, and higher education. As president of Young Harris College, a private liberal arts college, she led the institution's expansion from offering two-year programs to offering four-year programs. During this process, her team strategically examined the relevance of a liberal arts degree, and President Cox became convinced that "as complex as the world is and continues to become...the more you can understand and think critically and solve problems and be nimble in changing as the world changes...the better off you're going to be in life." Her variety of teaching experiences in continuing education and at the undergraduate and graduate levels also impacted her support for the liberal arts and her philosophy of teaching and learning. While she does not consider herself a teaching expert, her time in the classroom demonstrated to her that "the more I can engage students, the more students of today are going to respond, retain, and be excited about the learning process."

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As an instructor herself, though not having come up in the traditional pathways of academe, President Cox sees the value in the small class sizes at Georgia College and understands how it benefits instructors as they provide an environment conducive to engaged learning while being attuned to their students. In creating this environment, instructors need to be prepared and keep up with pedagogy. "I'm in awe of the [instructors] who study the science of learning, who think about it, and... are constantly assessing themselves and looking for ways [to] improve their teaching skills," says President Cox. Her own experience in the classroom set her on the path to thinking about what makes an effective teacher. She wholeheartedly supports making professional development accessible to instructors and looking for unconventional modes of instruction, such as expanding lessons beyond the classroom to the community. As a state institution, she believes we should use institutional expertise and resources to help address needs in the surrounding communities. She acknowledges the privilege of engaging with those communities as a learning laboratory for students, which allows them to apply their newly gained knowledge in the real world. "It's such an important part of a liberal arts education," says President Cox, "to be mindful of your environs and your community and the community needs."

While instructors are responsible for the learning environment and fostering student engagement, students are equally responsible for preparing for class and developing active learning skills, such as listening and notetaking. Georgia College's selective admissions process means that "we set expectations high: you're going to have to work as a student to do well," says President Cox. Awareness of and engagement with the local communities, especially in a class setting, gives students a chance to tackle real-life issues that they may not understand or are challenging to solve but are universal to society. President Cox believes that these engaging experiences can lead to future opportunities for students, not only in discovering new interests but also in developing leadership ability, especially valuable for the large population of women students at Georgia College. Leaders will need to face the discomfort of making decisions and dealing with conflict while still giving others a voice. Learning to address community issues can help develop a foundation for these skills.

Georgia College is known for developing future young citizens, leaders, and professionals who are guided by ethical principles and transformed by the challenges of engaged learning and community service, and President Cox is well-prepared to continue this mission. Since she was named Georgia College's president, President Cox has met many Georgia College alumni who may not be working in their initial field of choice but feel that they received a well-rounded education which opened the doors for them to pivot to other professional interests. The goal of a liberal arts education, she says, is to be "ready and open to moving in new directions that can enrich your life, your livelihood, and everything down the road that makes life wonderful." As we saw in our interview, President Cox believes that continuous learning, developing connections within the community, and growing the leadership ability to engage locally and globally should be a priority for administrators, instructors, and students alike. Georgia College is a teaching-centered university, says President Cox, and she values the support from the Georgia College community for instructors who, in turn, benefit our students as they prepare for and transition to their post-college endeavors.

News from IT

Thank you for completing the Information Security Awareness Training. We have over 99% completion among faculty and staff and over 96% completion from student employees! The U.S. reports intensified threats coming from Russia regarding cybersecurity attacks on U.S. targets, highlighting the need for cybersecurity awareness, training, and vigilance. We appreciate all efforts to keep Georgia College and its data safe and secure!

- Susan Kerr, CIO

Keep Up with the Center for Teaching and Learning on Social Media!



News from the CTL

Impact Your Teacher Effectiveness Ratings through the Objective Selection Form (OSF)

The Objective Selection Form (OSF) opens **March 8** for the Spring 2022 semester through **May 2**. The OSF allows faculty to identify targeted learning objectives to measure teaching effectiveness, and faculty response to the OSF drives summative results on the Student Rating of Instruction Survey (SRIS). The primary indicator of teaching effectiveness is how well students rate their progress on learning objectives that faculty mark as Important or Essential on the OSF. Since every course is different, this research-based instructor-driven model interprets teaching effectiveness based on indicators identified by the instructor. Most instructors, being familiar with their course learning objectives, decide and mark the OSF in ten minutes or less per course. You can access the OSF by visiting the [OSF Manager](#).

Please contact sris@gcsu.edu with technical questions or concerns. For assistance completing the Objective Selection Form (OSF) by matching your course learning objectives to objectives found in the survey, please contact the Center for Teaching and Learning at ctl@gcsu.edu or 478-445-2520.

Course Quality: Developing Quality Online Courses Certification

Wouldn't you like to improve your online course's quality and receive certification that you have completed the process for developing quality online courses? If so, the Center for Teaching and Learning offers you the opportunity to register for Quality Matters (QM) training. Upon completing the QM training, you will receive a certificate from QM, verifying your readiness to develop a quality online course.

Nationally recognized, QM is the global organization leading quality assurance in online and innovative digital teaching and learning environments. It provides a scalable quality assurance system for online and blended learning used within and across organizations. QM designed this professional development opportunity to help educators deliver the promise of quality online learning opportunities to every level of learning.

