Thinking about Next Steps: With the approval of baccalaureate majors in English and history last week, Gordon College moved a step further in its new State College mission. Although we still have heavy work to do in order to implement these majors, we need to begin thinking about what our next steps will be. The cabinet believes that we should continue to add one or two new baccalaureate programs each year … a belief that raises the question of what these programs should be. The purpose of this article is to solicit your comment and thought on possible next directions. Please direct this thinking to your division head or to me at edw@gdn.edu. As you begin your thinking, please remember that any proposal by a state college must be formulated in such a way that it addresses a human resource issue in the service region of the college. We will look forward to hearing your thoughts about needs for four year degrees as well as ideas that may have come from your students.

Thanks to Twelve Heroes and More: In the press of this time of change, we sometimes forget to thank a portion of our faculty that plays a critical role in the mission of Gordon College. Professors Betkowski, Bhemke-Jenkins, Blythe, Byars, Ciudad-Simmonds, Graves, Gay Grubbs, Hayden, Hendricks, Perry-Stewart, Sharpe, Weldon and a host of part-time instructors deliver the learning support curriculum on our campus, thereby enabling the college to fulfill its access mission. Gordon College has no finer hour than when a student who started in Learning Support courses under the care of this cadre of dedicated instructors walks across Lambdin Green to receive a Gordon degree.

Many things are changing at Gordon College and, not surprisingly, our Learning Support programming is also changing. The following changes will take place over the next two years:

1. Gordon will resume using a required Freshman Index (SAT/ACT required) as part of the admissions requirements beginning Fall 2011.
2. Gordon will no longer admit students who test into all three LS areas beginning Fall 2012. [Effective January, 2011 we no longer allow new applicants with 3 LS requirements to live in Residence Halls.]
3. Beginning January 2011 we offer only one level of LS English and reading.
4. Beginning January 2011, new Learning Support students will be limited to 3 semesters for math and 2 semesters for English and reading with no appeal process.
5. Beginning January 2011, LS suspension will be a one year suspension (rather than a three year suspension).
6. Beginning January 2011 the number of college-level credit hours allowed before a student can take only LS courses rises from 20 to 30.
7. Beginning Fall 2012, students whose COMPASS scores fall below the System minimums (32 – English (writing), 62 – Reading, and 20 – Math) will not be eligible for admission.

These changes serve to focus our access mission, but this mission remains central to our identity. We will continue to have a robust population of students who start in learning support. Thankfully, we have this talented twelve and their part-time partners to help these students make the transition to college-level studies.
Communicating with Parents of Students:
When things work best, we communicate with our students and our students communicate with their parents and family. However, for a variety of reasons, we occasionally need to communicate with family members. Please remember these guidelines when those communications are necessary:

- Because of Federal FERPA laws that guarantee the privacy of student records, we cannot communicate to a family member about grades, attendance, or other substantive issues without permission of the student.
- Even when such permission is given, it is problematical to communicate with a parent by phone or off-campus email because we have no way to identify the caller or the originator of the email.
- Some students have filed a permission slip in the registrar’s office giving that office permission to communicate with the parent, but, of course, faculty members do not have access to that form.

Here are three possible scenarios for communication with family members that will ensure that students are agreeing to the communication:

1. A scheduled conversation in the faculty member’s office involving the student, the family member and the faculty member: The first question to the student, “Do I have your permission to discuss these issues with your parent.”
2. Email correspondence to an email address that the student provides you. [Students could use their Gordon email account to forward inquiries from the parent. Faculty member can either reply to Gordon student email account or to an account specified by the student.]
3. Written correspondence using an address that the student provides you.

A Long Shot … But: Many thanks to Drs. Theresa Stanley, Allen Fuller, Allan Gahr, Sheryl O’Sullivan and Mr. Peter Higgins who worked with our office to prepare a proposal for the STEM (Science, Technology, Engineering, and Mathematics) competition launched by the University System of Georgia. In the proposal we sought $326,000 a year for three years to upgrade our new STEM majors and our STEM transfer programs. If fully funded the project would support three new faculty, extensive improvements in core STEM courses, faculty/student research collaborations, and placement of STEM majors in several venues where they can teach children. Since we are competing with 22 other institutions for just two awards, the probabilities of success are small. However, we felt we had a good story to tell and, in a dismal budget year, really needed to tell it.

