

April 20, 2008

Dear Dr. Zinsmeister and Teaching Excellence Award Selection Committee Members:

I was excited to be chosen as the Dalton State College Teaching Excellence Award winner in 2007. The award has only been in existence on our campus for three years, and during the previous two years I had the pleasure of serving on the selection committee. I also served on the 2005 Teaching Excellence Award Selection Committee at the system level. I share this because I want you to know I realize how impressive my colleague nominees are at my own institution and across the system, and that amplifies how absolutely honored I am to be among fellow nominees from the two and four year colleges this year.

Recently I learned that I have been promoted to the rank of **Full Professor**, which is considered to be quite an honor at Dalton State, as currently only nine members of the full-time faculty have achieved that rank. I feel this promotion is, in part, a result of my serving at an institution that values student learning and its counterpart, effective teaching. Although I excel and exceed expectations in the areas of professional development and service, teaching excellence is the endeavor which I most value and dedicate myself.

I have embedded all the requested material within this nomination portfolio. However, I have probably included more student comments and letters of support than other nominees, as I believe students' words best illustrate the profoundly positive impact that I have had on their lives and their learning. My greatest hope in preparing this portfolio is that my **genuine concern for students and their learning** is apparent. Student comments taken directly from official course evaluations such as:

“She has been the best prepared, most knowledgeable, and enjoyable professor I have had. The difficulty level can be high, but she allows an awesome route to learning the material.”

and

“Dr. Price always uses class time to effectively help students learn the subject material. She has a genuine concern that ALL students learn the course material. She has effectively created worksheets and handouts that would make not learning impossible. Dr. Price encourages class participation, and she welcomes questions from students. Her interest and enthusiasm for the subject matter is easily transferred to her class. I appreciate the time and attention that Dr. Price commits to this class and each individual student. On a scale from 1-10, I give her and 11+.”

will be utilized throughout the portfolio in order to support my philosophy of learning and teaching, as well as provide evidence of the student learning and effective teaching that occurs in the courses I teach. I hope it will become apparent that students feel my courses have a **lasting transformative impact** on them and their ability to **think critically** and **analyze situations**. In addition, I hope you will note that levels of student learning are phenomenal in my courses; this is due to very **strategic course planning**, along with **motivational** and **engaging teaching and learning strategies**.

Once again, I am honored to be a nominee for this award and I thank you for your consideration in the selection process.

Sincerely,
Christy Price

Dr. Dorothy Zinsmeister
Regents' Teaching Award Selection Committee
Board of Regents of the University System of Georgia

Dear Dr. Zinsmeister:

On behalf of the faculty and administration of Dalton State College I am writing to nominate Dr. Christy Price for the 2008 Regents' Teaching Excellence Award designated for the two-year/state college sector. I do so with the highest enthusiasm and confidence, for Dr. Price has time and again demonstrated her extraordinary talent as a teacher and her superior mastery of the skills necessary to realize it.

Dr. Price prepares for instruction more diligently than anyone else I can recall over the thirty-four years. I have served at this institution. She has an acute awareness that teaching is meaningless without reliable assurances of learning, and no one on our faculty is more sensitive to variations in students' learning styles and the necessity for diverse modes of pedagogy. Consequently, she has won deep respect and near-universal popularity from colleagues and students alike. She was one of the first two or three faculty members here to explore the potential of distance learning, and she rapidly became as adept in its techniques as in those of the conventional classroom. In 2005-2006 she served as the initial Coordinator of DSC's Retention-Progression-Graduation Task Force, and her organizational skills and motivational gifts were indispensable to the formulation of fifty-seven recommendations that continue to guide our RPG activities.

Beyond her teaching and service to DSC, Dr. Price maintains an impressive program of professional development, easily falling into the top 5% of our faculty of 130 in the number of her presentations in national, regional, state, and local forums. In recent years she has also become recognized as a faculty trainer, invited to lead faculty retreats at several colleges inside and outside the University System.

Further details justifying our nomination are abundant in Dr. Price's curriculum vitae, which will be reinforced by the other materials in her portfolio. We are proud indeed to present her as a representative of what Dalton State College offers its students.

Yours sincerely,

John Hutcheson

John A. Hutcheson, jr.
Vice President for Academic Affairs

April 28, 2008

Dear Dr. Zinsmeister and Teaching Excellence Award Selection Committee Members:

I am pleased to recommend Dr. Christy Price for the University System of Georgia Teaching Excellence Award. I have worked with Christy at Dalton State College for over eight years, both as a fellow teacher and now as her dean. I can think of no other colleague for whom I have so much respect, and I have enjoyed the many opportunities that I have had to work with her over the years.

Personable, collegial, intelligent, thoughtful, creative, and innovative are only a few of the adjectives that come to mind when I think of Christy. A true innovator who is genuinely interested in student learning and student success, Christy was the recipient of Dalton State's 2007 Excellence in Teaching Award. Christy has been especially involved in our Teaching and Learning activities, participating in book club and teaching Café discussions. A frequent participant at conferences that focus on undergraduate teaching, Christy has presented her research efforts concerning student engagement and motivation, won a Faculty Enrichment Award to explore teaching techniques that influence student motivation, and served as Keynote speaker at the University System's Conference on College and University Teaching. A superb teacher, Christy's psychology classes are the first to fill, and she consistently receives near-perfect student evaluations. Sensitive to our area's growing Hispanic population, she has taught the College's Multicultural & Diversity course and infuses multicultural perspectives into all of the courses she teaches.

Christy is committed to the concept of the college as a community of learners. She has participated in successful interdisciplinary learning communities that linked Introduction to Psychology to English Composition I and that linked Introduction to Psychology to Introduction of Film as Literature. She is currently serving on the new Freshmen Year Experience Committee, creating a curriculum that focuses on student success; serving on a campus-wide committee exploring learning outcomes and assessment; and serving on the new Teaching and Learning Committee. Leading and motivating by example, Christy served as the College's Retention and Progression Task Force coordinator. She oversaw subcommittees on Student Success, Best Practices in Retention, Teaching, and Learning Effectiveness, Student Advisement, Enhancing Campus Culture, and Financial Aid; conducted engaging and creative presentations on retention, effectively bringing our diverse faculty together; and increased our full-time student retention rate by 6.6%.

Christy has the ability to bring faculty, staff, and students together, creating a productive environment and bringing out the best in others. She freely gives of herself to the College and to the community, actively participating in student support services and activities. Whether supporting the Social Work Club's Box-a-thon to raise funds for the homeless (sleeping in a box in 20 degree weather), participating in P-16 activities, supporting the Saturday of Stars program for area middle school students, or participating in river cleanup events, Christy exemplifies the best that individuals can offer each other and their communities. Christy's vision, creative energy, and her superior performance in the classroom make her an outstanding candidate for this award. I endorse her for this honor wholeheartedly.

