

## Felton Jenkins, Jr. Hall of Fame Faculty Award Packet

Steve A. Stuglin  
Associate Professor of Communication  
Director of the Honors Program  
Georgia Highlands College

*I am honored and deeply humbled to have been nominated for this prestigious award. In this packet, you will find materials that demonstrate my work offering outstanding instruction for students. In the ten or more Humanities sections that I teach each year, I apply pedagogy research, best practices from peers, and years of experience to increase instruction effectiveness and to innovate towards improved outcomes for my students. As Director of the GHC Honors Program and the Annual Speech Competition, I support college-wide co-curricular and extra-curricular engagement and support academic success. Both the Program and the Competition have grown significantly under my leadership. My collective administrative work, including leading Faculty Senate and helping found a Policy & Procedure Task Force, has contributed to improved institutional communication and processes. This packet contains more examples and details of my work in these and other areas, such as advising, mentorship, and curriculum development. I love teaching, and I hope this packet captures that passion. – Steve Stuglin*

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### Nomination Letter

Provost - Dr. Sarah Coakley, Chief Academic Officer, Associate Prof. of Chemistry 0

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November 30, 2022

Dear Regents' Teaching Excellence Awards Selection Committee,

It is my honor and pleasure to nominate Georgia Highlands College (GHC) Associate Professor of Communication, Dr. Steve Stuglin, for the Felton Jenkins Jr. Hall of Fame Faculty Award. For over ten years, Dr. Stuglin has demonstrated excellence in teaching, dedication to student success, and a commitment to serving the College and community. His accomplishments and contributions are evidence that he is an outstanding faculty worthy of this prestigious award.

Dr. Stuglin is a dedicated and passionate teacher with a genuine desire to see his students succeed. He prioritizes active learning and collaboration, incorporates real-world scenarios into his curriculum, challenges students to think critically, and strives to create an inclusive learning environment in both the in-person and virtual classrooms. Dr. Stuglin flipped his COMM 1100 classroom with great success, resulting in remarkable gains in student performance. Recognizing that his students needed to maintain that personal connection to faculty, he launched virtual Human Comm Hangouts during the COVID-19 pandemic. Dr. Stuglin incorporates innovative, relevant, and exciting assignments in his courses. In many of his courses, students are creating portfolios of work that last long beyond their time at GHC. His *Pitch the Campus Dean* assignment allows students to become active participants in their educational experience, while also providing them with the communication, presentation, and professional skills that the workforce is demanding of our graduates.

Dr. Stuglin is a strong advocate for the humanities and its relevance in developing all students into successful life-long learners and leaders. He is particularly adept at demonstrating to his students that the communication and critical thinking skills they learn and practice in his courses are vital for their future academic and professional success. His "start with why" approach to learning is quite possibly his most impactful strategy in keeping students from every academic pathway engaged and motivated along their academic journey. Finally, his strong belief in GHC's access mission drives him to serve as a mentor, cheerleader, and advocate for every student he teaches or advises.

His passion for overall student success is evident through his efforts outside of the traditional classroom setting. In 2019, Dr. Stuglin became Director of the GHC Honors Program and has since taken the program to new heights. In three short years and amidst a global pandemic, he has tripled student participation and doubled faculty mentor participation in the program. Dr. Stuglin leads the Honors Program by example, not only serving as its Director but also

continuing to mentor student projects himself. He encourages and supports Honors Program students to present their work at local, regional, and national conferences.

In conclusion, I highly recommend Dr. Steve Stuglin for the Felton Jenkins Jr. Hall of Fame Faculty Award. He is strongly committed to teaching and learning, and to the academic and personal success of every student in every class in every semester. He is a role model for all USG faculty, and I encourage you to give his application strong consideration.

Sincerely,

*Sarah Coakley*

Sarah Coakley, Ph.D.  
Provost and Chief Academic Officer  
Georgia Highlands College

**Steve A. Stuglin, Ph.D.**  
Associate Professor of Communication

**Education**

2014 – Ph.D. – Public Communication: Rhetoric and Politics, Georgia State University  
2008 – M.A. – Communication Studies, Eastern Michigan University  
2006 – B.S. – Communication / Psychology, Eastern Michigan University

**Recognition for Teaching**

2021 – Award for Excellence in Special Topics Teaching, Georgia Highlands College  
2012 – Carol Winkler Outstanding Graduate Teaching Award, Georgia State University  
2011 – Certificate of Excellence in College Teaching, Georgia State University

**Continuing Education and Engagement related to Teaching**

2022 – CETL Small Scale Changes/Challenges Workshop, Georgia Highlands College  
2022 – eCore Innovation Training Series, The University of West Georgia  
2022 – CETL Designing Short Session Courses Workshop, Georgia Highlands College  
2021 – CETL Online Course Delivery Workshop, Georgia Highlands College  
2020 – CETL Online Course Design Workshop, Georgia Highlands College  
2020 – Student Advising Workshop and QEP, Georgia Highlands College  
2018-2019 – eCore Pedagogy Webinar Series, The University of West Georgia  
2018 – Got Your Six Workshop (Veteran Engagement), Georgia Highlands College  
2015 – Safe Zone Certification (LGBTQIA+ Engagement), Georgia Highlands College  
2012-2014 – Faculty Academy Workshop Series, Georgia Highlands College

**Selected Examples of Service**

Faculty Senate, GHC (President 2018-19, Vice President 2017-18, Member 2013-19)

During my six years as a member of the GHC Faculty Senate, I served on countless subcommittees doing work to investigate and solve diverse problems. While Vice President and President of the Senate, I worked on overhauls of all Committees of the College and of the Faculty, initiated productive working ‘summits’ between the Faculty and Administration that have continued since (now known as ‘Charger Chats’), and helped to start a college-wide governance improvement campaign that created ‘Task Forces’ for multi-year work to improve processes and rewrite governing documents. I view my time on the Senate as a meaningful span of service that helped to transition the Senate into a more positive and productive body at GHC.

Honors Program Director, GHC (2019-present)

As Director of the Honors Program, I oversee all student work towards honors credit at Georgia Highlands College, including a personal review of every proposed and completed honors project. I travel to every GHC campus and site spread across Northwest Georgia multiple times per semester to recruit and meet with honors students and honors faculty mentors. During my tenure, the Honors Program has roughly tripled in size, with growth in new applicants, active students, attempted credits, and credit completion rate (see Criteria 3 for more details). As part of my role as Honors Director, I also serve as GHC’s representative to the Georgia Collegiate Honors Council and the University System of Georgia Regents Advisory Committee on Honors.

Public Speaking Competition Director, GHC (2014-present)

As Director of the Public Speaking Competition, I have grown this event from a handful of students into one that takes over half an academic building and involves dozens of volunteer judges ranking, on average, seventy-five student speakers. The event has become an annual GHC tradition that challenges students to ‘Stand up and Speak out’ about topics that matter to them (more details in Criteria 3).

Discipline, Curriculum, and Program Development

As part of my commitment to quality education, I volunteer my time to various groups that work to establish frameworks and best practices for instruction and academic program management. For example, to help our students have a straight pathway from our Communication Associate’s into a Public Relations Bachelor’s degree, I helped to create a 2+2 pathway partnership with The University of West Georgia. While Chair of the Committee of the Faculty on Libraries, I developed a proposal that led to the creation of a satellite library at our small Douglasville instructional site. I served from 2015-2020 as GHC’s representative to the USG’s Regents Advisory Committee on Communication. Among other work, I helped develop system-wide standards for the Communication Area F. Since 2021, I have served on the Institutional Assessment Team, contributing to an overhaul of assessment practices and the development of procedures for assessing social responsibility in general education courses.

