

Academic Affairs Excellence Awards

Application Form



Name: Cynthia Alby

Rank: Professor

Department: Teacher Education

Award applying for:

(Check one)

<input type="checkbox"/>	Excellence in Teaching Award*
<input type="checkbox"/>	Excellence in Online Teaching Award*
<input type="checkbox"/>	Excellence in Scholarship & Creative Endeavors Award*
<input checked="" type="checkbox"/>	Excellence in University Service*
<input type="checkbox"/>	Excellence in Scholarship of Teaching & Learning Award*
<input type="checkbox"/>	Department/Program Excellence Award^
<input type="checkbox"/>	Irene Rose Community Service Award^
<input type="checkbox"/>	Laurie Hendrickson McMillian Faculty Award^

*college selection required before being forwarded to university

^university awards

College nominees' final applications received by Center for Teaching and Learning (ctl@gcsu.edu) by March 1.

Please insert the required documentation in the pages below for the award category you have noted above. Detailed information associated with each award is available online at the [Center for Teaching and Learning website](#).



February 27, 2022

Craig M. Turner Excellence in University Service Award
Georgia College
Milledgeville, GA 31061

Dear Members of the Craig M. Turner Excellence in University Service Award Selection Committee:

It is with great pleasure that I write to nominate Dr. Cynthia Alby for the Craig M. Turner Excellence in University Service Award. I had the pleasure of working closely with Dr. Craig Turner in the University Senate. His love for Georgia College mirrors Cynthia Alby's love for Georgia College. I cannot think of another faculty member more deserving of recognition for exemplary service.

Dr. Alby has been my colleague for 12 years. But she is more than that. She is a role model for me. She loves learning and loves sharing that learning with others. When the Georgia College Provost announced the GC Journeys initiative, I could not think of a more ideal person than Dr. Alby to lead this initiative. Through this initiative and numerous college and university committees, Dr. Alby has maintained a consistent and sustained record of service.

To the university community, Dr. Alby has demonstrated an exemplary level of service. She loves the designation of Georgia College as the state's designated public liberal arts university, so it came as no surprise to me to learn that she has been co-chairing the Liberal Arts Council since 2014. The Council developed several subcommittees and Dr. Alby serves on two of the subcommittees, as a member of the "Capstones" subcommittee and as a co-chair of the "Pathways" subcommittee.

The merging of the liberal arts mission, and a newfound attention to the power of High Impact Practices, paved the way for Dr. Alby to begin designing GC Journeys. As Dr. Alby likes to say, she and Dr. Cara Smith "hatched" the idea for the GC Journeys program on a plane ride back from an AAC&U Conference. As director of the program, she laid the foundation for the focus on having each GC student complete five transformative experiences by the time they graduate. Three of those experiences are embedded and the other two are student-choice. Dr. Alby has been actively involved in the First-Year Academic Seminar (FYAS) redesign committee, which is part of the First-Year Experience, one of the embedded transformative experiences. GC Journeys has received numerous state and national recognitions, and Dr. Alby is sought by colleges and universities around the nation as a national expert on experiential learning and high-impact practices. Her work in designing transformative learning for students is also informed by her experience as a team member on the National Association of System Heads Grant: *Georgia Guided Pathways and High Impact Practices for Equitable Education*, part of a \$1.2 million Lumina Foundation Grant.

Over the past decade, faculty across campus have come to know Dr. Alby as a leader in faculty development. In addition to serving for two years as co-director for the Center for Excellence in Teaching and Learning, she has developed many faculty workshops, including the semester long, *Course Design for Transformative Learning*. She actively serves on the New Faculty Orientation Steering Committee and as the Midterm Course Assessment Leader. She is a great asset and service to GC faculty.

Dr. Alby's time, talent, and vision is recognized by others outside of GC, and she is regularly called upon to lend her expertise at both local and state levels. Locally, Dr. Alby developed and teaches year-long faculty development programming for Baldwin County High School (since 2004). At the state level, she serves as the Governor's Teaching Fellows Alumni Association Steering Committee Co-Chair and Conference Chair (since 2005). Dr. Alby also served as the GC representative to the statewide Faculty Learning Community on the LEAP Initiative (2016-2017). Her influence is felt beyond the state level as Dr. Alby serves as a reviewer for the *International Journal for the Scholarship of Teaching and Learning* (since 2014).

Another thing that I really admire about Dr. Alby as a role model is how she seamlessly integrates her teaching, scholarship, and service. For example, in 2021 she co-authored a book, *Learning that Matters*, which speaks to her commitment to scholarship, but there's more! The authors created a website to accompany the book where they share excellent resources, and Dr. Alby manages 80% of the work on the website. She also developed university, state, and national book clubs around *Learning that Matters*. The national book club included directors of centers for teaching and learning across the nation, expanding her reach well beyond Georgia.

Dr. Alby is a student of her own teaching. She loves learning new and innovative teaching strategies to increase her students' success, but she doesn't stop there. Dr. Alby shares her knowledge and experience with others, and this mirrors the exemplary service that was characteristic of Craig M. Turner. One of her greatest dispositions is to lift-up those around her, and she accomplishes this in service to others at the college, university, local, state, and national levels. The world needs more individuals like Dr. Cynthia Alby!