Sincerely,
Mary Nielsen
Mary T. Nielsen, Ph.D.
Dean, School of Liberal Arts

April 15, 2008

Dear Dr. Zinsmeister:

As the former chair of The Division of Social Sciences at Dalton State College, it is my pleasure to write this letter of endorsement for the Teaching Excellence Award for Dr. Christy Price. She is a most deserving candidate.

Dr. Price began her teaching career at Dalton State College in 1992. From her initial classes it was apparent that Dr. Price was providing something more than just another course. Her student evaluations are consistently at the top of the division and her classes are regularly the first to be filled. Not satisfied by her reputation as an excellent instructor, she continues to modify her courses to include additional technology such as video clips and DSC Connect as well as incorporating her own unique methodology. With each teaching innovation, her classes become more popular.

To the delight of students, Dr. Price has always been willing to accept the challenges of a new course. In addition to the **Introduction to Psychology**, she has also taught **Applications in Psychology**, **Human Development**, and **The Psychology Adjustment**. In each case, her students reverberate similar accolades. *"She is easy to learn from. Her enthusiasm for teaching is electric. She delivers the content in an exciting and diverse way, using techniques that meet every learning style. She's awesome, and "It makes skipping class NOT an option."* It is clear that students not only want to take classes with Dr. Price, they are excited to be in her classroom.

Dr. Price also has been a leader on campus in developing classes in conjunction with strategic imperatives promoted by the College. She has been in the forefront of using her psychology classes in a learning community format. She is also in the midst helping to implement a First Year Experience course and is leading the Teaching and Learning Initiative.

The accomplishments of Dr. Price in the classroom have also been recognized by her peers around the region. Her reputation as a distinguished instructor has generated numerous invitations to speak to other faculties on effective teaching. This is the type of honor that is reserved for a select few in the profession.

Dr. Price is a committed and dedicated instructor whose primary concern is her students. Her willingness to go above and beyond anything that is required of her professional responsibilities is truly admirable. She has distinguished herself in the classroom as a gifted instructor and is worthy of the recognition of the honor for which she is nominated.

Sincerely,

Norm Presse

Norman J. Presse, Jr., Ph.D. - letter sent via email attachment
Professor of Psychology and Chair, Division of Social Sciences (retired December 2007)

NOTE: Dr. Presse agreed to provide a letter of support as our new Division Chair has been in the position for less than a semester and has not yet had the opportunity to officially evaluate Dr. Price.

April 25, 2008

To the Selection Committee,

It is both a pleasure and privilege to write in recommendation of Dr. Christy Price as the recipient of the Regents' Teaching Excellence Award. I have known Christy for over four years and regard her as one of the most devoted, talented and accomplished individuals I have encountered in over two decades of experience in higher education.

In the classroom Christy Price embodies teaching excellence at its zenith. Christy devotes hours to preparing for each class, identifying strategies, techniques and materials that will best illustrate the subject. In class she truly engages her students. Christy teaches in every single sense of the word. She approaches her students as individuals, each significant, each warranting the attention that will put them in a position to succeed. She interacts with the class and creates a community in which each student becomes a part of the educational experience. I've walked past her classroom early in the semester and seen that every student has a name card on the desk in front of them. The cards disappear after a few days as she gets to know them. Students have names in her class. There are no anonymous faces representing mere social security numbers in Christy Price's class.

Christy has become recognized as an authority on innovative teaching techniques and motivating students. Other institutions invite her to come and teach their teachers. She has been active in the scholarship of teaching and is working with me on a committee to establish a center for effective teaching and learning on our campus. Her approach to teaching is one that encompasses multidisciplinary and multicultural approaches. Finally, Christy's student evaluations approach perfection, not merely because she is popular, but because students understand what she has done for them and the extraordinary experience of which they have been a part.

Christy has been able to maintain her level of excellence in teaching while being called upon to serve the college in a multitude of administrative roles, an achievement that is noteworthy. That she is able to accomplish so much while being one of the most energetic, outgoing, inspiring, charismatic, and caring individuals I have ever encountered is truly astounding. I can recommend Dr. Christy Price for this award with the greatest possible enthusiasm.

Sincerely,

Anthony Simones

Dr. Anthony Simones
Assistant Professor of Criminal Justice and Political Science
Dalton State College

April 21, 2008

Dear Dr. Zinsmeister and Teaching Excellence Award Selection Committee Members:

In January, I started classes at Dalton State College where I was lucky enough to be a part of Dr. Price's Intro to Psych 1101. Since the first day of class, Dr. Price has shown her determination and care in creating a positive, productive learning environment. To only compliment her teaching methods would be a grave injustice to her efforts at being a mentor to her students; therefore, with this letter I intend to convey my feelings of getting to know a teacher who goes above and beyond what is expected of her in and out of the classroom.

One thing that sets Dr. Price apart from other teachers is her attention to detail. Once seated in her class, it is impossible to not notice the control she demands not out of fear, but out of respect from her students. Polarizing herself from the typical college professor stereotype of long drawn-out monotone lectures, Dr. Price engages the classroom with questions and suggestions forcing independent and critical thinking from her eager audience. The structure of her presentations speaks to the care she puts into every aspect of her job. From the detailed handouts that overview materiel studied in class, to the bank of video examples she uses to clearly present her delicate subject matter, she has obviously put time into delivering the necessary content in any way that can reach her students.

On several occasions I have spoken to students, current and former, who only had praise for Dr. Price. Two such individuals changed their majors to Psychology, citing their experience with her as inspiration to pursue a career in the progressive field. All those I talked to had stories of praise and positive memories from their times in her class. If there is any doubt of the impact Dr. Price has on her students, I suggest a trip by any of her classrooms at the time in which they dismiss. On a regular basis, one may find a group discussion, or a line of students waiting patiently to confide in her their personal experiences or concerns with some of the sensitive materiel covered in her class.

As the year goes on, my respect for Dr. Price as a mentor grows. Early on, we connected over a mutual interest in Psychological literature. Since then she has reached out to me expressing concern in my well-being over my sordid family history. I have learned of other students who have come to her for help in life; whether it be career choices or matters of a more personal nature, her caring assurance is well received given the high esteem she is held in by all who know her well. This proves to me her motivation is not merely a paycheck; I trust it is knowing she is making a difference, and improving the quality of peoples lives that drives her to excel.

