

Front Page News Story Archive

August 2020



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News Stories Posted Monday August 3, 2020



Sisters devote life to education and service to others

[University Advancement](#) : Monday August 3, 2020

Martha Causey, '65, and her sister Susan, '68, have always put students first. Now, we put Susan first, reflecting on those she touched and a lifetime of service to others (Aug. 8, 1947 – Feb. 10, 2019).

As health and physical education teachers, Martha and Susan helped keep high school students healthy and fit. They also created the Causey Family Scholarship honoring Harold Bates and Elizabeth Burgess Causey because of their parents' strong example and support for education. The scholarship will help Georgia College undergraduates, who are in financial need and pursuing a degree in early childhood education.

The sisters' parents held education in high regard. Their father was a teacher, then a superintendent for Walton County Schools. Their mother also worked for the local school system as a secretary. So, the importance of a good education was something that came naturally to Martha and Susan.

Susan loved serving for the greater good. It's always been something she enjoyed, so she became a Brownie at age seven. As she grew older, Susan invested decades of service to Camp Juliette Low—a private camp for girls—working as a unit counselor, unit leader, counselor-in-training director, camp director and board of trustees' member until her death in 2019. She also worked weekends at the camp washing dishes and performing other volunteer duties as needed. Susan was regarded by staffers as a “valued friend” and also known by counselors in training as an “amazing mom” to the girls.



Martha (left) and Susan Causey

“Susan would help campers feel relaxed and at home from the very moment the campers arrived,” said Kathy Switzer, member of the Board of Trustees and former camp director at Camp Juliette Low. “In her later years during staff training, she gave our younger staff a great tip for helping campers feel welcome. Susan would study each camper’s application and paperwork to memorize at least one special fact about each girl to help her establish that personal connection.”

After earning her degree, Susan taught health and physical education in Fulton County at Lakeshore and Roswell High Schools for 30 years and served as a department chair. She became a facilitator for peer tutoring as well. Susan also coached the tennis team and drill team.

“It was a real joy for her to teach students tennis and the importance of tennis etiquette,” said Martha. “She was adamant that her students were courteous on and off the court. That carried over into anything she did.”

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“I’m thankful for the professors I had, excellent education and guidance I received and enjoyment of my fellow students and friends I had made. It was just an exceptional overall experience for Susan and me. Our education contributed to the successes we enjoyed as teachers, coaches, human beings, daughters, friends and colleagues as a result of the time we spent at Georgia College.”

Martha earned her degree in health and physical education as well. She taught at North Springs High School in Fulton County. Like her sister, Martha also became a department chair. Then, she changed her career to youth ministry through Young Life and then became a special education teacher for 25 years, retiring in 2004.

Both Martha and Susan felt the expectations for teachers were exceptionally high when they attended Georgia College.

“Our professors modeled professionalism and care for their students by example,” said Martha. “They expected us to provide the same when we became teachers. So, we became what we were expected to be because of education and encouragement.”

Martha and Susan felt it was easy to get to know the students and faculty at Georgia College.

Martha’s first impression of Georgia College was marked by the university’s then President Robert E. Lee. The Sunday prior to starting school, the 16-year-old, first-year student attended a Sunday School class he taught at First Presbyterian Church.



Circa 1970: Susan Causey at High Rock at Lookout Mountain in Cloudland, Georgia.

“There were about 50 of us there,” said Martha. “He went down the rows and asked us our names and where we were from. And, when he got to the end of the rows, he started again at the beginning and called every single one of us by name. I was so impressed. I couldn’t believe he had such a great memory.”

Her favorite professor was Dr. Harold Steele, who taught anatomy and physiology.

“He was the toughest teacher I ever encountered, but brilliant,” said Martha. “Dr. Steele could fill up a blackboard while speaking. When he got to the end of that

subject, he erased it and started again. We had to copy what he wrote word-for-word, because that's what Dr. Steele expected from us."

Although his class was challenging, Martha considered it a great experience and wanted to learn more. She was invited to join the on-campus science honors society.

"That initiative came primarily from my classes with Dr. Steele," said Martha. "He was just such a good professor. I learned so much from him. Joining Alpha Delta Phi Society gave me an opportunity to belong to something else."

While at Georgia College, Martha was a junior advisor and elected to Who's Who Among Colleges and Universities. During her senior year, she was president of the Recreation Association and belonged to skill clubs including: tumbling, tennis and the Penguin Club—synchronized swimming.

"It was quite an honor to serve as president of the Recreation Association," she said. "All of those things I was involved in helped me in my career as a teacher and in youth ministry."