Sincerely,



Nicole M. DeClouette, Ph.D.
Interim Associate Dean & Professor of Special Education
John H. Lounsbury College of Education
Georgia College



Department of Teacher Education
John H. Lounsbury College of Education
Campus Box 70
Milledgeville, Georgia 31061-0490

27 February 2022

University Teaching Excellence Awards Committee
Georgia College
Milledgeville, GA 31061

Greetings, Members of the University Teaching Excellence Awards Committee:

I enthusiastically write in full support of Dr. Cynthia Alby's nomination for the Craig M. Turner Excellence in Service Award.

Dr. Alby's sustained service to our Department of Teacher Education, the John H. Lounsbury College of Education, Georgia College, the Milledgeville community, and the education profession is noteworthy because of its' significance and far-reaching impact.

In her service to Georgia College as a member of two committees—Strategic Enrollment Management and Student Quality and University Distinction Strategic Planning—she was involved in university-wide initiatives. In her role as the Co-Chair for three key committees—Liberal Arts Renewal Project, Liberal Arts Council “Pathways”, and Liberal Arts Council—her heightened involvement as a leader is noteworthy. These latter service activities highlight Dr. Alby's commitment to upholding and advancing the university's distinction as Georgia's designated public liberal arts university as well as her resolve to implement quality teaching and learning experiences for faculty and students.

Her dedication to high-quality teaching and learning endeavors extends to additional service initiatives that include her work at the state, community, university, and college levels. For example, she is the Co-Chair and Conference Chair for the Governor's Teaching Fellows Alumni Association Steering Committee. Dr. Alby began her involvement with the Governor's Teaching Fellows in 2001 when she was a Fellow, and she has worked with the group ever since. Her long-standing, high-level involvement with the Governor's Teaching Fellows Program is significant and has far-reaching impact on faculty and the students they teach. In addition to teaching in the program, Dr. Alby also assists in several essential activities needed for the effectiveness of the program (e.g., coordinating the yearly conference, selecting fellows and guest speakers, creating monthly programs, assessing the program).

She also developed university, state, and national level book clubs for *Learning that Matters: A field guide to course design for transformative education*, a text she co-authored, which focuses

on “research-informed approaches for creating learning experiences and developing innovative, intellectually-engaging courses.” In addition, Dr. Alby was the Georgia College representative to the inaugural Faculty Learning Community on the LEAP Initiative. Her continued work with the LEAP initiative has earned her recognition “as a National Expert on Experiential Learning and High-Impact Practices” and, as a result, she also serves as a consultant to many universities across the country as they seek to transform their practices and programs. Indeed, Dr. Alby’s national recognition and accompanying service work demonstrates both her expertise and commitment to assisting others as they seek to continually develop as educators.

Dr. Alby is also the Faculty Developer for area high schools, which includes year-long programs for Baldwin High School and Georgia College Early College. In addition, she is a team member of the National Association of System Heads Grant: *Georgia Guided Pathways and HIPS for Equitable Education*, which is part of a \$1.2 million grant from the Lumina Foundation. At the college level, her service includes being a GC Journeys Designer, First Year Academic Seminar Redesign Committee member, consultant to FAPC on peer observations, and workshop leader for several teaching and learning ventures. Indeed, her service benefits many as she leads and collaborates with others.

While it is important to note and describe the numerous service activities of Dr. Alby and the impact on Georgia College, the JHL CoE, and our profession, it is also essential to underline the integrated nature of her work. Her service-oriented demeanor is connected to her identity as a teacher educator, colleague, mentor, and scholar. Her philosophical beliefs and theoretical framework, which are founded on democratic principles and ideals as well as life-long learning, guide her thinking and actions.

Dr. Alby is an asset to our Georgia College community, and she is well-deserving of the Craig M. Turner Excellence in Service award. Her continual service efforts to assist faculty and students and foster the design and engagement in meaningful teaching and learning endeavors as well as advance the liberal arts mission are both inspirational and worthy of recognition.

Sincerely,

A handwritten signature in cursive script that reads "Joanne L. Previts".

Joanne L. Previts, Ph.D.
Interim Chair, Department of Teacher Education
Professor of Middle Grades Education
The John H. Lounsbury College of Education
Georgia College

February 25, 2022

Faculty Awards Committee
Office of Academic Affairs
Parks Hall
Georgia College and State University

Dear Faculty Awards Committee and Evaluators for the Craig M. Turner Excellence in University Service Award;

I write to you today to support the nomination of my colleague and friend, Dr. Cynthia Alby, for this award. I have worked with Cynthia on several committees on campus and consulted with her many times for my own personal research and teaching. For me individually, she has been one of the most influential colleagues in terms of providing expertise, perspective, and support. I also consider her to be a great role model to other faculty on campus because of her leadership style, which is very much focused on service, collaboration, and problem-solving.