### **Teaching Experience**

I have extensive experience teaching courses offered by four institutions, over fifteen years, in traditional and various hybrid or entirely online modalities. This experience began in 2007, while working as a teaching assistant for breakout sessions of Public Speaking (CTAC 224) at Eastern Michigan University. My experience continued during my doctoral assistantship at Georgia State University, where I was honored with standalone sections of courses to teach in my first semester there. Over four years at GSU, I taught core courses in Public Speaking (SPCH 1500), Fundamentals of Human Communication (SPCH 1000), Media Writing (JOUR 1010), and Media, Culture, and Society (SPCH 2050). On the strength of my teaching performance, Georgia State University awarded me upper level courses to teach, including Human Comm. Research Methods (SPCH 3050) and Rhetorical Theory and Criticism (SPCH 4450).

Since 2012, at Georgia Highlands College, I have taught many sections of our Area B core course Introduction to Human Communication (COMM 1100), serving students in every pathway at the college and providing most with the only communication curriculum they will ever receive – making it vitally important to deliver outstanding instruction. I also regularly taught Area F courses in Humanities, including Public Speaking (COMM 1110), Interpersonal Communication (COMM 2105), and Fundamentals of Mass Communication (COMM 2230). In addition to my work at GHC, I am in my seventh year of working with The University of West Georgia to serve students from around the state by teaching Human Communication (COMM 1100) through eCore. I was recruited to help rebuild the course shell used system-wide since and have been recruited three times to mentor new eCore instructors.

In 2016, GHC began offering Special Topics in Area B. These courses, transitioned into First-Year Experience courses, are designed to allow students to engage with interesting topics with common learning objectives: information literacy, critical thinking, and integrative learning. I have developed and taught a rotating selection of four Special Topics in Humanities courses (GHHU 2901) that routinely fill with eager students: Political Argument and Debate, Engaging

in the Election, Persuasion in Advertising, and Rhetorics of Video Games (details in Criteria 1). In 2021, my innovation in course creation and execution was recognized with GHC's competitive Award for Excellence in Special Topics Teaching.

### **Selected Scholarship Related to the Study of Teaching**

- "Presence and Connection with Memes." *The University of West Georgia; eCore Faculty Conference*. Virtual. November 2022.
- "Make Activism Collegiate Again 2020: Creating Productive Spaces to Ignite Political Interest in Students Taking Core and Special Topics Courses." *Georgia Communication Association Conference*. Virtual. February 2021.
- "To Curse or Not to Curse: Perspectives on Profanity in the Classroom." *Georgia Communication Association Conference*. Cartersville, GA. February 2020.
- "Best Laid Plans: Requiring Political Engagement in College." *Georgia Communication Association Conference*. Macon, GA. February 2017.
- "Teaching Political Engagement through Contemporary Fiction." *South Atlantic Modern Language Association Conference*. Atlanta, GA. November 2014.
- "Inflating Grades and Student Evaluations." *Georgia State University Pedagogy Conference*. Atlanta, GA. March 2012.
- "Balancing Political Engagement and Partisanship in Undergraduate Classrooms." *Georgia State University Pedagogy Conference*. Atlanta, GA. March 2011.
- "The Agonistic Classroom: A Model of Process and Conflict in Learning." *Georgia State University Pedagogy Conference*. Atlanta, GA. March 2010.
- "Essays in Textspeak: The Importance of the Contextuality of Communication Styles." *Georgia State University Pedagogy Conference*. Atlanta, GA. March 2010.

### **Selected Scholarship on Other Topics**

In addition to scholarship related to the study of teaching and learning, I have thirty-one conference presentations on other topics, including presidential rhetoric, rhetorical criticism, and media studies. I earned two Top Student Paper awards in Mass Communication from the National Communication Association and the Southern States Communication Association. My published scholarship deals with the ways politicians deploy speech to shape public narratives, particularly around large industries such as auto manufacturing. See:

- "Obligations to Act: The Rhetorical Legacy of the Rescues of the Domestic Auto Industry." *Achievements and Legacy of the Obama Presidency: 'Hope and Change?'* Eds. Grossman, Michael, Matthews, Ronald Eric, and Schortgen, Francis. Palgrave MacMillan, (2022).
- "Trump, Trucks, and Twitter: The Auto Industry Case and Presidential Rhetoric on Social Media." *Trump Tweets, the World Reacts. Understanding What is Relevant and Why*. Ed. Luttrell, Regina. Rowman & Littlefield, (2018).
- "Let Detroit Go Bankrupt: Using the Past to Win the Present." *The Presidential Election of 2012: A Transformation in American National Politics*. Ed. Brattebo, D., Lansford, T., & Covarrubias, J. Akron: University of Akron Press, (2015).
- "U.S. Auto Industry Rescue." *The Obama Presidency: A Preliminary Assessment*. Ed. Watson, R., Covarrubias, J., Lansford, T., & Brattebo, D. SUNY Series on the Presidency: Contemporary Issues. New York: SUNY, (2012).

## **Reflective Statement of Teaching and Learning Philosophy and Objectives**

When asked to reflect on my philosophy of teaching and learning, I emphasize six principles I follow: access institutions matter, privilege direct student engagement, focus on the ‘why,’ practical application where possible, connect to the community, and nurture power as a political actor. Each of these principles deserves some elaboration.

First and foremost: access institutions matter. The foundation of my approach to teaching is an understanding of the crucial role that access institutions play in the education ecosystem. I come from a large family with limited means, and the support my parents were able to offer to my college education was extremely limited. Like many of my GHC students, I was a first-generation student, and all my subsequent graduate work and career would have been impossible without the initial coursework I completed at a community access school. For many students in Georgia, access institutions are the best or only path towards an education and career that will help realize personal goals and social mobility. We provide that pathway for them, and we give them a learning environment and level of support conducive to their success. I have given over a decade of my career to supporting that path for them, and I wouldn't have it any other way.

Second, I privilege direct student engagement and interaction in the classroom. When I was an undergrad, my least favorite classes were traditional ‘chalk-and-talk’ instruction. First-year students, I have found, don't prefer this kind of classroom but have come to expect it. My students learn on the first day that my classes are not quiet, note-taking affairs. Even before the start of class time, I encourage students to engage one another – to be *present* in the room and interact. I model social curiosity and presence for my students, and gradually see it adopted by students. By the third class of a semester, it is no longer quiet leading up to the start of class, and rarely after. We are talkative, we are adaptive, and we are often loud. Why? According to *Restructuring the College Classroom*, peer interaction increases student satisfaction with class and supports learning outcomes (Griffin & Howard, 2017). My students spend as much time in pairs or small groups as all-together in a typical session, and course content and evaluation are designed to feature peer interaction. Additionally, when students are prompted to engage with one another, they make connections. According to Vincent Tinto's *Taking Student Retention Seriously*, this keeps those students coming back to class and coming back next semester (1999).

Third, I focus on the ‘why’ for content. If students are presented with a piece of content or task and asked to learn it, just *because*, we know that their buy-in will be low. As the Transparency in Teaching and Learning (TiLT) approach shows us, when you explain to students why they are learning a piece of content, how it works, and how they will be evaluated on their knowledge of it, you can increase student motivation. In Human Communication, for example, which students of all pathways find themselves in, I require students to complete several speeches. *Before* we do this process, I have a group share exercise where each student talks with peers about the careers and activities they have in mind for themselves for the future – and imagines a scenario where they will be speaking in public as part of that job or activity. When future architects, nurses, engineers, artists, and programmers actually start to talk about that future job, it is easy for them to see scenarios where they would have to address a team or a crowd. I've found that this exercise helps them understand why learning public speaking strategies is useful *for them*, and I see that reflected in the effort they put forth on their speeches.