I send this letter, knowing that any award received by Dr. Price will only motivate her to continue on her path of excellence in preparing her students for matters curricular, and for matters of life.

Sincerely,

Jason Everts

Jason Everts

Current Student (Spring 2008 - PSYC 1101: Introduction to Psychology) & Future Student
(Summer 2008 - PHED 1030: Health & Wellness, Fall 2008 - PSYC 2101: Psychology of Adjustment)

April 10, 2008

To: The Teaching Excellence Award Selection Committee:

We have many fantastic professors here at Dalton State College, but I would have to say that Dr. Christy Price holds the top slot as being the best of the best. I am currently taking my fourth class with Dr. Price, and as a business major, I feel that the knowledge I have gained from taking her various psychology courses has given me an insight on how to deal with other people in a much more effective manner. I am confident that I will be a much better and more effective manager and leader for having taken these courses. Were it not for Dr. Price herself, however, I may not have taken these psychology courses, and I would have missed out on the wealth of knowledge I have gained.

Dr. Price is a phenomenal teacher. She is enthusiastic and has the increasingly rare ability to engage her students. She employs various teaching methods including film clips, group interaction and role playing, class discussion, questions derived from the textbook, handouts, lecture, and a host of other exercises. I am graduating with a BBA in Management this semester, so I have had the opportunity to take a wide variety of classes and have experienced the teaching styles of many different professors. She uses unique teaching methods that make the course work fun, interesting, and easier to understand. Dr. Price, herself, is fun, open, approachable, and appears to value the thoughts, feelings, and observations of all her students. I have heard her name touted about campus by many other students saying she is a most favorite professor. Not only has taking these courses been an enjoyable academic experience, I am convinced that the courses I have taken with Dr. Price have changed my life.

I am currently taking my fourth class with Dr. Price, and it has proven to be a profound experience for me. I have been able to apply the knowledge I have gained in both my personal and professional life, and have seen improvements in both. I seem to have become a more effective communicator and listener. I have been sharing what I have learned in this course with my family, and my two teen-age daughters are trying to apply this knowledge to their lives. As a mother, it makes me proud to know that sharing the knowledge I have learned from this course is helping my children to become stronger, better, and more enriched individuals. While we have always been close, I feel we have become stronger as a family unit. It is not just the course work that is responsible; it can very much be attributed to Dr. Christy Price's teaching methods.

I would be happy to answer any questions you may have. Please feel free to contact me at 706.272.4590.

Sincerely,

Lorie Stennett

Lorie Stennett

Current Student (Spring 2008 - PSYC 2101: Psychology of Adjustment)

Former Student (PSYC 1101: Introduction to Psychology, PSYC 2204: Applications in Psychology, and PHED 1030: Health & Wellness)

Dear University System of Georgia Teaching Excellence Award Selection Committee:

Dr. Christy Price is a phenomenal instructor. In her tenure at DSC, she has and continues to impact students. In particular, her involvement with students in and out of the classroom is commendable. Her unique teaching style, her ability to interact with students, as well as advise and counsel them, are reasons why Dr. Price should be the recipient of the University System Teaching Excellence Award.

Dr. Price's teaching style is exceptional. In both my Applied Psychology and Psychology of Adjustment courses, students loved coming to class. From the moment she gets there to when she leaves, students are actively engaged in everything involved in class. In both classes, Dr. Price used relevant real-life examples, through media, as well as acting through role play to produce a quality, conducive learning environment. In class, we watched relevant video clips and students shared their experiences. Dr. Price created an environment that made everyone able to be open. The quiet students in the class, like me, were able to speak out and not feel afraid. Her teaching style produces a greater understanding and retention of the topics. This in turn allows her students to perform extremely well on exams. Throughout the buildings and halls at DSC, Dr. Price's name is mentioned with exhilaration. Not only because she is an outstanding instructor but also because her unconditional compassion for her students.

Dr. Price not only interacts well with students in the classroom but outside as well. Along with chairing the Student Retention Committee here at DSC, she has also served on the Strategic Planning Committee which I had the pleasure of serving on as a student representative. Not only does she balance teaching, serving on committees, and raising a young son, she finds time to interact with students during community service events. Dr. Price encourages participation in such activities. She volunteered her time cleaning up the Conasauga River with students. She also contributed her time to the Box-A-Thon. Although many students participated, including myself, few faculty and staff participated in the frigid weather to fellowship with students and help make their makeshift homes for the night. Like a kind, loving mother, she provided blankets, sleeping bags, food, and helped build and decorate boxes with participants. She, graciously served breakfast the next morning and offered words of encouragement throughout the night. Dr. Price also contributes her time to take students to conferences to further enrich their knowledge in psychology. One Saturday, Dr. Price took a group of students to the annual Georgia Undergraduate Research in Psychology (GURP) Conference.

I have known Dr. Price for two years now. In that period of time, she has made a significant impact in my life. Both of Dr. Price's classes were my favorite classes while at DSC. Through her candid teaching style, I was able to develop a greater, deeper interest in psychology. I discovered that I wanted to pursue a career as a marriage and family counselor, collegiate guidance counselor, or even a psychology professor emulating Dr. Price. I obtained an associate's degree in psychology in May 2007. Currently, I am at Georgia State University continuing with my bachelor's degree in psychology. I credit Dr. Price not only for me becoming a better student but also an outstanding leader. Her exceptional ability to interact with, advise and counsel students, and most importantly give the priceless gift of knowledge for the students to take with them infinitely is remarkable. For these reasons among others, I support Dr. Christy Price for the University System of Georgia Teaching Excellence Award.

Sincerely yours,
Juterh Nmah - letter sent via email attachment

Former Student (PSYC 2101: Psychology of Adjustment & PSYC 2204: Applications in Psychology)

To: Teaching Excellence Award Selection Committee Members

From: Julie Rancudo
Former Education Major

RE: Dr. Christy Price
Inspiring, Encouraging, Leading, Teaching, and Mentoring

I entered Dalton State College in the summer of 2004. One of my first classes was **Health and Wellness** with Dr. Christy Price. I was a very nervous and not very confident student. Actually I was just a Mom venturing out for the first time in many years. I had worked successfully in the school system, but returning to school as a student and making this middle age brain work felt like an uphill and very frightening challenge. This is where Dr. Christy Price came in.