One element that sets Cynthia's service to her colleagues apart from others on campus is her deep respect for the whole person whom she assists. Many of the challenges that faculty face in the classroom, with other faculty, or in our research are related to our personal lives off campus. When Cynthia mentors or advises faculty, she zeroes in on issues like autonomy, joy, curiosity, mindfulness, and purpose. I have attended workshops with her on the topics of avoiding burnout and using techniques of Quaker listening circles to solve problems. These have made me a more confident and capable teacher and colleague, and they span disciplinary divides. Addressing issues relating to the emotional and interpersonal lives of faculty with her service makes Cynthia a rare gem on campus indeed. I know she approaches her work with undergraduate and graduate students in much the same manner. Cynthia has the ability to truly identify areas where faculty and students need help (that they may not be getting elsewhere) and focus her work in that direction.

Cynthia loves Georgia College and has devoted her career here to serving the College of Education and the university as a whole. Although I don't think anybody's wardrobe should advantage or disadvantage a candidate for this award, the committee reviewing this letter should be aware of the fact that Cynthia wears Bobcat green and blue every Friday. I include this bit of information to provide an example of how Cynthia considers her service to the institution a part of her everyday life starting with the time she wakes up and gets dressed in the morning. She has provided many years of service and leadership within the College of Education, serving as the MAT program coordinator for over 8 years, serving as Chair of Foundations and Secondary Ed for six years, annually advising the MAT cohort, and writing dozens of recommendation letters every year.

I find Cynthia's service to the University as a whole to be particularly inspirational. She is an innovator and creator of programs, helping Georgia College adapt to changing times and receive national attention. I had an opportunity to see her in action while serving on the Liberal Arts Council, which was responsible for the design, collaboration, and implementation associated with the GC Journeys Program on campus. The work of the Liberal Arts Council in 2015-2016 was labor intensive, requiring many committee meetings, outreach, data collection, and management. Her work on this project continued into her leadership and service role as the Faculty Director of the GC Journeys program, a role which continues today. Cynthia has also provided dozens of workshops in association with the

Center for Teaching and Learning across the regular academic year and summer, a time that is particularly busy for her with the MAT program and the Governor's Teaching Fellows Program. All of this service to the institution could be a full-time job for another person, and Cynthia provides it on top of her "regular job" in the College of Education.

I'd like the Committee reviewing this application to also be aware of Cynthia's service outside of Georgia College. While this may be beyond the parameters of this award, I think it speaks to Cynthia's dedication to improving her craft and her community and has really elevated the reputation and prestige of Georgia College around the state and country. Cynthia has been a teacher and leader of the Governor's Teaching Fellows Program for many years, a program that has trained a number of faculty at Georgia College, myself included. The faculty who learn from this program know Cynthia (and by association, Georgia College) as a key part of their learning experience, and this serves as a strong network for teachers at many different types of institutions across the USG. Ultimately this network of motivated educators is tied both to UGA where the program is hosted and Georgia College because of Cynthia's service. Additionally, as a resident of Milledgeville, Cynthia and her husband have built a sustainable farm to breed endangered sheep and sheep dogs; they use this as a teaching opportunity, inviting members of the community and university to learn about sustainability and agriculture. I have met people (who are not connected to higher education) in Macon who know Cynthia through her work as a farmer and her community service fostering dogs.

I extend my thanks to the committee for reviewing this letter and considering Dr. Cynthia Alby for the Faculty Service Award. I can think of a large number of faculty who would be competitive for this award, but I don't believe any other member of our faculty can come close to the kind, generous, respectful, research-supported service that Cynthia provides to her colleagues at all levels of our institution, across all of the colleges, and beyond. I am happy to provide additional information as necessary.

Sincerely,

A handwritten signature in black ink that reads "Amy Sumpter". The signature is written in a cursive, flowing style.

Amy R. Sumpter, Ph.D.
Associate Professor of Geography
Georgia College and State University



Department of Communication
College of Arts and Sciences
Campus Box 32
Milledgeville, Georgia 31061-0490

February 28, 2022

Craig M. Turner Excellence in Service Award Selection Committee,

I am delighted to write a letter of support for Professor Cynthia Alby's worthiness of this year's University Excellence in Service award. I have had the pleasure of working with Dr. Alby for over 20 years and I am a previous recipient of this award (2018). The worthy winner of this award should score "exemplary" in the categories of significant and sustained contributions in the form of time, talents, and vision that benefit the university at the Dept., College, University, discipline, and/or local, regional, state, national, or international community for at least the past five years.

I have no doubt that as you are working through that criteria while examining Dr. Alby's portfolio you are seeing consistent exemplary evidence across categories. My own path to distinguished service came through a devotion to shared governance and nurturing student civic engagement. Dr. Alby's path has been through her relentless devotion to helping teaching faculty at our institution, across the state, and with her recent textbook publication across the nation to, as she puts it so well help "faculty at any level build teaching lives that are deeply fulfilling and allow them to find in their work a well-spring of nourishment, rather than finding it stressful or depleting."