Fourth, the way that I teach my courses uses as much practical application as possible for increasing content comprehension and evaluating student performance. To teach content, my classes shift back and forth between Review and Apply. Take my Mass Media (COMM 2230), for example: my students Review the history of yellow journalism and sensationalism in news

media. Next, they Apply it, by using smartphones in pairs to look for examples of modern sensationalism in their social media feeds, and we discuss why it works, what it does, and what individual users can do to deal with it. In Interpersonal Communication (COMM 2105), after we Review theories of conflict resolution, I'll have students work in pairs to Apply those theories to a recent conflict they had with a friend, family member, or partner. They strategize with their peer how to have handled that real conflict better. I've had many students tell me that they used the strategy applied in the hindsight exercise to 'redo' the original conflict for real, and saw a much better outcome from it the second time. In my later sections of this packet, I describe several more practical application and evaluation assignments I use, including my Pitch the Dean, Culture Interview, Content Creation, and Job Interview assignments. For me, practical always wins, so anything I can do to help a student connect to content in a real way and apply it in their lives, makes the difference.

Fifth, I connect content to community context to help students understand how they fit into the broader communities they will participate in. A campus community and the broader community is only as vibrant, safe, and constructive as the people that choose to participate in it are willing to make it. As George Kuh wrote in *High Impact Educational Practices*, collaborative activities and ones that model connecting to the community are among the best things to do for student engagement and success (2008). In mini-HIP activities, I help students to draw connections between content, context, individual actions, and the repercussions of those actions. This includes, for example, assignments such as one I use to teach Dewey's Reflective Thinking Process, a model for how to collaboratively solve problems in small groups. In that assignment, my students are first tasked with selecting a community problem and then set themselves to creating feasible solutions. One semester, my students focused on college student food insecurity, and worked together to strategize ways to support campus programs like a confidential food pantry. I firmly believe that college educators have a responsibility to help students learn, as much as possible while on our campuses, about how individuals fit into and contribute to broader communities, and the responsibility we all have to each other to create vibrancy, safety, and constructive solutions together.

Sixth, I do what I can to nurture my students' confidence in their own power as a political actor. Students come to us with beliefs, values, and opinions that matter to them, but many students also come with a fear of expressing or acting on those views. They are often not confident in their own expertise or ability to defend their views. They are hungry for a context in which they can learn how to explain their views better, and more persuasively, to others. I try to provide that context. For example, I challenge students to choose political topics for their Persuasion Speech assignment and then create spaces where they can work with each other and me to better understand and better defend their stance. They research and workshop these speeches together, playing Devil's Advocate for each other to identify and resolve weaknesses in their arguments. Instead of a half a dozen speeches about why texting and driving is dangerous or puppy mills are bad (my most commonly picked topics in my early teaching days), my students now give speeches to their peers about immigration, gun policy, education, healthcare, climate change, and more. I can't express how frequently I hear them say that it gave them confidence to talk with family members and friends about their views.

By far, the best part about my job is that I get to spend all day working with my students. Their access to education through institutions like GHC is important to me, and I do what I can with every student to privilege student engagement, teach the 'why,' apply content practically, connect to the community, and nurture my students' power as political actors.



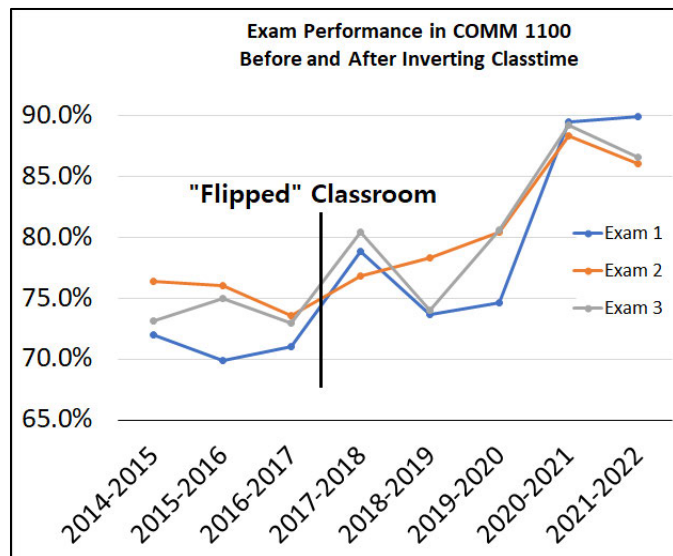
## Summary of Innovative Teaching Artifacts and Practices

### Class Session Setup

My class periods, regardless of course, typically begin with “Headline and Highlights.” While students are settling in, I relay a headline or two from the news, and ask them what they think about it. In just two or three minutes, I can raise awareness about news items of importance, build rapport with students, and set the tone for every class period as one in which I prompt participation, rather than merely welcome it. After the headline, I spend the next two or three minutes on the course highlights: what we’ve just done, what we’re doing today, and what we’ll be doing after that. I pose the “big question” for the class period, and then as a class we spend the next seventy minutes answering that question, using a consistent structure appropriate to the course. For example, Intro to Human Communication is inverted (see below).

### Inverted Communication Course

To improve engagement and better achieve learning outcomes, I inverted or “flipped” my sections of the core Intro to Human Communication course in 2016. With the inverted model, my students are assigned chapter readings and workbook entries before each class period. The workbook entries, developed by me, serve as a guide for effective notetaking, and prompt students to explain theory back to me in their own words and/or apply concepts to scenarios. The students come to class with these entries, and after checking for comprehension, we are left with two-thirds of instructional time to *apply* that content. I make heavy use of group problem-solving, three-minute writing assignments, and Frank Lyman’s Think-Pair-Share exercises. Students benefit from the increased time spent on application and interaction, and I am free to provide more individual attention. Workbook entries and class applications provide students with ample material to prepare for exams. As shown in the graph on this page, inverting my sections has played a role in improving exam scores for my students by over 10%.



### Human Comm Hangouts

Switching classes to online instruction during the COVID-19 pandemic made building rapport with students incredibly challenging. Not only did I lose the real-time animated conversation when my classes went asynchronous, but I lost the context for getting to know my students and getting them comfortable with one another. In 2021 I started using weekly ‘Human Comm Hangouts’ video meetings for my online sections. It wasn’t a virtual office hour, but a virtual hang-out. The students that attended spent more time talking to me and each other about video games and the Marvel Franchise than anything from class, and that is exactly what I wanted it to be. It recreated the kinds of in-person casual conversation, largely lost during the first year of the pandemic, that can build rapport, trust, and keep students around.

## **Criteria One: Evidence of Strong Commitment to Innovative Teaching and Learning**

### Creation of Four New Special Topics Courses

GHC offers High Impact Practice and First-Year Experience courses in Area B. The learning objectives for these courses are grounded in the American Association of Colleges and Universities VALUE rubrics on Information Literacy, Critical Thinking, and Integrative Learning, and align with LEAP Georgia principles of inclusivity, civic connection, and lifelong inquiry. I've created four such courses since 2016 and taught them on a rotating basis. In 2021, this work was recognized when I won GHC's Award for Excellence in Special Topics Teaching.

In *Political Argument and Debate*, students learn classical argument and debate structure and techniques and use these to inform live debates about contemporary political issues in the classroom. Students are paired up to research, write briefs, write position papers, and ultimately formally debate in real time in front of the class issues that have included immigration reform, climate change, the welfare system, student loans, gun control, progressive taxes, drug sentencing, private prisons, and more. During semesters when this course is taught, it is common to find these student teams studying and practicing debate in the student lounges or running through possible arguments in my office. Former students have expressed how much this course made them pay attention to the ways politicians talk and debate, and to how to engage in more authoritative ways with friends and relatives.