Dr. Price was very encouraging when finding out that I was so stressed and said, "You will do fine." She did not just leave it at that, she took a long term interest in the next three years of my life as a student on a journey towards not just a degree but self-confidence. She advised me on what classes to take, and how to meet the GPA needed to be accepted to the education program at DSC. I remember at one point struggling in Math and consulting with her on my anxiety not just over this, but overall test anxiety in all of my academic courses. She encouraged me to keep working and not to lose sight of the end goal of becoming a teacher. She continually encouraged me by reminding me that I would become a fantastic teacher.

I distinctly remember the fall of 2004 taking **Introduction to Teaching** from Dr. Price and learning not just about the laws tied to education through power points and videos that encouraged engaging and informative class discussions, but also learning about how to present yourself in the schools as a DSC student. This class proved to serve me well as it built a solid foundation for classes to come (ex.) Classroom Management, and also helping me to get hired and sign a contract with City Park School in October of 2006 for my first job in August of 2007.

It has not only been an honor to have been in Dr. Price's classes, but it has been a privilege to have her as a **mentor to pattern myself after**. She is a person that I will call **friend and advisor** for many years to come. Even though I will be a fifth grade teacher and have been student teaching in the fourth grade I have used the same exact teaching tactics that I learned from watching Dr. Price teach on the college level. She (1) is very specific in what she wants students to learn, (2) is very big on reviewing and pulling out key information, and (3) is very detailed and organized in presenting projects and assignments. **You always know when in Dr. Price's class what is expected in order to be successful, and this gives all styles of learners and personalities the tools to succeed.** You come out of her class and out of spending time with her feeling that you can succeed at anything you put your mind to. **She encourages students to be themselves and to have opinions while inspiring them to become the best person they can be.**

Former student (EDUC 2203: Introduction to Education and PHED 1030: Health & Wellness)

Dear Members of the Selection Committee:

I am writing this letter in support of Dr. Christy Price's nomination for the Teaching Excellence Award. During the past eight years, I have had the distinct pleasure of knowing Dr. Price in many of her numerous roles at Dalton State College: an instructor, an advisor, a colleague, and a mentor. I cannot think of another instructor who is more deserving of this award than Dr. Price.

I first met Dr. Price while I was serving as a student orientation leader. She was paired with me as the faculty volunteer. Faculty members were not compensated for their participation in orientation beyond being given a t-shirt. Dr. Price volunteered for numerous sessions throughout the summer.

I later took Dr. Price's Introduction to Education course as well as her Applied Psychology course. It appeared to me then that she possesses qualities unique to those individuals who are born to be teachers. Her classroom was one where knowledge was co-constructed. Students were encouraged to bring their ideas and experiences to the discussions. She also used technology effectively to enhance the learning experience. PowerPoints were never dull or text-ridden; concepts were captured and made memorable with video clips, music, or her infamous electronically altered photos. Feedback was always prompt and thorough. Most impressive however was her unique ability to inspire her students. Her role as my professor and mentor was extremely influential in my decision to pursue a career in higher education.

In addition to my own personal experiences in Dr. Price's courses, I had the opportunity to advise DSC students while recently employed in the college's Advising Center. Either by recommendation from a fellow peer or from previous academic experiences, students requested Dr. Price's sections by and large. Her courses were always quick to reach capacity during the first days of registration. This is a true testament to her appeal to students. In addition to her popularity among students, she is always willing to try new instructional methods. She has taught a variety of courses during her tenure at Dalton State. She helped pilot some of the College's first learning community courses, and the feedback from students was overwhelmingly positive.

Even though her courses are typically at or beyond capacity and each semester she is experimenting with new methods of teaching, she seems to have ample time to meet each and every student's needs. Dr. Price's accessibility to students extends beyond the classroom or office hours. She promptly responds to emails from students. She even posts her contact information on her office door to enable students to contact her when she is off campus.

In closing, I am sincerely indebted to Dr. Price for what she has done for me, but I am not the exception. I feel confident all of the students who have ever taken one of Dr. Price's courses or who have interacted with her in any of her many capacities at Dalton State would echo the recommendation that I have provided. She excels in the classroom and across campus in service to students. She is truly deserving of the Teaching Excellence Award. If I may be of further assistance, please do not hesitate to contact me at (423) 697-2496 or by email at amanda.bennett@chattanoogaastate.edu.

Sincerely,

Amanda Bennett - letter sent via email attachment

(Former Student 2001/2002 and Colleague in the DSC Advising Center 2006/2007)

Documentation of Student Learning linked to Teaching & Learning Philosophy

One of the more obvious indicators of teaching effectiveness utilized on our campus is student evaluation of professors' performance. Each semester, I closely analyze my student evaluations looking for ways to improve. Over the next 5 pages, I will document student learning by supporting the main tenants of my philosophy of teaching and learning with evidence and quotes taken directly from recent student evaluations of me and the courses I teach.

The BEST! Use of BEST Practices

Every year I receive laudatory student evaluation comments such as:

*"I love this course. This is the most interesting course I've taken and Dr. Price is the **BEST** prof."*

*"Dr. Price is the very **BEST** professor that I have experienced at DSC."*

*"I love Dr. Price. She is the **BEST** teacher I have ever had." & "She is the **BEST** teacher ever!"*

*"Dr. Price is the **BEST** instructor in the history of the world!"*

Students tend to say that I am "*the best*" or the course is "*the best*;" the truth is that I simply devote myself to being aware of and utilizing "**Best Practices**." I am clearly knowledgeable about and dedicated to the Scholarship of Teaching and Learning. I stay up to date with and utilize all the most recent research based techniques within the **Teaching and Learning in Higher Education** literature and within the applicable literature in **Educational and Cognitive Psychology**. Please consider the following evidence:

1. Application of Teaching & Learning Literature: In the last year or two alone, I have **read and applied** Fink's book *Creating Significant Learning Experiences*, Bain's *What the Best College Teachers Do*, Weimer's *Learner-Centered Teaching*, Huba and Freed's *Learner-Centered Assessment on College Campuses*, Svinicki's *Learning and Motivation in the Postsecondary Classroom*, and Brookfield's *Becoming a Critically Reflective Teacher*. **Throughout my career, I have tried to apply the most recent literature on Best Practices in College Teaching and Student Learning.** Applying these principles has positively impacted students' ability to achieve the learning outcomes in the courses I teach.