You can easily see how consistently she has contributed her time and talents in numerous leadership roles in her Dept., College, and University in the 20 years she has been at Georgia College, I just want to personally comment on two of her many "above and beyond" activities I have personally witnessed and benefitted from. I believe she has truly been an inspiring Pied Piper for Georgia College faculty and beyond in nurturing personal and professional

development during a dark time when we needed it most. Offering her “Flourishing in Difficult Times” teaching workshop to our faculty, faculty across the state, in the Governor’s Teaching Fellowship Program, and MAT alumni not only made great use of her recently accomplished certificate in Applied Positive Psychology but also significantly assisted hundreds of teachers overcome the debilitating effects of teaching under circumstances no one should have to be prepared for. She has also clocked thousands of hours working one-on-one and providing peer teaching consultations to GC teaching faculty. The many hundreds of teachers she has helped have in term helped many thousands of students.

I could easily go on singing her many praises, but you’ve wisely set a 2 page limit for these letters, and I believe wholeheartedly that each of you understands the significance of a life of service devoted to helping peers become their best selves as teachers, mentors, colleagues, and human beings. Thank you for the opportunity to personally thank Cynthia for her devoted distinguished service on behalf of her many grateful colleagues in our beloved intellectual home.

Sincerely,

A handwritten signature in blue ink that reads "Janet M. Hoffmann". The signature is fluid and cursive, with the first letters of each name being capitalized and prominent.

Janet Hoffmann, Ph.D.

Professor of Rhetoric

Dept. of Communication, CBX 032

Georgia College & State University

Milledgeville, GA 31061

478-445-5556, jan.hoffmann@gcsu.edu

Service Award Narrative

Cynthia J. Alby, Ph.D.

Sustained service to the university

My most substantial contributions of service to the University (and those that I most cherish) have been my work with faculty development. In 2001, my first year here, Dr. Dee Russell was the official representative for the COE to the Teaching and Learning Committee, but I tagged along in order to begin to be involved with that group. Later when the committee decided that the program needed to move from a committee to a “center,” they convinced me to become co-director, a position I held from 2004-2006. Since then, I have remained very active with the CTL in all its various incarnations as it has grown and blossomed. Most every year I have served on the steering committee and conducted anywhere from four to sixteen faculty development workshops. Since 2007 I have helped with New Faculty Orientations, which generally span the academic year. I have been a Midterm Course Assessment Consultant since 2005, and in 2017 I worked with CTL to add a new component: peer observation of teaching. Our goal is to train about 20 peer observers and then increase that to perhaps 40.

But my most significant contribution to faculty development has been in these past few years. I had always wanted to be able to offer for GC the equivalent of the Governor’s Teaching Fellows Program, which I had been Lead Developer with for many years. When I became director for GC Journeys, I finally had a schedule that was flexible enough to do that. So, I invited faculty to join me for a workshop in course design that met two hours a week for 14 weeks thinking that not many would take me up on it. The response was overwhelming, and after people took the class, they told others about it, so over that two-year period I offered seven sections of the course and over 100 people took it. That experience ended up contributing greatly to the writing of *Learning That Matters*. In truth, I see that book as service more than scholarship because its primary intention is to bring faculty together into learning communities and help make engaged pedagogies with a DEI focus the norm across the nation. The relationships I developed and what I learned from my colleagues through those workshops have been the greatest gifts.

When the pandemic rolled in, my service took an interesting turn. Jim Berger and I quickly set up a weekly PLC focused on how to move courses online, which was well attended indeed! Because I had recently completed a certification in Applied Positive Psychology (that was conducted by an extraordinary facilitator on Zoom), I actually knew a lot about how to use that platform to its full capacity. I found myself doing heaps of one-on-one consulting with individual faculty. I got that certification because I wanted to *gradually* move my research agenda toward how to help faculty thrive in academia, but suddenly I found that I needed to build a course on “Flourishing in Difficult Times” *immediately*. I built the plane as I was flying it, and the result was a seven-week course designed to provide individuals with practical strategies for supporting themselves and their students. I ended up offering sections for GC faculty, professors across Georgia, and P-12 teachers. I have now taught that course in various permutations nine times. Many who participated told me that experiencing what quality online pedagogy in Zoom could look like was almost as valuable to them as the content of the course. I have also conducted shorter versions of the course for Columbus State, Salisbury University, Baldwin County Board of Education Leadership, Brenau, and Spelman. I have made all the materials for the course publicly available, and many have used them to conduct similar courses at their own universities.

When the time came to at least partially return to campus using hybrid models, I was concerned that there might be unanticipated difficulties with that. For this reason, I conducted Hy-Flex “dry runs” for faculty to experiment with teaching in this fashion prior to returning F2F for fall semester. I posted my findings and worked with our talented IT folks on smoothing out wrinkles.

Currently I am focusing on spreading the word about pedagogies that I think have the strongest possibility of transforming the profession and re-enchanting education for both faculty and students – a deemphasis on grading, artful gathering, embodied learning, and developing psychological fitness in ourselves and our students. Formerly I might only have been able to do this at GC and at the state level, but the publication of *Learning That Matters* is bringing me more national opportunities, and I plan to pounce while I can. To further extend my sphere of influence, I have developed a [website](#) where I curate materials, many of which I have developed myself, that I think faculty will find useful. I am also continuing to work with FAPC on eliminating the bias against diverse others inherent in student opinion surveys, by replacing SRIS with other more relevant and accurate means of recognizing teaching excellence.