In *Rhetorics of Video Games*, I teach the rhetorical criticism techniques typically applied to poetry, prose, and music and instead apply those techniques to the very video games that our students spend much of their free time engaging with. By choosing artifacts for analysis that already spark passion with students, *Rhetorics of Video Games* provides an avenue to get students truly excited about rhetorical criticism. In the class, I teach students how to use Narrative, Ideological, Metaphoric, Feminist, and Genre Criticism on *Minecraft*, *Skyrim*, *Mario Kart*, *Fallout*, *Candy Crush*, *Call of Duty*, and much more. By the end of the semester, students write full length rhetorical critiques of video game artifacts they chose for analysis.

My third course, *Engaging in the Election of 20XX*, is offered during the Fall semester of a midterm or presidential election year. It draws politically engaged students and students that are uninformed about politics but want to become more so. Students watch political ads, debates, write essays, and deliver speeches. The course challenges students to examine their own political perspective, to research and build better arguments for that which they support, to adopt positions opposite to theirs and learn to better defend those, and to engage with peers and the broader world about policy, process, and candidates. By building a more global perspective, and by considering the strengths of arguments that are not their own, students are less likely to fall into easy demonizing patterns for people with differing views. In addition to getting a more diverse view of events in the election, the course challenges them to engage with the 'down ballot,' including local races where candidates they've never heard of run unopposed.

*Persuasion in Advertising* is my fourth course of this type, and it is designed for an audience of students that are interested in media, social media, business, public relations, and advertising. In this course, I teach students about the media surround of ubiquitous advertising, especially online, and about *how and why it works on them*. The course explains ancient and modern advertising and persuasive techniques, using extensive examples of print advertising and video advertising to show the techniques in action. Students practice the techniques themselves by building their own ad storyboards, and ultimately write about and create advertising for GHC programs or clubs using our MARCOM digital signage system.

In each of these four courses, Stuglin aims to give students two things to take away from the semester: new skills and a portfolio of work. The students learn argument and debate skills, rhetorical criticism, election engagement and advocacy, and media literacy skills. They walk away with completed debates, critiques, speeches, essays, ads, and analyses.

Also, the students often report these as their *favorite* courses on their schedules. We know that single courses can drive students to campus, and that single courses can lead to changed majors and changed futures. If students love these Special Topics courses, they are coming to campus for them (and for the rest of their CORE).

### Assignment Innovation

I create many unique assignments, but one of my favorites is the ‘Culture Interview.’ In a unit on intercultural communication, I invite students to note down identities of theirs that they are *comfortable talking about*, which usually includes nationality, skin color, class, and other things. I then model an interview for them, before pairing them up with people interested in those differences. They are provided a list of four questions to ask about each cultural difference they agreed to talk about (*boundaries matter*). The first minute is always awkward, but the classroom quickly gets filled with loud questions and animated answers. “What do you love about your Chinese heritage?” “What’s the hardest part about being a woman?” “What is the best thing about being a Southerner?” “What do you think people misunderstand about your faith?” Students engage directly with cultural difference, breaking the taboo. Gordon Allport’s intergroup contact hypothesis tells us this kind of engagement directly reduces prejudices about other groups and fosters multicultural understanding. Bonus: my students say they love it.

## **Criteria Two: Use of Effective Teaching Strategies to Enhance Student Learning**

### Creating Portfolios of Work

We know that students benefit from having tangible artifacts produced under direct mentorship during a semester. These can become building blocks for a portfolio of work or ways to be more visible in a professional way online. For example, in Mass Media (COMM 2230) students spend a fair amount of time mid-semester learning about theories of media production: *why* are books, shows, films, and songs made the way they are made? As a final project, students create a blog, curated photo feed, Youtube series, or other similar form of content. We discuss the artistic, legal, financial, and ethical aspects of media production, but students learn intuitively how these aspects constrain content creation when I task them with creating content of their own. My students learn production on a platform of their choice while creating content that often persists, such as several of my students that started a series of Youtube cooking shorts.

Students in my special topics, First-Year Experience Rhetorics of Video Games course complete a full rhetorical analysis essay – likely two years before many of them would do so in a junior or senior level course elsewhere in the Humanities. This essay is developed over a period of eight weeks, and the process helps teach students how to dig under the surface of a text, in any form, to understand *how* it was created, *why*, and what persuasive *work* it does on people that consume it. By completion of term, students will have identified a rhetorical artifact (video game), a method of rhetorical criticism, and conducted an in-depth analysis that informs an analysis of the persuasive mechanics at work in the artifact. The finished essays, such as an ideological rhetorical criticism of approaches to capitalism present in *Minecraft*, could be and have been submitted to undergraduate research events and become part of student portfolios.

### Practical Exercise: the Job Interview

One of my students' favorite assignments by the close of the semester is my job interview assignment as part of a professional communication subunit in Human Communication. Students respond well to the roleplay involved in doing the interview, and the intense level of preparation leading up to the active learning exercise teaches students how to prepare well for real interviews. My approach to this assignment privileges the persuasive content of interview answers themselves – focusing on the most strategic ways a student can feature what they have to offer a potential employer. Through individual coaching, peer workshop, and three-minute writing assignments, we develop solid answers to common and uncommon interview questions that the students can use to stand out from other candidates with the same credentials. The assignment prepares students for the often-hyper-competitive interview process they will see post-graduation, and it remains one my students identify as having high practical use for them.

### Make a Difference: Pitch the Dean

I am always looking for ways to tweak or rebuild assignments to improve outcomes for students. In a recent short course through GHC's CETL, I engaged with Paul Hanstedt's *Creating Wicked Assignments*, in which he argues that we can enhance student learning and encourage student autonomy by creating situations where the student becomes the authority on the content for an audience in a position to act. Using this insight, I reworked my Sales Pitch public speaking assignment by changing the topic and the audience – having the students *Pitch the Campus Dean* and other campus staff about changes the students want to see made to the campus to improve their experience next semester. I ran the assignment this way for the first time in Fall 2022 and it was a resounding success. The students were focused and prepared to make a good impression on the Dean, they made persuasive arguments for changes to campus that would impact their experience, and the Dean left with a page full of notes, asking me to promise to do the assignment and invite him back to hear it every semester.

### Using Technology in the Physical and Virtual Classroom

Technology can maintain student attention, appeal to varied learning styles, and offer substantive value that a text or whiteboard cannot. Given this, I make use of student's familiarity with smartphones to do video clip Pair-Share assignments, use poll software (Mintimeter), real-time browsing of ProCon or Ballotpedia to show students how to research policy and stance, and information literacy tricks to show students how to identify website authorship and test author credibility. My online courses all begin with close adherence to the practices identified in resources such as the Dept. of Education guidelines for "Regular and Substantive Interaction" in online learning environments. Extra effort is required, particularly in asynchronous classes, to help students feel seen and heard the same way they might if sitting in my classroom. This involves prerecorded content, staged in my home office so students can see my personality come through, live content for casual interaction such as my Human Comm Hangouts space, and a personal tone in all communication. In November 2022 I gave a short talk at the annual eCore Faculty Conference about one of my favorite best practices: establishing presence and connection with students in online courses. In announcements, emails, discussion posts, and assignment details, I incorporate contemporary memes and personal photos to build rapport, maintain a light tone, and help students "see" me talking to them about content and deadlines.