Martha and Susan especially liked the Golden Slipper competition.

"That was a highlight for both of us to participate fully in it and to share that experience. We also enjoyed that each class had a sister class helping where first-year students assisted juniors and sophomores partnered with seniors. That was important to us."

Although Martha and Susan were never on the same crew, they still enjoyed preparing for the competition.

"It was two weeks of the hardest times, because we had to maintain our studies, plus put in all those extra hours preparing for this wonderful event, which was a major production," Martha said. "Teams of people wrote songs, built props and made programs by hand. There was so much exceptional talent among our classmates."

During her junior year, Martha chaired the Props Committee for the Golden Slipper



A plaque at Camp Juliette Low memorializes Susan Causey.

competition, where the students built the props from scratch. Their theme titled "Make me a child again just for tonight," used a lot of nursery rhymes. They even built an eight by 10-foot pumpkin to accommodate a person.

"I'm thankful for the professors I had, excellent education and guidance I received and enjoyment of my fellow students and friends I had made," said Martha. "It was just an exceptional overall experience for Susan and me. Our education contributed to the successes we enjoyed as teachers, coaches, human beings, daughters, friends and colleagues as a result of the time we spent at Georgia College."

Martha and Susan enjoyed wonderful years in teaching, now they hope to assist others in becoming teachers.

"Susan and I shared a belief in public education, especially early-childhood education, because children need a great beginning and encouragement in the early years to ensure a successful future," said Martha. "Our hope is that some financial assistance would make a big difference in the educational needs of recipients, and that a financial investment will provide the encouragement and knowledge that someone believes they will succeed."

To learn how you can help students, as the Causey's did, contact Bob Preston at bob.preston@gcsu.edu.



Fashion guru takes studies into the heart of the industry-Manhattan

University Advancement : Monday August 3, 2020

This fall, Sophia “Sophie” Daniel, ’20, will begin her two-year Fashion and Textile Studies Master of Arts program at Fashion Institute of Technology (FIT), a state university of New York in Manhattan, where she will study the conservation track and intern by handling a costume/textile collection. Daniel was one out of 20 chosen nationwide for this program.

Her curiosity in fashion began at a young age in her father’s dry-cleaning business.

“I remember he would push me around in a buggy, and I would just look at all the cool, grown-up clothes that were there to be cleaned,” Daniel said. “This experience taught me that we must take good care of our clothes for them to stay nice, whether it’s a good pair of jeans or a 3-D printed dress by Fashion Designer Iris van Herpen.”

While attending Georgia College, Lecturer of Art Gallery and Woodshop Technician Ernesto Gómez and Art Department Chair and Professor of Art William “Bill” Fisher had greatly influenced Daniel, and spent a great deal of time helping her.

“They taught me to think three steps ahead and explain my thought process in a more articulate way,” she said. “These are just two of the thousands of spoken and unspoken lessons I learned from them. Both of them also showed me the value of myself as a student and person.”

Daniel and Co-curator Grace Calloway spent two years consistently meeting with Fisher and Gómez for their capstone project—an Exhibition: Unhindered Spirit: Embracing Imperfection by Iowa Fiber Artist Judy Bales. Bales works with recycled and salvaged materials exploring different ways to give them new life by modifying their intended purpose.



Sophie Daniel fastens the piece: "Golden Armor" to model Nicole Wright as she preps for a fashion show at Georgia College.

“I learned so much from both of them every time we met,” she said. “They genuinely cared about our success as students.”

Daniel’s capstone project will help her in several academic areas at FIT.

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“I will constantly preplan, research, think and rethink my ideas, then back them up with arguments to support my ideas. I plan to always be prepared with my work and ideas, which will help me come up with creative solutions and ideas no matter where I end up. I hope to be a valuable asset in my ability to think in different ways from others and also use it in a collaborative manner.”

- Sophie Daniel

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“I learned a lot from Judy Bales’ work,” she said. “I am stronger at researching specific pieces of art, installing a gallery, handling art, documenting and working in a collaborative manner. For one of my future courses, I’ll need to design an exhibition with my peers, so I’m already very familiar with this process.”

In addition, class discussions pushed Daniel to further her intellect by gaining awareness from others on unfamiliar topics.



Sophie Daniel at the Museum at FIT.

"It's always interesting to hear how other people process information and reach conclusions," she said. "Listening to my classmates during discussions to gain further insight into topics I was weaker on helped me become a strong, independent thinker."