Another substantial contribution to the university was my work developing new procedures for program funding on the Academic Prioritization Task Force in 2015. Josh Kitchens and I were co-chairs for this enormous and delicate undertaking. Our job was to a) lead the group in the selection of the criteria by which programs would be measured, b) work with the group to design the template each program would complete and c) become deeply knowledgeable about how the university budget works and how Institutional Review collects and analyzes data on academic programs. Then the task force reviewed all 160 programs one by one, meeting very early in the mornings. This isn't the kind of thing anyone really *wants* to do, and we should have received hazard pay for the emotional stress of being put in that position. But the university could have been in financial distress quickly if action wasn't taken, and I saw it as my job to ensure that any actions be ethical and fair and to make recommendations to struggling programs that would help them flourish. It didn't help that new leadership arrived toward the end of the process making it difficult for the team to protect some programs we believed were valuable. Service is not always glorious or even enjoyable, but I did work with a fantastic team.

After prioritization, I thought I might hole up in my office for a while, but somehow, I ended up joining a team intent on renewing our liberal arts mission. In the summer of 2015, a group of 6 of us attended an American Association of Colleges and Universities (AAC&U) 5-day Summer Institute in Oklahoma. We headed there with questions we heard frequently from our peers such as: Is GC currently as mission-focused and vital as it was when we first became a liberal arts institution? Are students getting the experience we want them to have? Do they fully understand what makes the liberal arts special? What are we already doing well? What needs to improve? A faculty survey had revealed that only 26% of the faculty felt we were offering a distinctive liberal arts curriculum. And our NSSE data included some alarming data such as, 35-38% of our students indicated they never or only sometimes a) combined ideas from different courses, b) examined the strengths and weaknesses of their views on an issue, or c) connected their learning to societal problems or issues. Some revamping seemed to be in order.

The AAC&U summer institute is a place where the goal is that every institution come home with a plan. We realized what we really wanted was to come back with a plan to help the university community design *its own plan* created out of our combined wisdom and interests. This led to expanding the steering committee to 14 members, hosting an August kickoff event to build excitement, creating monthly discussion groups in order to gather ideas, meeting with various departments and colleges, and bringing together a multitude of individuals into 3 working subcommittees. We called it, “The Liberal Arts Renewal Project” (LARP).

That fall 2015 data collection effort produced many great ideas. Some were out of our wheelhouse and were passed on to the appropriate people, departments, or strategic planning committees. Much of the rest fell into two categories, “What do we really want in our graduates?” and “What experiences do we want our students to have?” So, January 2016 was devoted to those questions, and over time a list of attributes for our graduates was built, evolved, and polished.

In spring of 2016, the team proposed a move from a temporary project (LARP) to a long-term initiative overseen by a new general education committee, the Liberal Arts Council. In the past we have sometimes struggled as an institution when quality initiatives got lost in the shuffle as key personnel left. We wanted a means to ensure that those initiatives that are working well and that are embraced by the GC community remain in place and continue to be improved and supported.

Because of LARP's work, in fall 2017 GC became the lead institution in the USG for the National Association of System Heads Grant: *Georgia Guided Pathways and HIPs for Equitable Education*. The University System of Georgia, the Tennessee Board of Regents, the Montana University System, and the University of Wisconsin System were all part of this focused project within the *Taking Student Success to Scale (TS3)* initiative. This was a \$1.2 million grant from Lumina Foundation granted to "vanguard" institutions across the nation who were seen as the leaders in their states and nationwide who could serve as models for implementing programs like GC Journeys across the U.S. Interestingly, throughout this time, from summer 2015 to summer 2018, I worked on LARP/GC Journeys on top of a course load of 3 summer, 4 fall, and 4 spring.

In 2018 I was asked to do a two-year stint as Interim Director of GC Journeys. One goal I had was simply to design and build the program and use it to make our curriculum more distinctive. During that time, I conducted gobs of workshops and meetings with a wide variety of programs and departments and worked on developing policies and procedures that would keep the program running after my tenure. I recognized that institutions can't just announce major initiatives and hope that the announcing makes it so. Success requires a lot of work where the rubber meets the road: supporting faculty directly, listening to students, and building interest person by person. My other goal was to put GC on the map. I was long irritated by how remarkable we were as an institution, and yet we were not widely known. I felt like GC Journeys could be what would initially draw attention so that others could watch what we were doing, feel inspired, and view us as a model. Now I'm back to doing GC Journeys on the side as the Faculty Director (while teaching a 3/6/6 overload), but the dream seems to be coming true; many other institutions have indeed come calling, we've been invited to conduct state and national webinars on what we are doing here, and we are an AAC&U and USG "darling."

But to me, service to the university isn't just about big projects; it also means showing up, year after year, for projects that form the fabric of this institution. For me this has meant such things as serving on a variety of university committees, being a committed member of the Innovative Course-building Group and participating consistently in Times Talk, the first-year shared readings, Bridge interviewing, the GC Teaching Facebook group, and the like. It means answering the call when faculty want to brainstorm or have teaching and learning questions.