### Assessment of Learning Objectives

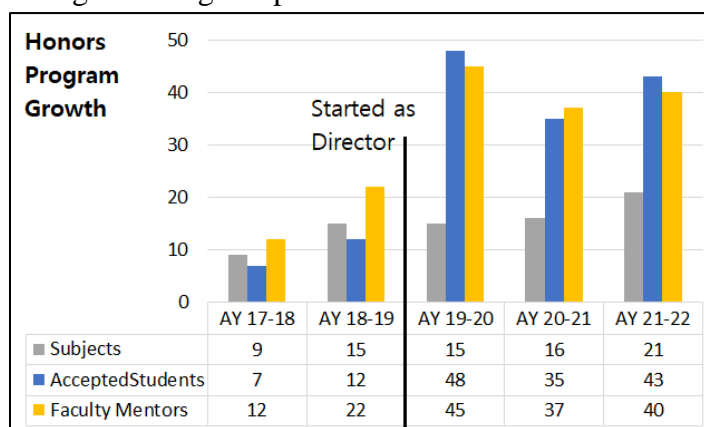
For most of my time at GHC I have had a direct hand in (or my hands full of) assessment activities. I work with my Communication faculty colleagues to assess average student performance across the college on areas we identify the year prior as needing attention. Since 2021, I have also been a member of the GHC “A-Team” (Assessment Team), and active in conversations with representatives from every School at the college about how to improve assessment and ‘close the loop’ on assessment-driven changes to teaching practices.

### **Criteria Three: Strong Commitment to Fostering Academic Success Outside the Classroom**

#### Honors Program

My work serving as Director of the college-wide Honors Program since Fall 2019 has contributed substantively to growth of that Program and academic success for students. The Honors Program at GHC is, at heart, a platform for fostering undergraduate research for our students – a recognized High Impact Practice. According to David Lopatto of the American Association of Colleges and Universities, the positive impact of undergraduate research has passed from anecdote to systemic data, and includes enhanced information literacy, content comprehension, inquiry, and analysis skills (2010). Students accepted into the GHC Honors Program pursue honors credits by completing independent research projects, conducted outside of class, in addition to course content. The project a student undertakes in a given semester is individualized to them – connecting the student’s interests, pathway, and course content together into a unique plan of inquiry. Over the course of the semester, outside of class, the honors student is mentored by a faculty member as they complete a project that meets Program standards of academic rigor. To graduate with distinction from the Program, students must complete a Capstone presentation, another recognized High Impact Practice.

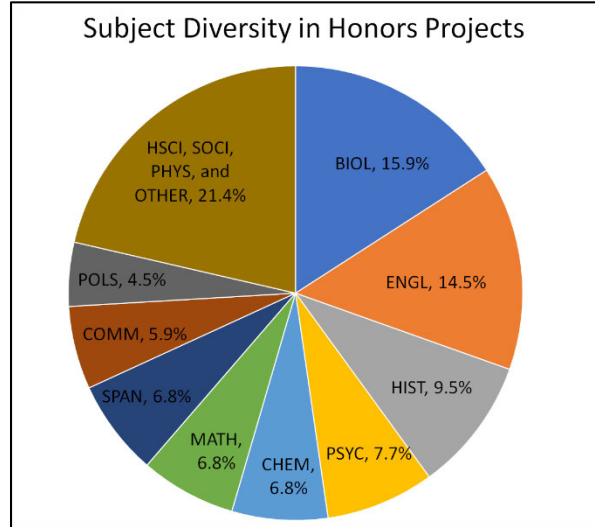
As Director of the Program, I personally review and approve every proposal, mentoring partnership, and completed project. It is a blessing to be drowned by so many excellent student proposals at the start of every semester, and so many excellent completed projects at the end of every semester. In Spring 2022, for example, I read and approved completed student research as diverse as a field study of *E. coli* levels in Lake Allatoona, a historical analysis



of love and marriage in half a dozen religious traditions, a presentation on *Crinoidea* organisms, an experiment on snowy terrain and avalanche safety, a research essay on the effects social media has on self-concept, and a field report on fossil collection in Northwest Georgia. These projects provided opportunities for our students to engage in hands-on research and self-directed inquiry outside the classroom, that became the best part of their semester. Nattalie Gordon, one of my advisees, said honors work “helped me survive my other classes this semester.” Students also gain a relationship with a faculty mentor – who now knows firsthand the student’s dedication, curiosity, and performance – and can speak of it with confidence in letters of

recommendation for scholarships, programs, and jobs. GHC Honors student Olivia Reidenbach said the Program “provides an opportunity to be a competitive applicant and set yourself apart from other students.”

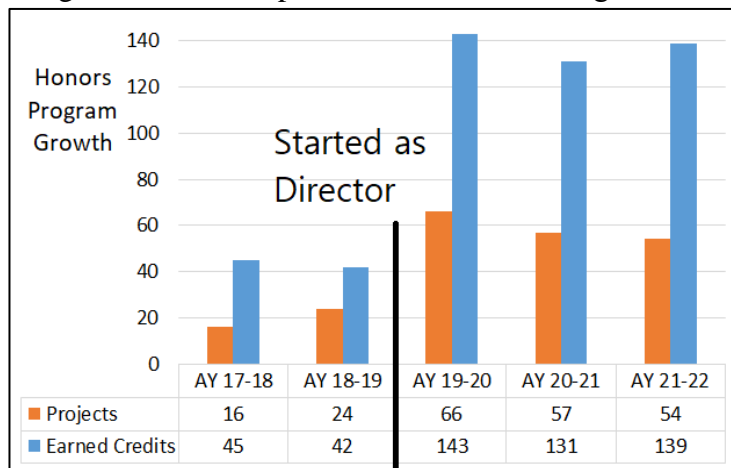
In addition to overseeing the work conducted by dozens of honors students every semester, I mentor Honors students of my own. In Fall 2022, I am mentoring student research projects on compulsory voting, cancel culture, and the expressive possibilities of nonverbal communication. In Spring 2022, my mentees wrote a research essay about the interdependent influences between face-to-face and online interaction, and an original work of fiction that taught interpersonal communication strategies to children and their parents. Completing these projects was hugely rewarding for the students, and the work leaves the student with completed artifacts that can be further disseminated or used for student portfolios.



Recruiting students to participate in the program is another part of my responsibility as Director. When I accepted the role of Director, the Honors Program at GHC was limited to a handful of participating students working with a handful of dedicated mentors. During my first semester as Director in Fall 2019, I traveled to all five of our campuses and sites to talk about the Program. We had 48 new students accepted into the Program that year. I have continued my outreach efforts at every GHC location, and the Program has seen continued growth. In Fall 2022, we have roughly one hundred active students in the Program, thirty of them conducting research this semester in pursuit of 111 honors credits. The charts on these pages show the dramatic increase in college-wide participation in the Program, which gives more students one-on-one time with faculty mentors and opportunities to engage in undergraduate research.

As Director of the Honors Program, I challenge students to share completed projects with new audiences. For example, the Honors Program was well represented at GHC’s inaugural Academic Showcase in May 2022.