2. Teaching & Learning Conference Presentations and Participation: Each year I attend and typically present at two or three conferences devoted to teaching and learning. I regularly present at the **Georgia Conference on College & University Teaching**. This year I presented the **Plenary Address** - *Students Uncut: If They Could Say Anything to Us... What Would it Be?* and *Earning Your Apple: Best Practices of College Professors*. In **2007**, I presented *Why Don't My Students Think I'm Groovy? Engaging the Millennial Learner*, and in **2006**, I presented the **Keynote Address** - *Signs of Life In the Classroom: Teaching Techniques that Influence Learner Motivation*. I have also **presented for the last three years** at the **Southern Regional Faculty & Instructional Development Conference (SRFIDC)**. Typically, I attend the **Southeastern Teaching of Psychology Conference** and **Best Practices in Teaching Psychology Conferences**; in **2006**, I presented *A Seat at The Table for EVERYONE: Exercises in Valuing Diversity*.

3. Research Focus on the Scholarship of Teaching: My recent research emphasis has been in the area of teaching and learning. Currently, I am conducting research on **Learning-Centered Teaching** and I recently presented my initial findings at the SRFIDC conference this spring. In 2006, I conducted research on *Engaging the Millennial Student* and I have presented that research at **four conferences** and at **NGCSU, Sullivan University, Anderson University, and Charleston Southern**

University as a faculty development workshop. In 2003, I received a **DSC Foundation Enrichment Award Grant** to conduct research on *Teaching Techniques that Influence Student Motivation*. I presented that research at three conferences and at **NGCSU, GCSU, Cleveland State University,** and **University of Tennessee-Chattanooga** as a faculty development workshop.

4. Post-Doctoral Course Work in Educational Psychology: After earning my **Doctoral Degree**, I went on to earn **eighteen additional post-doctoral hours in Educational Psychology**. I have applied what I learned from graduate courses on **Cognitive Development, Motivation, and Effective College Teaching**.

It is All In the COURSE DESIGN!

1. Trekking Up the Taxonomy: Since I teach at the 1000/2000 level and most students have not had high school psychology or education courses, they enter my courses with limited background knowledge. I think this situation makes many professors feel they need to focus their student learning outcomes on the lower level of Bloom's Taxonomy. I have found that I can provide mini-lectures, outlines, and scaffolding so that we can focus our learning outcomes and class activities at the higher levels of learning such as application, analysis, and even evaluation. In this way, learning outcomes, even in an Introductory level course, can have a **lasting and even life altering impact** as students learn to **think more critically, analyze issues, and evaluate research evidence**. My courses are designed such that students will be challenged and their current understanding will be heightened. The following comments taken directly from student evaluations of my courses provide evidence of the effectiveness of these methods:

"This (course) will help me think more critically. I think I will be more skeptical of things instead of always trusting (things at their) face value."

(The course was) "very interesting, makes me analyze things more & apply them to everyday situations."

"I like the use of application instead of memorization."

2. Building a Mystery - Applying Research in Cognitive Psychology & Educational Psychology: In planning and structuring my courses, I try to apply the latest applicable research in both Cognitive and Educational Psychology. Recent research suggests that learning and memory processing is facilitated by beginning with a **question** or a **mystery/problem to solve**. Memory processing is particularly facilitated by the use of **visual cases** that are **relevant** and **evoke emotion**. I apply these findings in planning my courses and I **utilize problem-based learning strategies and fascinating real life cases, which require students to engage in authentic application**. For example, when the learning outcomes involve identifying symptoms of psychological disorders, I utilize **real video cases** of a **child with conduct disorder**, a **young lady with dissociative identity disorder**, etc. When analyzing the influence of nature and nurture on development, we analyze a case of a genetically **male child who was raised as a female** after having his penis burned off in a bizarre circumcision accident. In identifying the factors that influence **prenatal development**, we watch a **real life case of a prostitute who is pregnant with her sixth child and addicted to crack-cocaine**. When constructing all the factors that influence a young person to commit **violence**, we watch the **real life case of Kip Kinkel** who was one of the first young people in our culture to orchestrate a **school shooting**. In applying the main principles of **influence** within social psychology, we **analyze commercials** and view the case of **Jim Jones and the Peoples Temple at Jonestown** to gain an understanding of how leaders influence their followers. In the Psychology of Adjustment course, one of our outcomes is to be able to identify productive versus non-productive conflict management strategies. We do this by

analyzing digitized video clips of **real couples**, some of whom are my colleagues, who have bravely volunteered to discuss their relationships for the sake of student learning. I also use digitized **home video of my own child and children of my colleagues** to display certain aspects of development in the Human Growth and Development course. Reading this section on use of authentic cases may lead you to believe that we must spend all of our class time watching video, but years ago I purchased digital editing computer software that has enabled me to clip up most of the video we watch into **very brief segments ranging from 30 seconds to 10 minutes**.

Facilitating the Educational Experience: The Active versus Passive Approach

As a professor, I believe it is my obligation to apply the research in the teaching and learning literature such that I **facilitate an educational experience in which learning is active, not passive**; therefore, students are motivated, engaged, and involved in the learning activities of the courses I teach. I utilize a variety of methods and try very hard to engage students with techniques such as **socratic questioning, discussion, digitized video clips, application exercises, case studies, group activities, demonstrations, role plays, computer simulations and online review games**. Students are encouraged to play an active role in class and they earn points for contributing to the learning environment. In this way, a small percentage of their grade is based on their contributions. The following comments taken directly from student evaluations of my courses provide evidence of the effectiveness of these methods:

“Instructor is very motivational. Her teaching methods are better than any other professor I have had.” “I love love love Dr. Price! All the case examples were fun and interesting!”

“I actually want to come to this class. I never want to miss!”

“I loved the activities and the many different teaching techniques used.”

(I liked the) *“Variety the teacher uses to present the class. The hands-on, in-class projects.”*

“The teacher is awesome! Dr. P. Has great teaching methods.”

“She approached every learning style so that all students had a chance to succeed.”

“Information was presented in such a way that I could learn from the material.”

Relevant Application: Learning with a Lasting Impact

In the courses I teach, there is a clear focus on **relevant application and student learning with a lasting impact**. Because psychology is all about human behavior, it lends itself to **personal application**. Focusing on application combined with the use of effective methods has a lasting and memorable impact on students. In this way, students remember and **benefit from the outcomes they achieve well beyond the duration of the course**. The following comments taken directly from student evaluations of my courses provide evidence of the effectiveness of this focus:

“Dr. Price is a wonderful teacher and I feel I got more out of this class than any other class I have taken. She is well organized and gives great examples to help students comprehend and retain information.” “She doesn’t just want us to learn the subject, but to apply it to our everyday lives.”

“She teaches us things we can use every day.” “It (the course) has improved my life!”

“Dr. Price ROCKS. She is an A++ teacher. Studying is important, but her teaching style makes you retain and remember.” “Uses a lot of current relevant media and clips.”