Sustained service to the college and department

To a large degree, the College of Education is small enough that I have trouble separating out service to the department and service to the college; too much overlaps! So, I have chosen to discuss them both together here.

My service to the College of Education in my early years was primarily as chair of the Department of Foundations and Secondary Education, a position I held from 2001-2007. I was committed to recruitment, and during my tenure, I was able to nearly triple enrollment in my department's programs. And I am not only interested in recruiting students but faculty as well. Over the years I've served on 12 COE search committees resulting in some amazing hires (one recently won the USG's highest award for teaching). As department chair and also in the years after, I have also been passionate about course design. Over the years I have designed 2 new courses, co-designed 6 new courses, and re-designed 3 courses for the MAT in Secondary Education. Last year I designed a new course for our doctorate in Curriculum & Instruction and co-designed the COE's TREK FYAS.

In recent years, I have been especially interested in mentoring other COE faculty and have been involved in dozens of pre-tenure reviews, P&T portfolio feedback sessions, and post-tenure reviews. I am currently cooking up a means for making post-tenure less pro forma and more meaningful. I also love mentoring new faculty, meeting with them regularly, providing access to all my course materials, and recommending resources based on their stated needs.

But again, sustained service isn't only about large projects; long-term commitments to the "Critical Friends Group," my fellow mentor leaders, the EdTPA professional learning community, accreditation writing teams, Diversity Committee events, and service on a variety of committees are also important to me and are summarized in my service CV.

Sustained service to the discipline/profession and the community

I would love to tell you a little about the two primary areas of professional service to my discipline, secondary and higher education pedagogy. The first area of service is to the Governor's Teaching Fellows Program (GTF). I myself was a Fellow in 2001-2002, and I have continued to work with the program ever since, eventually becoming the Lead Developer and designing and leading 80% of the program. The program operates out of the Institute for Higher Education at UGA. Every public and private institute of higher education in the state may nominate its top two professors for consideration to be one of the 12-18 selected for the academic year program (3 days per month from September to April) or the intensive two-week summer institute in May. The purpose is to provide these top professors with an opportunity for professional renewal, interaction with colleagues from a wide variety of institutions and fields, and exposure to cutting edge faculty development and best practices in teaching and technology.

I devote about 30 hours each month to a wide variety of activities associated with this program. I help develop the monthly program and choose guest presenters. I assist with the selection of the fellows and the assessment of the program. Every other year the program holds a conference for the hundreds of alumni from the program, and I help coordinate that conference: I solicit and select presenters, create the program, and keep things running smoothly on conference day. I feel very honored to be a part of this group. Recent research by the IHE estimates that we have impacted more than 36,000 students. Also, I am frequently called upon to write letters of recommendation for GTF alums. When you add this to the references I write for GC faculty and the students I teach, I write an average of 60-80 references per year.

My other primary area of professional service is to our local schools, especially BHS, GMC, and GCEC. Over the years I have taught courses, provided faculty development, assisted with faculty searches, created curriculum materials, served on accreditation visits, and the like for area schools. My goal is to be there when they need me. Of course, I am especially devoted to GCEC, since I helped to establish the school. For example, over the years I have served on an advisory committee, provided yearlong faculty development, led the after-school poetry club, co-wrote and coordinated the GCEC STEM grant, taught 7th grade science for a month while the school sought a permanent teacher, assisted the creative writing department in offering their year-long enrichment program, and taught a full semester of high school Latin. My office is amongst GCEC classrooms, and I love having an office in that odd space because whenever the students need me, I am right there.

Hopefully much of the rest of my service to the profession and the community is captured in my CV because I have run out of space. Many thanks to the selection committee for taking the time to read this narrative and explore my other materials. It has been a joy to have the opportunity to look back on all my years here.

Committee Memberships and Offices

University Committees

- Member, CTL Advisory Council and CTL Active Learning Classrooms 2019-present
- Co-Chair, Liberal Arts Council, 2016-2019
- Consultant to FAPC on peer observation/student evaluations, 2016-present
- Team Member for 3 USG initiatives: G2C, Momentum Year, Leap State GA, 2018-2020
- First Year Academic Seminar (FYAS) Redesign Committee, 2016-2019
- Member, New Faculty Orientation Committee, most years 2014-2019
- Co-Chair of two Liberal Arts Council Subcommittees, 2016-2019
- Member, Strategic Enrollment Management Committee 2016-2017
- Member, Student Quality and University Distinction Strategic Planning, 2015-2016
- Member, Academic Leadership Council, 2001-2009

College of Education Committees

- Chair or Member, Promotion and Tenure Committee, 2006-2014, 2020-present
- Member, Educator Preparation Council, most years 2009-2018
- Chair, Purpose & Direction Committee, 2014-2015, Member, 2015-2017
- Member, Professional Development Schools Committee, 2013-2015
- Member, Teacher Leadership Task Force, 2010-2012