Daniel's grateful for the various concepts she learned from many departments at Georgia College. Doing so enabled her to push out of her comfort zone. She intends to apply her independent thinking skills at FIT and in her profession.

"I will constantly preplan, research, think and rethink my ideas, then back them up with arguments to support my ideas," she said. "I plan to always be prepared with my work and ideas, which will help me come up with creative solutions and ideas no matter where I end up. I hope to be a valuable asset in my ability to think in different ways from others and also use it in a collaborative manner."

Daniel can't wait to jump into learning more about the world of fashion.

"I am so excited for all of it," she said. "All the courses sound amazing, especially the specificity of the program and how in-depth it will be on textiles and handling them in a museum capacity. I can't wait to take the more conservation heavy

courses and do the hands-on work.”

After Daniel graduates, she hopes to work in collections management and/or conserve textiles within a museum setting in Europe.

“I want to pursue this, because I really love fashion and textiles,” she said.

Daniel gets her creative inspiration from the simple things in life. She’s intrigued by how people are different, yet can be alike in little moments.

“We’ve all caught a firefly, looked up at an interesting cloud or watched a cute creature outside of our window. Knowing that other people get to experience these little moments just like me makes life seem more connected,” she said. “I feel moved to help preserve little moments that can occur like this within a museum. My hope is to take care of the little moments and objects we can all see in the world of museums.”

News Stories Posted Wednesday August 5, 2020



Preparing for Fall 2020: Georgia College set for students' return to campus

General Institution : Wednesday August 5, 2020

Campus leaders, faculty and staff are working to ensure the safest environment is in place to continue the high-quality learning environment expected at the university. However due to the on-going impact of the global pandemic, life at Georgia College will look a little different this fall semester.

"As we return this fall, we will do so in ways that are consistent with the Centers for Disease Control (CDC) guidelines and the directives and guidance that we received from the University System of Georgia (USG) and the Georgia Department of Public Health (GDPH)," said Georgia College President Dr. Steve Dorman.

"Clearly this is not business as usual," said Dorman, "but know that we are doing all that we possibly can to ensure the health and safety of everyone on campus."

From reconfiguring classrooms to enhanced cleaning and increased technology in



Classrooms have been reconfigured for social distancing.

classrooms, the summer months have been spent preparing for the return of students—both in-person and via online platforms.

“Although these are unprecedented and very challenging times for all of us, Georgia College will continue to deliver high-quality academic programs with the same amount of rigor and richness that they would normally expect,” said Provost and Vice President of

Academic Affairs Dr. Costas Spirou.

The academic calendar has been amended with classes beginning Aug. 12. Classes will end on Nov. 24, before Thanksgiving Break. Final examinations will take place online, and there will be no Fall Break.

“The goal of these changes is to ensure learning continues, while limiting the potential spread of COVID-19 by reducing travel to and from campus,” said Dorman.

Learning spaces have been reconfigured to ensure social distancing guidelines are being met for face-to-face instruction. For hybrid delivery courses, classrooms and labs have been equipped with technology including cameras to provide instructors with the ability to transmit the course content online and document cameras to provide faculty an additional option to support their instructional goals.



Technology has been added to classrooms for some hybrid delivery courses.

The Center for Teaching and Learning (CTL) has worked closely with faculty across campus guiding them on technology integration, tools to support student learning and ways to reimagine their courses. The team has held training webinars and continues to provide support in hybrid and online learning course development.

"Our team has been able to work with several units across campus to provide updated training and information to instructors as they prepare for the upcoming fall 2020 semester," said Dr. Jim Berger, director of CTL. "The collaborations between the Center for Teaching and Learning and Information Technology have highlighted the level of preparedness of the institution and the support for faculty as we all face the daunting task of teaching during times of COVID-19.

"Our joint efforts will ensure that faculty have access to several tools, webinars, programs, communications and resources that will help them be successful in their teaching during these unprecedented times," Berger said.

Outside the classroom, the Division of Student Life is working to help students stay active and engaged in the community. They've created a "Campus Coach Connections" program to help both new and returning students transition to campus life.

Throughout the summer, Campus Coaches engaged with new students on a weekly basis to connect them to co-curricular programs and services as well as with other Bobcats. At the start of the fall semester, Campus Coaches will work with returning students to help ensure a smooth transition back to campus. All offices and services related to student affairs are open, with social distancing measures in place.

"In normal times, Student Life coordinates a host of face-to-face programs and services in order to help provide our students with an outstanding co-curricular experience," said Vice President of Student Affairs Dr. Shawn Brooks. "Although the COVID-19 pandemic has altered the way we do things, we are poised and ready to continue to administer a robust co-curricular experience for students."