“She uses examples that our generation can relate to. It is interesting and helpful information that can be applied.” “The material was relevant to a lot of different career paths.”

“Dr. Price is honestly the best professor I’ve had. She’s very well educated and knows amazing techniques to make her students learn the information; not just remember it.”

Students Achieving through Professors Explaining and Clarifying

Professors can maintain a **standard of excellence**, while still **providing the support students need to achieve learning outcomes**. I hope students would say that there are no mysteries as to how to be successful in the courses I teach. If our main objective is to have students achieve the learning outcomes in our courses, then I think we should provide information and criteria which assists students in being successful. This means that we must provide both **clear expectations** and **clear explanations** for students. More than ten years ago, I attended a workshop at **Alverno University** that truly altered my teaching. The focus at Alverno was on use of alternative and authentic assessments. They were at the forefront of the movement to use peer and learner self-assessment, along with a variety of rubrics to guide students toward success. I have applied what I learned at Alverno in two main ways.

1. Clear Expectations: When I require a **project, presentation, or writing assignment** in the courses I teach, I typically provide a **rubric** which outlines the expectations of the assignment and how points will be earned. I also provide **chapter outlines, handouts with practice questions, and online review games**, in order to assist students in successfully accomplishing learning outcomes.

2. Clear Explanations: When explaining material and course content, I think it is important to **address all modalities and learning styles**. I use a **multimedia approach** infusing video clips and even music occasionally. References to **real life cases, relevant examples, and current events provide opportunities for students to attach meaning and relevance** to what we discuss in class. I also attempt to provide a rationale for students and discuss the significance of individual topics, theories, research, etc.

The comments listed below are taken directly from student evaluations of my courses and they provide evidence of the effectiveness of these methods. In responding to the question, "What did you like about this course?" students wrote:

"Everything. Syllabus, what was expected, grading, and more was laid out and effective."

"I have never had a more efficient and clear instructor."

"I loved how Dr. Price lays everything out for us. Her system really helps in making sure all of the assignments are completed correctly and on time."

"I liked that we had a whole packet of material that is organized and ready to use for the class."

"Dalton State is very lucky to have a teacher that is so knowledgeable of the subject and who projects that out into the class. She makes the subject clear and easy to understand."

"The instructor is amazing. She is smart, and very clear. She encourages others to understand"

"I always knew what to expect and when."

Use of Technology

Although I do not support the use of technology for the sake of technology use, I have been one of the leaders in using technology to more effectively achieve learning outcomes on our campus. I was one of the first to use GSAMs interactive television technology, which projected my class to multiple sites. I also use VISTA and a variety of other methods such as PSYCHSIM computer simulations for psychology, digitized video that I edit and embed into PowerPoint presentations, online review games and more. I am currently working on a proposal for our first hybrid courses in wellness and psychology, and will be one of the first on our campus to use classroom response systems next year.

Positive Attitude, Energy and Enthusiasm

In reviewing the literature on student motivation and in drawing from my own research on the topic, it is clear that instructor enthusiasm has a powerfully positive impact on student motivation levels and desire to achieve learning outcomes. No matter which course I am teaching and what outcomes we are attempting to achieve, I come to class displaying enthusiasm. The comments listed below are taken directly from student evaluations of my courses and they provide evidence to support the literature and my candidacy.

“Dr. Price is a great teacher. Her passion/drive is inspiring.”

“I love how Dr. Price is enthusiastic about everything we are learning.”

“Dr. Price is wonderful, brilliant, and enthusiastic.” “She is full of energy and excitement.”

“Dr. Price is one of the most wonderful teachers I have ever had! She makes you want to come to class” “Her attitude was great, energy level unbelievable and overall an excellent teacher.”

“Always in a good mood and happy to be here.”

Effective Professors Care about Students and Their Learning

I think this point separates those professors who are good teachers and those who have a profound influence on students, their learning, and their lives. I feel that both student and professor are responsible for student learning, but **I take my portion of this responsibility seriously** and I try very hard to do all that I can to help students learn. I **provide resources** for students to be successful and I work very hard at being both accessible (ie: providing my cell # on the syllabus, answering emails at midnight) and approachable (ie: inviting students to ask questions, see me after class, communicate concerns). In addition, **I realize that students have complicated lives** and I try to help them in overcoming the life barriers that may stand in their way of being academically successful. For this reason, I regularly have students come to me for assistance in dealing with life issues such as career decision making, problems they may be having with other classes, their family and friends, etc. Finally, I believe student development is about developing the whole student and I try to support students by sponsoring and supporting club events. For example, I regularly attend the Environmental club River cleanup, I was the only faculty member who actually spent the night on campus with students for the box-a-thon to aid the homeless last year, and over the years I have taken many student groups off campus to student conferences or as advisor to the Psychology Club. After assisting in the planning of a recent event on our campus, I received a *Thank You Note* from our Student Activities Director via email. I paste it below as evidence of my commitment to support students and their development both inside and outside the classroom:

Dr. Price,

During the past two years that I have served the college as Student Activities Director, you have been by far the most supportive faculty member on campus. Many times faculty get consumed with their own academic agendas and fail to emphasize learning outside the classroom. However, from hearing the many student conversations' that take place in the Student Activities Office, you strive to support active student attendance and engagement at our programs. Not only do you support our office through publicity to your students, you also put together AWESOME programs, take students to conferences, and stake out at the Box-a-Thons. You had over 250 students fully engaged in the program last week in Goodroe Auditorium. I thoroughly enjoy seeing students learn outside the classroom, and events like this make me proud to be in Higher Education. Once again, thank you for all your hard work, both the students and I appreciate you!

Jami Hall (DSC Student Activities Director)

My student evaluation comments also provide evidence of my commitment to students and their learning. The comments listed below are taken directly from student evaluations of my courses and they provide evidence to support my candidacy.

“Dr. Price genuinely cares about her students and provides everyone a chance to speak and encourages one’s who don’t want to unlike other classes, everyone is always very attentive during class.”

“She makes everyone feel important. She is very flexible. She cares about her students and identifies with others needs.” *“She was very open and judged no one.”*

(She is) “Very easy to talk to when I have a question about the class or anything outside of class. Dr. Price is just a wonderful person all around.”

(She)”Treats everyone equally, fair in grading, concerned with students progress.”

“She was open, courteous, knowledgeable, and she made us feel that she was concerned about whether or not we learned.”