Recent Search Committees

- Member, Director of Career Center, 2020
- Member, Secondary MAT Faculty, 2020
- Member, Assistant Director of Academic Advising, 2019
- Member, CTL Instructional Designer Specialist Search Committee, 2017
- Member, Teacher Education Department Chair Search Committee, 2015
- Member, COE Dean Search Committee, 2011

Other Service to the University and College

D. Participation in special programs or projects:

- GC Journeys, Director 2018-2020, Faculty Director 2020-present
- Taught multiple sections of two, 90-min workshops: *Teaching Essential Skills* and *Incorporating Transformative Experiences* to prepare faculty for the GC Journeys initiative
- Co-designed and co-taught a 2-week course for GC faculty, “Transformative Experiences Summer Institute”
- Team Member: National Association of System Heads Grant: *Georgia Guided Pathways and HIPs (High Impact Practices) for Equitable Education*, a \$1.2 million grant from Lumina 2017-19
- Co-Chair, Liberal Arts Renewal Project, 2015-2016
- Co-Chair, Academic Prioritization Task Force, 2013-14

E. Other service to the institution:

- Facilitator for 8-week GC book club on *Learning That Matters*, 2021

- Presentations on engaged learning for COB new faculty and faculty, 2020-present
- Interviewer, Bridge Scholars Program 2018-present
- Training provided to Writing Center tutors and composition graduate TAs 2018-present
- Peer Feedback on Teaching Program – designer, trainer, and consultant 2018-present
- Midterm Course Assessment Consultant - 2014-present
- GC Reads Facilitator 2001-present

University Service

- Co-Facilitator of Faculty Learning Community “Moving Instruction Online” and consultant to individual faculty, Spring 2020
- Instructor “Flourishing in Difficult Times” a 7-session workshop on psychological fitness (75 min per week) for GC faculty, higher ed faculty, and K12 teachers
- Conducted Hy-Flex “dry runs” for faculty to experiment with teaching in this fashion prior to returning F2F for fall semester
- Unofficial Zoom specialist at the beginning of the pandemic
- Led six sections of “Design for Transformative Learning” (CTL) – a semester long course for faculty that met weekly – over 100 faculty members have completed it
- Convocation Speaker, 2015
- Gala Speaker, 2017
- At various times member, board member, and workshop leader for the Innovative Course-building Group, 2012-present
- Faculty Advisor, InterViews Alliance/Co-Exist/Interfaith Alliance
- Faculty Advisor, Future High School Educators, 2004-2014
- Times Talk presenter many years since the program’s inception

College of Education Service

- Member, COE Graduate Collaborative 2021-present
- Co-Chair, Awards Committee, 2020
- Graduate Recruiting Team, 2001-present
- Member, EdTPA Professional Learning Community, 2014-2017
- Graduate Writing Assessment Scorer, 2010-2017
- Facilitator, College of Education Re-visioning Project, 2013-2014
- Lead writer, NCATE Accreditation, Standard 6, 2011-2013
- Chair, “Move the Needle” Grant for MAT Re-Design, 2010-2011

Recent Promotion and Tenure Related Service

- Pre-tenure committees for Betta Vice, 2015, Yeprem Mehranian, 2015, Rui Kang, 2009, Diane Gregg, 2009, Joe DeVitis, 2009
- Post-tenure committees for Nancy Mizelle, 2015 & 2020, Chris Greer, 2015, Jan Hoffman, 2008, Marianne Edwards, 2008
- Every year since 2014 I have served as the “secretary to the portfolio” for one of the individuals going up for promotion or tenure
- Worked on major overhauls of our P&T guidelines in 2007 and 2013

Departments or programs directed or advised

- Foundations and Secondary Education Department Chair, 2001-2007

- Program Coordinator for the MAT in Secondary Education, 2001-2009

Advising Load

- Because I work with graduate programs, those students aren't advised by the Advising Center but by faculty. I advise an average of 16-24 students per year
- I meet with dozens of potential MAT students and answer many e-mails from potential or newly admitted students.
- I write, on average, 5-10 references for every current student as well as many former students and peers (generally over 60 references per year).
- Every year I am a "Mentor Leader" to a cohort of secondary education majors. Many years ago, we received a course release for this work but we no longer do. A self-study determined that the work load outside of teaching classes averaged 5-10 hours a week for Mentor Leaders

Participation in special programs or projects

Service Beyond Georgia College

- Alby, C. (June, 2021). *Character strengths and leadership*. Invited presentation. Baldwin County Board of Education Leadership Retreat. Milledgeville, GA.
- Spring 2021 – National book club on *Learning that matters* for CTL Directors
- Unpaid Consulting on Faculty Development: Miami Dade College, James Madison University, Virginia Commonwealth University, Lindenwood University 2020-2021
- Governor's Teaching Fellows Alumni Association Steering Committee Co-Chair and Conference Chair, 2005-present
- Faculty Developer for area high schools including year-long programs for Baldwin High School and GCEC, 2004-present
- Reviewer for *The International Journal for the Scholarship of Teaching and Learning*, 2014-present
- GC representative to the inaugural state-wide Faculty Learning Community on the LEAP Initiative, 2016-2017 and LEAP State Team 2016-present
- Program designer and instructor for PRELIMS, a science summer camp for rising junior and senior high school students, 2011-2014
- Instructor for a semester long course in World Literature for Baldwin High School, 2010
- Reviewer for *The Journal of Cognitive Affective Learning*, 2003-2005