Many of our students accept my encouragement to go further, and have submitted and been accepted to present their research at undergraduate research events hosted by the Georgia Collegiate Honors Council, Georgia Undergraduate Research Conference, the Georgia Communication Association, the Southern Regional Honors Council, and the National Conference on Undergraduate Research, among others. When I am



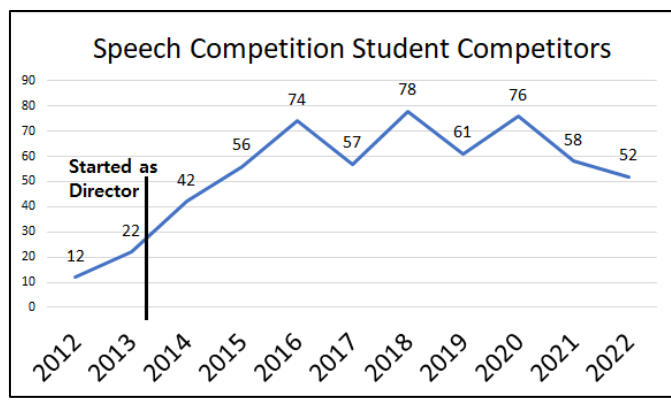
able, I attend these conferences to show support for the students and to help them network with other outstanding students and members of the faculty from other schools.





### Speech Competition

The Annual Public Speaking Competition at GHC began in 2010 with a handful of students. I joined GHC in 2012, and began serving as Director of the Competition in 2013. In the years since, and with the support of an ever-growing number of faculty members and college stakeholders, the event has become a GHC tradition. Many of our students learn basic public address theory and practice in our Human Communication course or Public Speaking course. Still, the performative art of speaking in public is one that requires significant practice in front of live audiences to master. To that end, our event is an opportunity for students to demonstrate speech preparation, verbal style, physical delivery, and to build experience in front of unfamiliar audiences. They have a chance to speak persuasively about an issue they are passionate about, in a situation where they may be able to change minds. In a typical recent year we welcome 50-75 student competitors from every campus and instructional site to compete, putting their original persuasive speech against those of their peers in a multi-round elimination event. As Director, I organize the event, recruit faculty and staff judges, build sponsorship partnerships within and outside of the college, arrange facilities, secure prizes, review every student entry, and work as emcee. Through hard work, we were able to maintain numbers in the event even as we transitioned to a virtual model during the COVID-19 pandemic. MaKiah Jordan, our first place winner in 2021, said “entering this competition is a great way to develop confidence, practice, and knowledge in public speaking.” I’ll continue to do what I can every year to provide that opportunity for students.



### Politics Board

On smaller instructional sites, I am always on the lookout for ways to engage students in hallway conversations – to build rapport and to give students something to come to campus for. I am an unabashed politics nerd, so I would often offer a piece of political news or engage a few in

a discussion of a policy. Often, students would tell me they didn't know enough about what was going on to feel entitled to an opinion. To combat this in an admittedly small way, I began maintaining a nonpartisan "politics board" at our Douglasville instructional site, and I started one at our Marietta site in Fall 2022. Recently, the Marietta site hosted advisors and counselors from the Cobb school district, and our Marietta Campus Dean told me: "Your board has been a big hit with the guests. I heard a bunch of them talking about wanting to do something like that at their schools." The board features information sourced from respected news organizations and debate resources (e.g. ProCon.org) about public policy, public opinion, elections, and politicians. During semesters with an ongoing election, I update the board with voter registration info, poll results, debate schedules, and candidate bios. Questions on the board prompt students to think about candidate stances and statements. Students stop and read it in the hall between classes, and I sometimes see a cluster of them talking together about something posted on the board.

### Support for the *Six Mile Post*

For years, I worked with student journalists and photographers in my role as Douglasville site faculty liaison for GHC's student newspaper. *The Six Mile Post*, our award-winning paper, is but one of multiple outstanding student-produced media entities at GHC, entities that have won thirty-six awards since the Spring of 2019. GHC media entities win coveted awards from the Georgia College Press Institute and the Southern Regional Press Association, including *Best Podcast* (2020-2021) and *Best Overall Print Newspaper* (2019-2020). I cannot claim much credit for the excellent and award-winning student work from a hands-on perspective, but my administrative support of those student journalists and media entities has been consistent. Additionally, I chaired work on Journalism and student media at GHC as part of our 2021 Academic Strategic Realignment. The research we produced showed that student engagement with GHC media helps students stay through the completion of the degree, and provides student with valuable skills and hands-on experience in creating and distributing media to provide pathways into professions in journalism, media, public relations, advertising, communications, public policy, and other areas. For example, one of my advisees and former students, Victor Williams, has gone from working with GHC student media to working for several television news organizations, and has gone viral as the 'skateboarding reporter,' with millions of Youtube views of one of his on-air reports. According to Mooney & Francis' *Extracurricular Programming*, direct engagement with faculty mentors in these kinds of activities is also a key to student retention – it is what drives students to campus and keeps them there (2018).

### Advising

For most of my time at GHC, I worked as a faculty advisor to students with diverse pathways – meeting students during orientation to help them understand college schedules, choose courses, and get registered. Starting in 2019, as part of our college-wide Quality Enhancement Plan, we moved to a holistic advising model, with professional advisors working with students for the first term and faculty advisors in the pathway assigned to a student from the second semester through graduation. According to research GHC presented in our 2022 Aspen Award semifinalist work, this model of advising has led to higher one-term persistence rates and higher retention rates for students. From my perspective, it works because it forms a relationship between the advisee and the faculty advisor. My advisees get to know me through the planning work we do together, and I've had several continue making advising appointments long after they needed any form of advising.





27 September 2022

Dear Award Committee,

Dr. Steve Stuglin's commitment to equity, accessibility, and academic rigor forms the foundation of his impressive legacy at Georgia Highlands College. I am honored to support his nomination for the 2022 Felton Jenkins Jr. Hall of Fame Faculty Award.

In the last twelve months alone, Dr. Stuglin has taught over 260 students in Human Communication courses and a GHC-specific Area B class called Special Topics in the Humanities, which he recalibrates each term according to student interest and cultural relevancy. He teaches both online and in-person, regularly reviewing student feedback and updating course materials and design to fit best practices. His courses are especially valuable to GHC's population of students, many of whom are first-gen, underserved, underprepared, and learning "how to college." He incorporates discussions about mindset, personal responsibility, and community engagement. One student writes in an anonymous end-of-course evaluation, "his interaction and connection with us students, even based all online, pushed us to learn."

Dr. Stuglin creates opportunities for students to hone critical soft skills, valuable across all employer categories, through practical application of classroom learning. He directs both the GHC Annual Speech Competition, now in its 13<sup>th</sup> year, and the GHC Honors Program. He coordinates, oversees, and promotes this program, a recognized member of the Georgia Collegiate Honors Council, the Southern Regional Honors Council, and the National Collegiate Honors Council. With his mentorship and encouragement, students strive to produce projects that earn them internships, scholarships, and job opportunities they would not have considered themselves prepared for otherwise.

Although my supervisory relationship with Dr. Stuglin is relatively new, my admiration of his work as a colleague in the School of Humanities extends over ten years of our shared time at GHC. He is a model instructor, a valued teammate, and a talented professional in his field. He has a demonstrable record of student success and teaching, deserving of the Felton Jenkins Jr. Hall of Fame Faculty Award.

Sincerely,

*Jessica E. Lindberg*  
Jessica E. Lindberg, Ph.D.

Dean, School of Humanities

Georgia Highlands College

September 30, 2022

Dear USG Office of Academic Affairs:

Dr. Steve Stuglin creates unique academic experiences and opportunities at Georgia Highlands College which lead to student learning success. He uses his innovation and energy to establish new courses and to revive tired programs. He is dedicated to students on multiple levels, in the classroom and outside of it, in ways far beyond what is required or expected. Without question, he deserves the Felton Jenkins, Jr., Hall of Fame Faculty Award.

As the former Dean of the School of Humanities and current Project Director for Inclusion and Equity, I have had the pleasure of serving as Dr. Stuglin's past supervisor and now as a colleague. In both capacities, I have witnessed many instances of the impressive work that Dr. Stuglin does for students at Georgia Highlands.