Coordinator of Retention, Progression, and Graduation

I have always been a supporter and promoter of institutional practices which served to improve student success and retention. In 2005, when the USG Chancellor initiated a system-wide focus on student retention, progression, and graduation, our President and our Vice President of Academic Affairs personally asked me to coordinate the initiative on our campus. As **Coordinator of Retention, Progression, and Graduation (RPG)**, I **assembled and led a campus-wide effort that raised our retention rate 6.6 percent in just one year.** As leader of the RPG Task Force, **I conducted a major data collection and analysis project in order to identify at-risk students and factors that were specifically related to attrition problems on our campus.** In addition, **I oversaw the activities of multiple RPG subcommittees on Student Success, National Best Practices, The Freshman Year Experience, Teaching and Learning Effectiveness, Enhancing Campus Culture, and Financial Aid issues related to retention and progression.** One of the greatest challenges involved in leading the RPG initiative was garnering campus-wide support. After reviewing the retention literature and participating in professional development workshops, I communicated with the faculty and staff through several engaging, and often humorous, presentations and written communications. This, along with assembling a campus-wide team of over 30 administrators, faculty, and staff members, helped to make the initiative well-received and successful. As a result of the initiative, we created 57 recommendations for improving retention, progression, and graduation rates. Most of the recommendations were accomplished within the first year of the initiative.

Student Success / Freshmen Year Experience Program

Over the years, much of my service has been in an effort to increase institutional effectiveness and better serve students. From 1992 to 1996, in addition to my regular duties as a faculty member, I coordinated our **Dalton State College Studies Student Success Program.** The program thrived under my leadership and received recognition at the time. Along with two of my colleagues, I conducted research which showed that our student success course had a positive impact on student retention. The findings were published in the *Journal of the Freshman Year Experience and Students in Transition.* The program was also identified as a model within the University System of Georgia and I was asked to publish information regarding our program in a University System of Georgia publication on *Best Practices in Student Retention.* Although our original Student Success Program has evolved into a full blown Freshmen Year Experience Program, I still support the program and **teach the Freshmen Year Experience Course.**

The Dalton Divide and Beyond: Addressing Issues of Diversity Locally and Globally

In the 1970s, the carpet industry exploded bringing select pockets of great wealth to Dalton. In the last 10 years, the industry labor force has become mainly Latino. Dalton is now a town divided by both race and socioeconomic status. The east side of town is home to a mainly underclass, Latino population, while the westside is home to a mainly white, middle and upper-middle class with pockets of great wealth. The city school system has become almost 100% Latino, with the exception of the two schools on the westernmost edge of town. Over the years, I have supervised student teachers in the schools and witnessed what one of my social science colleagues describes as “white flight” from the city to the surrounding county. I try to address the obviously negative attitudes and tensions associated with our local issues of diversity, along with their global counterparts, in each of the courses that I teach. Well before these diversity issues were apparent in Dalton, **I helped to create and teach our first Multiculturalism and Diversity course.** The aim of the course has been to educate and sensitize students to a broad range of diversity issues such as **racism, classism, theism, genderism, heterosexism, ableism, ageism, lookism,** etc. We have achieved outcomes related to diversity issues in a myriad of ways, but probably the most effective and creative have been the use of **in-class simulations.** I have used my own version of the classic BaFa BaFa simulation along with countless other such as the use of **stereotyping headbands, ableism tasks in which students experience what it is like to complete tasks without the use of all their abilities, There’s No Place Like Homeless, in which students must play out a role as a homeless person, and The Banquet, in which students are broken into three groups that represent three distinct socioeconomic statuses.** The Banquet simulation creates quite a memorable stir as I bring breakfast for each group based on their assigned socioeconomic status.

I do not limit the use of these simulations to the Multiculturalism and Diversity course. **In every course I teach there are learning outcomes related to diversity issues.** We achieve the outcomes through a variety of methods. In both my Human Growth and Development and Psychology of Adjustment courses, we grapple with diversity issues that impact development and adjusting to diversity such as race, class, gender, sexual orientation, and religious beliefs. In both my Introduction to and Applications in Psychology courses, we have segments in which we contemplate social psychological theory, which basically contends that all of our belief systems and attitudes toward difference are socially constructed. Students report that these components of the courses are basically “**earth shattering**” as we engage in in-class activities in which we “**de-construct our constructed realities.**” We do this, in part, by viewing a brief video based on the short story *The Lottery* in which the residents of a small town come together each year to randomly choose someone among them who is to be sacrificed or stoned to death. Students are easily able to evaluate problems within other cultures, but they are then asked to step outside their own culture and identify practices within it that seem amiss. From this new vantage point, they are able to identify educational, political, environmental, and social justice problems in our culture. In addition, I have hosted **panels of guest speakers** who are gay, lesbian, bisexual, transgender, and/or questioning, and panels of individuals who have Hindu, Buddhist, Moslem, Jewish, Christian, Atheist, and Agnostic belief systems, all in an effort to educate and sensitize students to difference. I have also used brief video clips from powerful movies like *Crash* and *Hotel Rwanda*, along with disturbing news media clips, which show via hidden camera how people in minority groups are treated differently from those in the majority. After being selected to present these varied techniques at the **2006 Best Practices in Teaching Diversity Conference**, I was asked to submit them for publication. They can be found in *Getting Culture: Incorporating Diversity Across the Curriculum* (available through Stylus Publishing January 2009).

Reflective Teaching: The Feedback Loop and Assessing Outcomes

I hope it is evident through the materials in this portfolio that I am extremely conscientious and concerned about student learning. **Each semester I improve upon the courses I teach by gathering student feedback and assessing student achievement of learning outcomes.** One of the things that I do, that is perhaps atypical, is that I use an extraordinary amount of formative assessment methods in the form of weekly in-class exercises. These **regular formative assessments greatly increase student success on summative assessments such as larger papers, group projects, presentations, and exams.** In addition to giving students regular feedback, I never wait until the end of the semester to receive feedback from them. I always request anonymous feedback from students within the first 4-6 weeks of the semester. I use the written response section of our divisional course evaluation form which asks students what they like about the course and what suggestions they have for improvement. In the past, I have worked so hard to implement student suggestions that these days, I rarely receive any suggestions and often receive comments such as, *“Absolutely NOTHING!! Don’t change a thing!”* and *“PSYC 2101 Adjustment should be a required course for every student. It provides information on life skills necessary in every students life from family to friends to work relationships. Learning these skills would definitely make the students educational and career experiences more successful.”*

Most importantly, **I carefully gather data regarding student achievement of learning outcomes.** For example, when I use summative assessments such as exams, I analyze the percent of students who have achieved the learning outcome linked to a group of questions on the exam. Typically, if 80% of the students have not achieved the learning outcome, I will review and alter my methods for attempting to achieve the learning outcome, and then re-teach and re-assess during that same semester. As a result of this, I have one of the highest success rates on campus as students are more likely to achieve the learning outcomes of the course when I re-visit concepts and re-assess to ensure that learning has taken place.