AndersonNotes

It would be helpful if you would become a GALILEO FAN or a Facebook Friend of GALILEO in order to let everyone, legislature, Board of Regents, etc. know how important this resource is to the faculty, staff and students of Gordon College. With the budget issues, we do not yet know the status of all the databases remaining on GALILEO for the next fiscal year. To become a fan:
1. Scroll down the GALILEO home page and locate the gray sidebar.
2. Locate GALILEO Planet News.
3. Click on “GALILEO Need You.”
4. Follow the instructions to complete the required information.
5. Click on submit when completed.

Or if you like FACEBOOK just Google facebook+Galileo+friends and become a friend.

BaskinNotes

Advising note! The degree audits advisors can produce in Banner Web include two problem areas:

1. Area C (Humanities) only specifies 6 credit hours, not that 3 hours must come in each of two areas.
2. Because we have separated biology lectures and labs in the schedule, biology classes are not always showing up in the correct core areas.

Please look over the degree audit carefully and advise students appropriately. These problems will be corrected as soon as possible.

The Regents Test web page has been entirely revised to reflect policy changes this past year. If students ask you about being exempt from one or both of the Regents Tests, please refer them to the
web page. To access, they should type “regents’ test” in the search box on the college website.

**BursteinNotes**

*Dr. Tom Aiello* will be serving as coordinator for the BA program in history; students interested in the program are encouraged to seek out his advice.

In February, *Dr. Joe Mayo* conducted a 60-minute workshop, “The Power of Graphic Organization: Concept Maps as Heuristic Tools,” at the 18th Annual Georgia Conference on College and University Teaching at Kennesaw State University.

*Dr. Alan Burstein’s* presentation, “Teaching Media Comprehension in the Introductory Accounting Class,” has been accepted for the TACTYC (Teaching Accounting in Two Year Colleges) Conference in Minneapolis this May.

**GahrNotes**

*Mrs. Terry Betkowski* - Each December for the past 5 years, the Division of Mathematics and Natural Sciences donates money to their Holiday Giving Campaign. This year the Division awarded a $350 scholarship to Kasey Beck, a junior in the ECE program. Kasey will attend a workshop at the Ron Clark Academy in Atlanta.

*Dr. Amanda Duffus* attended the Southeastern Partnership for Amphibian and Reptile Conservation (SEPARC) in Louisville, MS from February 18-20. She gave portions of two workshops on amphibian diseases and biosecurity as well as attended the Disease/Parasite Task Team meeting of which she is a new member.

*Dr. Cris Fermin-Ennis* judged the Spalding High School and the Lamar County High School science fair projects this January.

*Dr. Linda Hyde* led an EarthWindFire (Science Club) trip to the Georgia Aquarium on February 5.

*Gwen Sharpe* and *Gay Grubbs* will be attending the 24th Annual Georgia Perimeter College Mathematics Conference. The Keynote speaker will be Tom Carson. Tom is an author of several textbooks, Pre-algebra, Elementary Algebra, Intermediate Algebra, and Elementary and Intermediate Algebra, which are all published by Pearson. Currently, he teaches part time at Columbia State Community College and full time at Franklin Classical School in Franklin, Tennessee. Some of the topics that will be presented are:

- Motivate Your Students with Mastery Learning
- Course Redesign Issues in Developmental Mathematics
- Using Critical Thinking in a Web-enhanced Math Course
- What’s New in Developmental Education?

After the conference, *Drs. Gwen and Gay* will share their information with other Learning Support faculty.

*Dr. Marwan Zabdawi* volunteered to be a judge (in Engineering and Mathematics projects) for the science fair that will be held on March 4th at St. George’s Episcopal School in Milner.