- When our Area B expanded to include a Special Topics option, Dr. Stuglin created several courses that have been extremely popular, including Persuasion in Advertising, Rhetorics of Video Games, and Political Argument and Debate. All of his special topic courses apply communication concepts to subjects of great interest to our students. No other faculty member has explored the potential of the special topics option to the degree that Dr. Stuglin has.
- In 2019, Dr. Stuglin took over the GHC Honors Program, which had languished with little participation for years. Now it is flourishing, with growing numbers of students doing and presenting extraordinary work annually. This growth continued even during the challenges of the pandemic.
- The annual GHC Speech Competition is another endeavor that Dr. Stuglin took on. It was successful already, but under Dr. Stuglin's care and promotion, it took off, and is now one of the college traditions that students anticipate every year.

These three examples are indicative of the passion that Steve Stuglin brings to the students at Georgia Highlands in and out of the classroom. He strives to bring new experiences to students, and his enthusiasm is infectious. Perhaps the most remarkable aspect of Dr. Stuglin's work is that he brings the same level of creative student-focused learning opportunity to everything he does.

Dr. Steve Stuglin is the kind of faculty member we need throughout the system to retain students, to lead them to higher graduation numbers, and to enrich the college experience for all of them, and frankly, for all of us. Does he deserve the Felton Jenkins, Jr., Hall of Fame Faculty Award? Absolutely.

Sincerely,



Jonathan Hershey, Ph.D.  
Project Director for Inclusion and Equity  
Georgia Highlands College

Friday, October 28, 2022

Special Regents Committee  
Felton Jenkins, Jr. Hall of Fame Faculty Awards

Dear Committee Members:

I am writing to express my strong endorsement of Dr. Steve Stuglin's nomination for the Felton Jenkins, Jr. Hall of Fame Faculty Awards. I have known Dr. Stuglin for ten years, having worked with him at Georgia Highlands College (GHC) first as a teaching colleague and then later collaborating with him in various committee leadership positions across the college. His focus and vision have been instrumental in driving GHC toward reflective improvement as he has sought to extend the reach of GHC into our communities and to strengthen the impact we have on the lives of the students we serve.

Dr. Stuglin actively engages with GHC's Center for Excellence in Teaching and Learning (CETL) having completed courses in designing short session classes, online course design, and online course delivery. He applies this knowledge to his own courses but also more broadly by working to revitalize and redesign GHC's Honor's Program, thus providing an avenue for his colleagues to enhance their own teaching and student impact. Under his direction, the number of students participating in honor's projects has tripled over the past three years. In addition, Dr. Stuglin is the director of our speech competition. This highly anticipated annual event is now entering its 10<sup>th</sup> year and has seen a 300% increase in student participation and 200% increase in faculty participation. Here, students gain confidence and faculty can explore another avenue of teaching as they judge and provide feedback to the entrants.

In his own classroom, Dr. Stuglin is nothing short of a rock star. In 2021, he won a GHC award for Excellence in Special Topics teaching by introducing his students to such concepts as "Political Argument and Debate" and the "Rhetoric of Video Games". While the topics he introduces could be explosive, Steve's command of the classroom enables him to maintain fair and balanced discussions where students have a safe space to explore all sides of an issue. In addition, by appealing to the personal interests of our students, he engages them fully and they learn without even realizing they have done so.

Dr. Stuglin's work extends beyond the classroom as well. In advising, he works with students to examine their career choices and critically evaluate how they will achieve their goals. Also, being a faculty member on one of our smaller satellite sites gave Steve the opportunity to advocate on behalf of that entire student population to bring needed courses to the campus both from GHC and our sister institutions in the region. He worked to extend GHC's connection to the area by promoting recruiting opportunities and rallying other faculty at the site to do the same. In short, he is dedicated to our students and passionate about their opportunities and success.

Steve is a faculty leader and I have found that there are few that can equal his passion, knowledge, conviction, and drive. His heart for our students and belief in GHC's mission is evident in every action he takes and his unique set of skills and expertise give him the tools he needs to affect real change. Receiving the Felton Jenkins, Jr. award would be validation of his efforts and recognition of a job very well done.

Regards,

*Melanie S. Largin*

Melanie S. Largin, Dean - School of Business and Professional Studies

Recommendation Letter  
Candidate Dr. Steve Stuglin

September 29, 2022

Felton Awards Committee,

I would like to wholeheartedly recommend Dr. Steve Stuglin, Professor of Communication and Honors Program Director at Georgia Highlands College for consideration for the USG Regents Felton Hall of Fame Teaching Award for 2022. Dr. Stuglin excels in all of the qualities listed in the criteria for the Felton Award. These qualities have made Steve a highly regarded faculty member in the eyes of his students and his colleagues.

Other than his communication classes, Dr. Stuglin teaches four rotating special topics classes, dealing with rhetoric in advertising, the current election season, electronic gaming, and political argument and debate. Each of these classes focused on helping students critically observe the messages they encounter in the world around them. Students see the enthusiasm that Dr. Stuglin brings to these topics. As the Chair of Communication, I hear many positive student comments about Dr. Stuglin's classes.

Dr. Stuglin is also frequently involved in personal development and discipline scholarship opportunities. Steve's professional development activities include involvement in programs from our Center for Excellence in Teaching and Learning, including sessions in both online and face-to-face class design, and the design of short session classes. Dr. Stuglin is also a prolific contributor to discipline research and conference presentations, including the National Communication Association, Southern States Communication Association, Georgia Communication Association conferences, and the South Atlantic Modern Language Association Conference.

I have had the opportunity to observe Dr. Stuglin in the classroom and see the effective teaching strategies he employs with his students. One example was a group workshopping session in his human communication classroom. He used the session to help students in his class propose persuasive topics for their oral presentations. He asked the students to discuss their topics in groups and then with the whole class. Dr. Stuglin moved between the groups, listening, posing questions, and responding. I observed that students were involved in the group process and felt comfortable seeking for feedback when they felt lost. His classroom was both lively and informative with content lectures being built between structured classroom activities.

Outside of the classroom continues his focus on student achievement, Dr. Stuglin serves as the honors program Director at Georgia Highlands College. He invests his time and energy to recruit students into the program, connect them with faculty willing to take on discipline-specific honors projects, and help students design those projects so that they are a valuable experience. Many of his honors students presented at the college-wide symposium this spring. One final activity I would like to mention is our yearly Georgia Highlands College Speech Competition. Steve has navigated this valuable student experience that includes about 75 students every year. This was especially difficult during COVID. Dr. Stuglin found a way to move the competition to a virtual format, which allowed the students to participate in this yearly tradition. I hope I have displayed how Steve's commitment and energy help shape the students and our institution. I ask the committee to contact me if they have any questions.

Professor Allen R. Dutch  
Humanities Chair  
Georgia Highlands College

September 13, 2022

To the Awards Committee:

I am writing to offer my enthusiastic recommendation in support of my colleague Dr. Steve Stuglin's candidacy for the Felton Jenkins, Jr. Hall of Fame Faculty Award.

I have had the privilege of working with Dr. Stuglin since I began teaching at Georgia Highlands College in 2017. My primary impression of him gained over the past five years is that he is extraordinarily dedicated to the college and to his students. We've spent many semesters as part of a small group of Humanities faculty working at one of GHC's smaller instructional sites—first Douglasville, then Marietta—so I've seen the way he meets with students outside of class to discuss their progress, and I overhear his enthusiastic lessons. His investment in his students is obvious at all turns.