Georgia College Early College

- Member of various committees since the school's inception: GCEC Advisory Board, GCEC Curriculum Committee, etc. 2006-present
- Advisor to "Spoken Soul," GCEC's Youth Poetry Collective, 2012-2015
- Instructor for a semester-long Latin course, 2012
- Instructor for 7th grade for a month until a full-time faculty member could be hired, 2006.
- Co-Creator of Georgia College Early College, 2005-2006



February 28, 2022

Craig M. Turner Excellence in University Service Award Committee
Georgia College & State University
231 Hancock Street, Milledgeville, GA 31061

Dear Committee Members,

This letter is in full support of Dr. Cynthia Alby's nomination for the Georgia College' Excellence in Service Award. Dr. Alby has an impressive record of sustained service to the University and is a Chair, Co-Chair, or key member of many current and past committees. In this letter, I will address her work at the University, College, Department Community, and Professional levels.

University Service

Everyone agrees that GC Journeys is a tremendous success. Dr. Alby is at the core of the program's success. Her expertise in the area of High Impact Practices provided the foundation for the development of GC Journeys and she continues to serve as a Georgia College GC Journeys designer. She also participates in the First Year Academic Seminar Redesign Committee. This work provides early exposure to GC Journeys for our freshmen. Her recent book, *Learning that Matters*, along with her service associated with GC Journeys and the First Year Seminar is recognized throughout the state and nation.

One of the most important Georgia College initiatives is the Liberal Arts Council. Dr. Alby is the Co-Chair of this important group as well as the Co-Chair of the Pathways and Capstones subcommittees of the Liberal Arts Council. The importance of this work, and the time commitment, cannot be underestimated because it drives the success of accomplishing Goal 2 of the Path to Preeminence Strategic Plan, which is to develop and implement distinctive and transformative undergraduate curricular and co-curricular experiences. If you look at the action items for Goal 2, you will find that eleven of the twelve have the Liberal Arts Council as the responsible party. This work involved is at the very core of what Georgia College promotes as a state designated Liberal Arts institution. Related to her work on the Liberal Arts Council, Dr. Alby also is a team member of the Georgia Guided Pathways and High Impact Practices for Equitable Education grant.

Prior to her appointment to the Liberal Arts Council, Dr. Alby served on the Student Quality and University Distinction Strategic Planning Committee and worked as Co-Chair of the Liberal Arts Renewal Project. Again, this work is time consuming but at the heart of our mission as a COPLAC institution. Another important area of service in support of our students is Dr. Alby's contributions as a member of the Strategic Enrollment Management Committee, Academic Leadership Council, and the Committee on Recruitment, Admission, and Retention. Dr. Alby has a strong commitment to student success at Georgia College and is willing to provide service in support of our student body.



In addition to her work with the Liberal Arts Council, Dr. Alby's prior and current service involvement includes areas such as the Academic Prioritization Task Force, Co-Directing the Center for Excellence in Teaching and Learning, and Convocation, Times Talks, and Gala speaker. Her vita list many more areas of University service in support of curricular revisions, promoting quality teaching, and providing leadership to key initiatives.

College of Education Service

Dr. Alby has served as the Chair and member of the Purpose and Direction Committee. This is a very important committee for the College in that they assist the Dean in setting the strategic goals for the College. They also serve as the mediating group between the Administration and the faculty, set up and facilitate the College monthly meetings, and oversee faculty elections to committees.

As a full professor, Dr. Alby provides a lot of service related to promotion and tenure, including serving on pre-tenure committees, tenure and promotion committees, and post-tenure committees. She served as Chair or Secretary of the College Promotion and Tenure Committee on numerous years. Dr. Alby also assisted in developing the current promotion and tenure guidelines.

Teacher Education Department Service

The Teacher Education Department is relatively new and as a smaller college, the roles between college and department service are often blurred. However, Dr. Alby serves in many important roles such as the Graduate Recruiting Team and on many search committees. Dr. Alby also has consistently supported the Diversity Committee through her support of advertising and social media announcements.

Service to the Community and Profession

An area of service that receives little acknowledgment is the support of Early College. Dr. Alby's role as a Co-Creator for Early College at Georgia College is an example of providing her expertise to support educational partnerships. She continues to support Early College as an advisor, committee member, instructor, and mentor.

In terms of service to the profession, Dr. Alby is a journal reviewer for two important journals in her field. She also continues to serve on the Governors' Teaching Fellows Alumni Association Steering Committee and is currently the Co-Chair. In closing, there are many more examples I could provide since Dr. Alby certainly exemplifies what it means to engage in service. She consistently volunteers to serve at all levels. If there are any further questions that I can answer, please do not hesitate to contact me.

Respectfully submitted,

Dr. Joseph Peters
Dean, College of Education Georgia College