**KingNotes**

The President’s Task Force on College Culture continues to meet in order to help establish a Gordon College Cultural identity emphasizing pride in self and work performed, courtesy and respect for others, peer accountability, integrity, and pride in the institution. The Task Force’s next meeting is scheduled for March 30 at 2:00 PM. Interested faculty are encouraged to attend or to contact *Dr. Mark King* at mking@gdn.edu for more information.

**MilewiczNotes**

Please note that this semester’s first Honors Program application deadline is March 1st. I hope you might encourage your best students to consider this option as we move into the term and our high-performing students become easier to indentify. All application and program information for the Honors Program may be found at: [http://www.gdn.edu/honors](http://www.gdn.edu/honors) Honors Program co-curricular events per term can be referenced at [http://honorsevents.gdn.edu/](http://honorsevents.gdn.edu/)

I am also happy to send some program brochures to you if you would like (mmilewicz@gdn.edu). As always, I welcome your questions and comments and appreciate your continued support.

**MooreNotes**

It is hard to believe that the GC@FVSU Program is approaching the two year anniversary mark! Time really flies when you are having fun! A lot of growth and development has transpired during that time. We truly had the opportunity to connect more with students now that we have committed Full-Time Faculty. *Ms. Bhembe’s* instruction and mentoring has made an enormous difference in the program. It has been confirmed that focusing on
the major area of weakness for students which is math was the right decision. By establishing trust and a sense of caring with the students, Ms. Bhembe has been able to break down walls and extreme cases of fear about mathematics. Several students have referred to her as a mom and a big sister. “We can talk to her about anything, Mathematics or our Personal Lives”. This is very critical in a program of this nature that our students feel connected and supported.

During the Fall Term Ms. Cortney Grubbs was able to building this same type of trust with our students as well. Through her divine sense of humor the students were able to quickly grasp all of the necessary concepts in English Composition with excitement and ease! Her vision to get the faculty engaged through multi-media vehicles was pioneer for this program. She continued to stay in communication with them to make sure that we keep them engaged, hear their concerns, and provide support where needed.

I am extremely proud of our entire staff! They really take the time to nurture the students while establishing the standards for an education at Gordon with tough love! I recently began interviews with students for new student aide positions and one of the questions that I ask them during the interview is if I were a new student interested in the Gordon Program and I meet you for the first time what would you tell me about the program? Almost every (9 to be exact) student said that they would tell them that the teachers were really good, they would make sure that you learned the material and they are really caring. One student even referred to the program as her “Family”. We have grown from a family of 27 to a family of close to 200!

Our student leaders have really blossomed this semester! They started the spring semester with a detailed plan to bring more activities to the program such as: more community involved through a Special Olympics Event that included all Peach County Schools K-12. This event was held in the HPE Building on Friday, February 4th and the AARP Wellness Tour that will take place on April 27th. They have also planned for a Black History Month Open Mic Night that will take place on Friday, February 18th. All of the students were encouraged to participate and display their talents in singing, poetry reading and speaking. They also have plans for a student forum that will discuss: love, sex and relationships in the month of March. One of their goals is to build bonds with the Fort Valley Students, so they decided to have a Gordon College VS Fort Valley Flag Football Scrimmage on April 8th from 1-4pm. The Ladies and the men with both universities are eager to meet the other on the field to see and discover the best in Middle Georgia! Their plan is to get the community involved through corporate sponsorships for t-shirts for all participants.

O’SullivanNotes

Please remember that the Education Division does group advising for all of our early childhood and middle grades advisees. Because of spring break and our NCATE accreditation visit, scheduling of these group advising sessions has been challenging this time. We plan to have only two sessions, so it is very important that the students put one of these sessions on their calendars. Those dates and times are: March 7 from 2:00 to 3:00 in Russell 208, and March 8 from 6:00 to 7:00 in Russell 211. Students may choose to come to either one of these. Students with early childhood or middle grade education majors MUST attend one of these sessions. Secondary education majors must now follow the major of the area they plan to teach (for example, English teachers follow an English major). This means that students who plan to become secondary teachers should change to an advisor in the major, though these students are welcome to come and listen to the group advising sessions listed above.