You must have a GC or USG QM account to register for this workshop. If you haven't already, you can create a QM account by visiting the [Quality Matters website](#) and selecting "No, I am new here," which will allow you to register for this workshop and connect you with other QM workshops and resources. Once you have created an account, you can find and register for this offering in your QM portal by doing the following:

1. Login to your [MyQM portal](#).
2. Navigate to select the "Workshop - Register" menu
3. Select the "Dedicated Training" link
4. Locate the correct session, "Independent Applying the QM Rubric - Virtual (APPQMR) : (Statewide Systems) After April 4, 2022."
5. Select the "Register link and follow the steps to register for the session

We hope you will take advantage of this certificate opportunity and join us on April 15. This workshop is open to the entire USG system statewide, and the seats are capped at 30, so don't delay and miss this opportunity offered by CTL only once each semester!

GeorgiaVIEW Updates

Updated Desire2Learn (D2L) visual **branding** across the Brightspace (GeorgiaVIEW) web and mobile apps. This will not change any Georgia College branding throughout the Learning Management System.

Print and Download buttons are now available when viewing a content topic in fullscreen.

Within the **Intelligent Agent tool**, instructors now have the ability to create, assign, and manage categories. In addition, a new bulk edit option is available to edit the title, category, and active/inactive status. Active/inactive status icons for individual agents have been updated, as well.

New improvements to the date and time selector in the calendar: the **Set to Today** button is renamed to **Today**. A new **Now** button sets the current date and time. The **Today, Now, and Clear** buttons are center-aligned under the dates in the calendar.

The **Course Import/Export tool** now includes import/export logs as part of the **Course Import/Export history**, which also includes navigation breadcrumbs.

If you have not already begun using the new **Discussion Evaluation** experience, you are now required to do so; you no longer have the option to opt-out or revert back to the previous version.

The **Discussion Evaluation** experience now includes a grading rubric drop-down in the sidebar menu that allows the instructor to choose a grading rubric when evaluating a discussion. If a normal topic assessment with **Points/Customer Points-based rubric** is selected, this rubric is the one whose score transfers to the **Overall Grade Field**. The score transfer does **not occur if Allow assessment of individual posts or a Text rubric** is selected.

It's Back - High Impact Practices (HIPs) Summer Institute: 2022!

Have you ever wanted to spice up your course or your program? Have you thought, "There must be a better way to engage our students?" Then join us for the 3rd annual High Impact Practices (HIPs) Summer Institute: Incorporating Transformative Experiences into the Classroom! This five-day professional development opportunity sponsored by GC Journeys and hosted by the Center for Teaching and Learning allows faculty to engage with expert guest speakers on incorporating or enhancing elements of essential learning outcomes, high-impact practices, principles of excellence, authentic assessment, and signature student work into current GC courses. After being provided with information about capstones, first-year experiences, internships, leadership, service learning, study abroad, and undergraduate research, a team of transformative experience mentors will guide participants to decide how to incorporate one (1) Transformative Experience as a cornerstone of their course.

Participants will meet entirely online for the institute's first four (4) days **on June 20, 22, 27, and 29 from 3-5 p.m.** On the institute's final day, the *Wrap-Up Party* will meet in-person **on August 2 from 12:30-1:30 p.m.**, lunch provided - campus location to be announced. Please ensure you can attend all five (5) institute sessions.

All course completers are eligible to receive **\$500** in professional development funds! Please sign up by clicking [here](#) by **May 15**. For more details, please contact the Center for Teaching and Learning at 478-445-2520 or ctl@gcsu.edu.

CTL/IT Workshop

Using Microsoft Teams for Collaboration

Angie Moxley of IT and Jaclyn Queen of CTL are excited to welcome you as they showcase Microsoft Teams! All students, instructors, and staff have access to an institutional Microsoft Teams account, so why not learn more about how to use it? Workshop participants will learn more about the capabilities of Microsoft Teams, starting with logging in to Teams, creating a Team, creating a channel in Teams, and discover ideas to maximize the use of Teams in the classroom! Microsoft Teams is designed to bring individuals and groups together to share and store information, meet virtually, and collaborate all in one space, making it perfect for promoting student engagement. Participants will learn how to use the Insights option to view engagement levels, learning patterns, and wellbeing trends. They'll also learn how to create a central location for files, how to create assignments and student notebooks, and how to upload class materials.

Whether they are working on projects or sharing content, teammates can come together to participate in secure meetings, share files for group work, continuously update files throughout the learning process, and host video conferences. In Teams, individuals can collaborate in real time, right where the work is happening, and have informal chats while sharing deliverables. Collaboration and teamwork are effective methods that allow groups to work together to achieve shared goals by brainstorming ideas to develop more solutions – thus helping to reach comprehensive learning.

The workshop will take place on **April 5 at 12 noon** and will be hosted as a hybrid session. Participants are welcome to attend virtually through a link that will be sent out the morning of the workshop, or face-to-face in Library 376.

[Register for Using Microsoft Teams for Collaboration!](#)



Center for Teaching and Learning

High-Impact Writing: Incorporating Service-Learning and Mentored Research into Writing-Intensive Courses

Here's a [Pecha Kucha](#) (pronounced *pech-aa koo-chaa*) presentation created by Dr. Stefanie Sevcik, HIPs Faculty Champion, to present at the USG-CTL conference. The presentation is organized around her collaboration with the Women's Center, while touching on GC Journeys and the frameworks for success. Enjoy a unique information-packed introduction to incorporating high-impact practices into class!

Have Suggestions? Need Help?

Contact Us

Phone:
478-445-2520

Email:
ctl@gcsu.edu

Location:
Ina Dillard Russell
Library, Room 375