Student Health Services will utilize telemedicine to provide students care in a socially distant manner. If any student needs to visit the clinic in-person, they can call to speak to a Student Health staff member and schedule an appointment. Also, the Wellness Center will remain open for students only, with a number of preventative measures in place.



Floor markings urge social distancing.

With the safety of the campus community as the highest concern, more frequent cleaning will take place in high-traffic areas. Common spaces have been reconfigured to ensure social distancing. Hand sanitizer dispensers and social distance markings are now in strategic areas of campus to minimize the density of people in these areas.

Key areas including Dining Services have a number of precautions in place. For instance, the MAX will be open and will limit the number of patrons in the facility at a given time. Seating areas in The MAX have also been physically reconfigured to ensure spatial distancing is maintained.

“Our team is looking into numerous innovative ways to keep all the stations open and still provide a large selection of options for students to choose from with regards to available dining,” said Greg Brown, director of Auxiliary Services.

“As students return, they will definitely see some of the same practices used at The MAX that they might have seen in restaurants at home,” said Brown. “Things like social distance stickers indicating the safe distance to follow, self-serve areas becoming served and more disposable service items are just some of the changes we have had to make.”

Changes are also being made to our bus routes and schedules, along with buses

being cleaned more often. All riders will be required to wear a mask and will be asked to space themselves out on the buses.

For more details on the fall 2020 plan as well as FAQs, campus service availability and on-campus housing information, visit <https://www.gcsu.edu/return>.



Enhanced cleaning

Gallery of COVID-19 Safety Measures Taken on Campus



The MAX



The Wellness Center



The Wellness Center

News Stories Posted Friday August 7, 2020



Student Giving Society looks to share need for philanthropy

[University Advancement](#) : Friday August 7, 2020

The Student Giving Society (SGS), formerly known as Senior Class Giving, kicked off in January 2020. The name changed to better reflect Georgia College's entire student body. Since the program began this year, 163 students contributed, raising \$3,418.89. The total amount donated since 2015 is \$21,720 from 896 donors.

Funds will benefit the College of Arts and Sciences Excellence Fund, the College of Business Excellence Fund, the Georgia College Helping Hands Hardship Fund, scholarships and more.

"Students have the freedom to choose where their gift goes on campus, meaning they can support an area, department or fund that has made the most impact on them during their time at Georgia College," said Jill Selby, donor engagement assistant for Annual and Constituent Giving. "This allows them to designate an area they're currently affiliated with and potentially encourages others to support the university as well."

Junior psychology major Sherree Clark Metcalf chose to allocate her SGS donation to the Heritage Fund to help support student scholarships.

"Being a member of SGS provides me the opportunity to give back to my school without having to wait until I am an alumna to give," she said. "I've received a scholarship from Georgia College, which greatly benefited me, so it's nice to give back and do the same for others."

Out of 23 total gifted funds, the College of Arts and Sciences Excellence Fund, College of Health Sciences and GIVE Center have received the most student funding so far.



Junior psychology major Sherree Clark Metcalf

However, there are many other areas students can donate to including: A Seat at the Table Annual Food Scholarship, Campus Life, Government and Sociology, Information Systems and Computer Science, the Cultural Center Foundation Account, Georgia College Panhellenic Council Endowed Scholarship, International Scholarships and the International Dinner, Music Therapy Department and NPHC Historical Preservation Foundation.

Georgia College students are notified of SGS updates and promotions via email and social media channels. Selby's goal is to grow participation each year to achieve funding goals through class competitions.

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“Being a member of SGS provides me the opportunity to give back to my school without having to wait until I am an alumna to give. I’ve received a scholarship from Georgia College, which greatly benefited me, so it’s nice to give back and do the same for others.”

- Sherree Clark Metcalf

To become a member of SGS, first-year students must give \$5, sophomores—\$10, juniors—\$15 and seniors—\$20.21. At graduation, SGS donors will receive a special cord to wear.

“Students should plan to give their gift as soon as possible to ensure they can take advantage of events and opportunities throughout the year,” Selby said. “We are working to create events and engagement opportunities that allow us to maintain proper social distancing guidelines and adhere to all COVID-19 restrictions.”