If you are advising education students, would you please alert them to these group advising meetings? We will also be sending all education majors an email about this. If you advise education students, you are welcome to come to any and all of these sessions, of course! Thanks for all your help in getting our future teachers pointed in the right direction.

Finally, please remind your students and advisees who plan to enter Gordon’s Early Childhood Education baccalaureate program next year that the applications for this program are now available in
Russell 104. These applications were due February 14, 2011, though we will continue to accept applications until the program is full.

WhitelockNotes

Ms. Joan Ashford is working with McFarland Publishing on her book Ecocritical Theology: Neopastoral Themes in American Literature from 1960 to the Present. She reports that the process is "moving along well" and that she is currently in the seeking permissions phase of the project.

Dr. Doug Davis’s essay, “Teaching The Nuclear Age in the Second Nuclear Age” was just published in the MLA press volume, Approaches to Teaching the Works of Tim O’Brien.

Dr. Jason Horn presented a paper, “Reading, Writing, and Focused Play,” at the “Student Success in Writing” Conference sponsored by Georgia Southern University on February 4, 2011.

Dr. Stephen Powers had a poem “The Great Chicago Earthquake of 2002,” accepted for publication in The Southern Poetry Anthology, Volume V: Georgia (Texas Review Press). He also attended the Associate Writing Programs (AWP) Conference in Washington, D.C. from February, 3-5. While there, he was invited to and attended a reception at the Embassy of Ireland on February 3rd and read as part of Salmon Poetry’s 30th anniversary celebration on February 4th at the Pigment Art Studio.

Dr. James Wallace reports that the Gordon College Chorus has been invited to perform at Spivey Hall as part of the Invitational Series sponsored by the Clayton State University Chorale. They will share a concert with the CSU Chorale on Tuesday, April 5, 2011, at 7:30 p.m. The concert will last an hour and feature the Gordon College Chorus at the beginning and at the end of the program, with the CSU Chorale singing in the middle of the concert.

Dr. Rhonda Wilcox has co-edited an anthology, Investigating Veronica Mars: Essays on the Teen Detective Series, with Sue Turnbull, Chair of Media Studies at the University of Wollongong in Australia that has just been released from McFarland Press. Dr. Wilcox has also contributed an essay that will appear in a feature series in PopMatters on the works of Joss Whedon; her essay will appear in the March 11 edition of the online site. Finally, she reports that Slayage: The Journal of the Whedon Studies Association has been invited to join the EBSCO group of journals, and so will be disseminated to colleges around the country and the world.

### Teaching Tips From Faculty

**Want to help students get focused as soon as they walk in the door?** Have music playing—something not too stimulating. Students tend to “get” the change in environment as soon as they come in, and they are more likely to be quieter and to get ready for class. Works well for exams, for a change of pace, or even for each class meeting.

**Discussion groups:** If you would like to get students to change the groups in which they work/discuss but do not want to choose the groups yourself, you can hand out a playing card to each student. Have all the “aces” work together, all the “twos,” etc. If used sparingly, the “difference” of this method can also elevate the energy level, helping students get to work quicker and have more productive discussions.

*If you have a tip that you would like to share,* email Ms. Lorell Almand lorella@gdn.edu. A good way to break the ice? A method for getting students to remember a key idea? A complement to the Brown Bag sessions, this space will be devoted to a few teaching/learning tips each month.

Dates & Deadlines
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<td>Mar 3</td>
<td>Midterm – Withdrawals after Mar 3 will be automatic WF except in documented hardship cases.</td>
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<td>Mar 11</td>
<td>Residence Halls close at 4:00 PM for Spring Break</td>
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<td>Mar 14-18</td>
<td>Spring Break for Students and Faculty</td>
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<td>Mar 20</td>
<td>Residence Halls reopen at 4:00 PM</td>
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<td>Mar 23</td>
<td>Advisory Workshop 2:00 PM Foundation Room (SC 209)</td>
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<td>Graduation Fair 1:00PM – 6:00 PM</td>
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<td>Mar 26</td>
<td>Campus Visit Day 9:30 – 12:30</td>
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<td>Apr 28</td>
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