Contributions to Teaching and Learning at Dalton State

In 2006, as the Coordinator of our Retention, Progression, and Graduation Initiative, I created our Teaching and Learning Committee. I currently Chair the committee, which has now become a standing committee that serves to plan the annual faculty development activities at DSC.

Contributions to Teaching and Learning at the University System Level and Beyond

Over the years, I have facilitated 17 presentations and workshops across the University System of Georgia. I have been invited to present at faculty development workshops and retreats at institutions within the Georgia system and beyond, on more than 15 occasions.

TEACHING MATERIALS

Ideally, I would have liked to include visual examples of my course syllabi, colorful PowerPoints with embedded digitized video, chapter outlines, printouts of online review games, and some of the more interesting in-class activities in which we engage. For each of the courses I teach, in addition to the required text, I have approximately 100 pages of handouts with outlines and guidelines for in-class activities. Since I am left with one page for a summary of my student evaluation scores and only one page for a condensed vitae, I hope that the information I have provided, particularly the words of my students, paint a vivid picture of how committed I am to the overall development of students and their achievement of the learning outcomes in the courses I teach.

THANK YOU FOR YOUR CONSIDERATION IN THE SELECTION PROCESS

Student Evaluation of Faculty Summary

Likert Response Scale Ranges from a low of 1 "Strongly Disagree" to a high of 5 "Strongly Agree"

Semester	Fall 2007		Spring 2007		Fall 2006	Spring 2006	Fall 2005	Spring 2005		Fall 2004		Spring 2004		Fall 2003
Course	2101	2204	2204	2101	2204	2204	2103	2203	1101	2203	2203	2203	2100	2203
Used class time effectively	4.96	4.92	5	4.87	5	4.96	4.93	5	5	4.94	4.96	4.78	4.7	4.9
Understood policies/grading	5	4.92	5	4.87	5	4.92	4.93	5	5	4.91	4.78	5	5	4.97
Presentation orderly/clear	5	5	5	4.91	5	5	4.96	4.92	5	5	4.91	5	4.38	4.93
Opportunity to ask questions	5	5	5	5	5	5	5	4.96	5	5	4.96	5	5	4.9
Work graded fairly	5	5	5	5	5	5	5	4.96	5	4.94	4.91	4.95	5	5
Courteous attitude	5	5	5	5	5	4.96	5	5	5	5	5	4.95	4.97	5
Effective instructor	5	4.96	4.96	4.95	4.92	4.96	5	5	5	4.94	5	5	5	5
Communicates clearly	5	4.96	5	4.95	5	5	5	4.96	5	Before Spring 2005 questions 14-22 on the student evaluations were different. Therefore there are no comparable results for this time period.				
Good use of examples	5	4.96	5	5	4.96	5	4.96	5	5					
Demonstrates enthusiasm	5	5	5	4.95	5	5	4.96	4.96	5					
Genuinely concerned students learn	5	5	5	5	4.96	4.96	4.93	5	4.93					
Stimulates interest	5	5	4.96	5	5	5	5	5	5					
Assignments help students understand	5	4.92	4.96	4.95	4.88	5	4.96	5	5					
Assigned readings are helpful	4.96	4.96	4.75	4.78	4.68	4.85	4.96	4.69	5					
Instructor has thorough knowledge	5	5	5	5	5	5	5	4.96	5					
Open to questions & comments	5	5	5	5	5	5	5	4.92	5					
Key:														
1101 = Introduction to Psychology														
2101 = Psychology of Adjustment														
2103 = Human Growth and Development														
2203 = Introduction to Education														
2204 = Applications in Psychology														
Note: At the end of each semester, I review these evaluations including my numerical scores and the students' open comments. I enjoy the challenges of working to improve my courses and find the comments helpful.														

CHRISTIANE T. PRICE

PROFESSIONAL EXPERIENCE

Dalton State College, Dalton, GA

Assistant/Associate Professor of Psychology 1996 – present (received promotion to full professor 2008)

Coordinator of Retention, Progression, and Graduation 2005-2006

Coordinator of Dalton State College Studies & Instructor of Psychology 1992 – 1996

Counselor and Evaluator 1991 - 1992

University of Nebraska – Kearney, Kearney, Nebraska Residence Hall Director 1989 – 1991

PROFESSIONAL DEVELOPMENT HIGHLIGHTS

Professional Presentations

24 Invited Addresses / Keynotes / Plenary Sessions

18 Faculty/Staff Development Workshops at Colleges & Universities within the Region and Beyond

28 Conference Presentations

Publications

1 Book Chapter (in press) *Getting Culture: Incorporating Diversity Across the Curriculum*

1 Monograph Chapter in *Exploring the Evidence: Reporting Outcomes of First-Year Seminars*

1 Monograph Chapter in *Best Practices in Student Retention, University of Georgia System*

1 Article in the *Journal of the Freshman Year Experience and Students in Transition*

1 Article in *Resources in Education*

2 Articles in *The Freshman Year Experience National Proceedings*

Grants and Awards

2007 Dalton State College Foundation Teaching Excellence Award

2003 Dalton State College Foundation Faculty Enrichment Award Research Grant

Teaching Techniques that Influence College Student Motivation

SERVICE HIGHLIGHTS

Conducted 17 presentations and workshops across the University System of Georgia

Served on 4 University System Committees

Conducted 31 campus-wide presentations and workshops

Served on 56 campus-wide committees

Conducted 25 community service presentations

Nominated Service - North Regional Planning Board for the Georgia Department of Mental Health, Developmental Disabilities, and Addictive Diseases (MHDDAD) 2 year term (2005-2007)

Nominated Service – Child Development Center Board; Dalton, GA (2008 – present)

Regular involvement in over 20 local community service organizations and activities

EDUCATION

Post-Doctoral course work in **Psychology & Educational Psychology** (21 Credit Hours)

Georgia State University and The State University at West Georgia

Doctoral Degree: **Community Health** University of Tennessee, Knoxville, 1998

Dissertation: *The Effect of a Holistic Wellness Course on College Students' Wellness Behaviors*

Master's Degree: **Counseling and School Psychology** Specialization: **Community Counseling**

University of Nebraska-Kearney, 1991.

Bachelor's Degree: **Social Services** Northern Illinois University, DeKalb, 1989.