However, his work beyond his teaching responsibilities makes an equally significant impact on the GHC student community. Several years in a row, Steve has gotten me involved as a faculty judge for the GHC Public Speaking Competition, which he singlehandedly spearheads annually (he's been director since 2014). This comprises efforts spanning many weeks that culminate in preliminary, semifinal, and final rounds of judging. He carefully orchestrates all three rounds to ensure that each student gets a chance to be fairly evaluated and an opportunity to try to win. It's an impressive event, and Steve even shepherded it through two years of virtual participation during the pandemic. During in-person years, the final round of student speeches was a high-energy occasion that filled an auditorium with excited student presenters and audience members, as well as faculty from across the college filling volunteer roles or cheering on their students; it's my understanding that we'll return to the face-to-face modality this year. It's one of Highlands' flagship annual events, and it wouldn't happen without Dr. Stuglin's hard work.

Further, yet another way Steve advocates for student success is as director of the GHC Honors Program since 2019. He visits others' classrooms to promote the program to students, recruits, encourages participation, and evaluates applications, proposals, and complete projects. He encourages faculty and students to raise expectations of themselves and gives everyone confidence they can do more than they might have thought. I've mentored four of my own students through their honors projects (work of a caliber students typically wouldn't attempt until they were much further along in their college careers than they are), and Steve offered indispensable support every step of the way.

Finally, as former Faculty Senate president and as a participatory colleague in all shared governance opportunities in the college, Steve is a voice in favor of transparency and efficacy. He can always be counted on to ask questions that need to be asked and notice details vital to the fulfillment of our mission—to serve our students.

This award would be more than well deserved; Dr. Stuglin daily reflects the values of Georgia Highlands and the University System of Georgia, and I offer my highest recommendation on his behalf. I'm available to speak further

Sincerely,



Julia Reidy  
Assistant Professor of English  
Georgia Highlands College

To whom it may concern,

My name is Lyzette Schott and I am a former student of Dr. Steve Stuglin at Georgia Highlands College. On my first day at Georgia Highlands, I attended an orientation class and a tour of the campus. While waiting for the tour to begin, Dr. Stuglin walked up to our group and introduced himself and immediately began asking each of us about our goals and majors of choice. He explained how wonderful of a school environment GHC was. He spoke only briefly with us, but I remember coming home and telling my wife how impactful and welcoming his words were, and how I had felt very nervous about returning to college late-in-life, but his conversation with us was so compelling that it really made me believe in myself to start this new chapter. I stated how I wished I was taking a class with him and to my pleasant surprise, Georgia Highlands advisors must have heard me, because I walked into his classroom a couple weeks later.

Dr. Stuglin's class was eye opening. It was thought provoking in ways that really made me think about who I was a person and a student. His class felt more like a high-level psychology class than communication 1100 and I was absolutely in my element. He went above and beyond to challenge us to look at the world around us and determine how we felt about issues, he led us in honest conversations that really hit home, and we were able to debate and come together as a class on topics with his guidance. Dr. Stuglin's lessons on self-image and his in-depth discussions on equality and acceptance of all only centered me more in learning more about myself, even here in my thirties. I learned so much more than Dr. Stuglin's syllabus intended, and it was honestly a life changing class for me.

Dr. Stuglin spoke about the Honors program, which he is the Director of, and I knew off one conversation with him that I wanted to be a part of it. He discussed with me in detail the challenges I would face as a non-traditional student and the rewards that would come from my hard work. Upon acceptance, I did my first honors project in his class under his guidance, and I really went above and beyond to challenge myself. I had his full support backing me every step of the way. He provided ample opportunities for his students to excel in their education and was always the biggest supporter in the room. It was because of Dr. Stuglin's dedication to providing us with opportunities that I was a speech competition finalist, an award winner for the book I wrote for his class honors project, and eventually ended up changing my major from entrepreneurship to psychology. He really makes you feel like the sky is the limit for what you can achieve, all while still being completely honest and upfront about the challenges you will face. Dr. Stuglin's lessons in the beginning of my college education have paved the groundwork for me to achieve dean's list every semester and sealed my acceptance to PTK Honors.

I was incredibly sad when my semester ended in Dr. Stuglin's class. I would take so many more classes with him because of the support he gives to his students, the acceptance of all people that he teaches, and the life lessons mixed into regular curriculum that is unmatched by any professor I have had in my education experience. I have recommended Dr. Stuglin to every single one of the students I speak with, and I wish him nothing but the absolute best in his life and career because he fully deserves it. His nomination to be GHC's candidate for the USG Regents Felton Hall of Fame Teaching Award for 2022 comes as no surprise to me as he is the definition of a Hall of Fame Teacher. I hope that my description of how impactful he has been on my education and my life really gives you a snapshot into how impeccable of a professor Dr. Steve Stuglin is.

Thank you,

Lyzette Schott  
Georgia Highlands College Honors Student  
Phi Theta Kappa Honors Member



Dear Regents Committee,

My Name is Holly Chaney, and I was a student of Dr. Stuglin at Georgia Highlands College. During my time at GHC, I took four of Dr. Stuglin's courses including Human Communication, Mass Media, Argument & Debate, and Rhetoric's of Video games. I found his classes to be engaging and challenging. Dr. Stuglin was well organized, planning out complex and thoughtful lesson plans with foundational knowledge from origin to the present.

Participation is part of the assignment. Dr. Stuglin uses student interactions in his classes to create a whole style of learning. It asks students to use all their processes and senses to form and perform the subject at hand. To step out as themselves and be seen and heard. It is a dynamic learning that is real world and invaluable. It can be employed immediately and indefinitely, building confidence and personal agency. While Dr. Stuglin's classes are rigorous, fast paced, and packed full of foundational information, he shines where he asks students to create, to form, and to offer, always including an action to reinforce a concept. For example, in Mass Media, in parallel to daily classwork, students were asked to create a public persona and foster that creation throughout the semester as a final project. This is something students took personally and there was no lack of quality work shown at the end of the semester. This opportunity to be seen and heard activates whole learning where emotions, cognition, and ability meet.

Leaving no fact unturned, Dr. Stuglin gives a strong guidebook by which students can see a hierarchical view of the dynamic of the subject, as well as equips students to navigate the murky waters of what can be considered credible. If there is an inkling of passion for one's position, Dr. Stuglin creates an environment where students are challenged to look within to see more, to fact check those views, and after gathering the facts, to stand confidently and speak on them. He promotes concepts of informed civility and challenges students to approach and discuss difficult issues of discourse with facts and confidence in hand.

Speaking up, or reaching out, being more, it promotes a self-growth that is empowering, and implements strategies that gives students an active role in self-realization and actuation that fosters one's self-development through improved communication, confidence in credibility, and assurance of voice. Dr. Stuglin's courses can unlock hidden potential by asking students to show up in ways they never have before. Providing an impetus for students to open, to see, and to grow while offering foundational tools of stability.

Through my studies and mentorship with Dr. Stuglin I found confidence and personal agency to pursue student leadership via student government, public speaking, participation in student initiatives at the college and USG level, worked as a writer and editor for the GHC paper, joined and participated in honors projects and opportunities, and went on to pursue building my own brands and businesses.

I was excited to learn of Dr. Stuglin's nomination as a recipient of the USG Regents Felton Hall of Fame Teaching Award. My time with Dr. Stuglin was so profound that it surpassed student experience and has become more of a life experience, one that I still refer to frequently in my daily life. I couldn't think of a more impactful and deserving recipient of this award.

Thank you,  
Holly Chaney  
USG Student Advisory Panel  
President of the Georgia College Press Association  
Georgia Highlands College Honors Student  
Phi Theta Kappa Honors Member  
Staff Writer and Editor at Six Mile Post