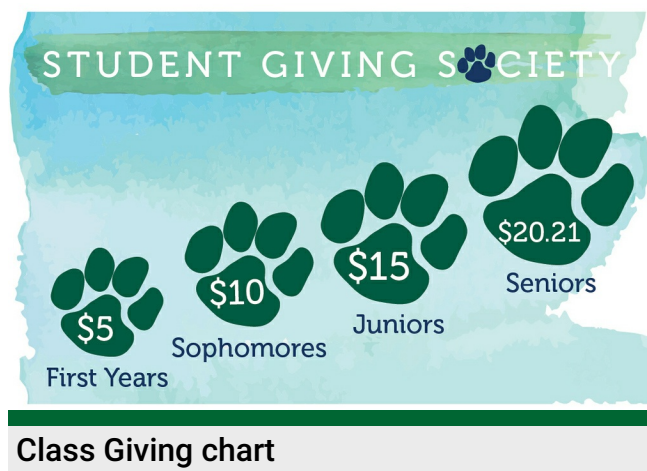
Unique benefits of belonging to SGS are invitations to exclusive events, including special alumni networking, resume-building and volunteer opportunities. Members also receive a commemorative annual gift.

“Students will have the opportunity to listen and learn from alumni at various events,” she said. “We encourage students and alumni to network and build relationships to further their experiences on-campus and beyond.”

Selby will announce more information about event plans in coming weeks.

Still a student herself, Metcalf finds joy in donating towards student scholarships that help her peers. She understands the importance of alumni staying connected to campus, and SGS members are a great conduit to make that happen.

“The networking opportunities with SGS and alumni allows them to keep up-to-date on what’s happening at Georgia College,” she said. “It also lets alumni see how much the students care about the campus and their surrounding community.”



Greer Potter, '20, likes to give too. Being a past member of SGS provided the incentive for her to donate. The special education teacher became chair of fundraising and spirit night for the Council for Exceptional Children—the premier association for special education professionals.

“I loved my time at Georgia College,” said Potter. “I wanted to be able to give back to the organization that gave me the opportunity to learn so much about my

profession.”

Learning to donate becomes a habit. Metcalf said she’s used to giving now and will continue to give towards scholarships after graduation.

“It makes me feel proud,” she said, “to know that I’m making an impact on the student body even in a small way.”

[Learn more about SGS.](#)

News Stories Posted Tuesday August 11, 2020



Rising senior embraces the liberal arts mission, takes the lead on campus

[Communication, Department of](#) : Tuesday August 11, 2020

Some students come to college with a strict plan. They know exactly what they want to major in and what organizations and activities they want to get involved with. Others have so many things they're interested in that they have to spend time narrowing down their options. They're open-minded and willing to take advantage of opportunities that come their way. That's Emma Parry.

"I came to Georgia College with lots of questions about how I want to spend my life, and I didn't necessarily answer the questions, I just came up with new questions," said the rising senior from Griffin, Georgia. "I think that is a testament to the liberal arts



Emma Parry

mission; constantly evolving rather than adhering to one set plan.”

“I felt comfortable coming in as an undeclared major knowing that I would have the right experiences and meet the right people, and that would lead me in the right direction,” she said.

Immediately drawn to the mass communication field because of her interests in the film industry, Parry quickly found a degree in communication would also be transferable across many career fields as she progressed through the courses.

“I was able to be exposed to the kind of equipment that we would be using in the film industry while also gaining the well-rounded knowledge that you need not just for a career in the Georgia film industry but for a career in journalism or a career in public relations, which is kind of more the direction that I’m leaning in now,” she said.

Her shift to a more PR focused career developed through her service-centered heart.

“I’d like to work for a company or non-profit organization that enriches human lives,” said Parry. “If I can create content that makes people happy and open up opportunities for people in need, I will feel fulfilled in my work.”



Parry and her GEM Cohort from 2019-2020.

Ever curious, Parry hasn’t stopped with just her major. She also minoring in French languages and cultures, as well as English.

“Even in my senior year, I’m still appreciating the liberal arts mission where I can be multi-disciplined and learn about things that I would not normally learn about,” said Parry.

In fact, the liberal arts mission and her involvement outside the classroom in Leadership Programs actually helped guide her to her French minor.

“I got to go on a leadership study abroad program to Strasbourg for the GC Intercultural Leadership Study Abroad Program with the CEPA Foundation,” said Parry. “I went to France for the study abroad program and just fell in love with the French language. I knew I already liked it, but the immersive experiences I had and

the appreciation I gained for French and European institutions of leadership solidified my decision to pursue a French minor.”

Aside from landing on her minor, Leadership Programs has had a major impact on her college experience. Through the programs, she’s built relationships and found mentors that have introduced her to many new opportunities.

She refers to connecting with Dr. Harold Mock, director of Leadership Programs, as “by far one of the most important things that I had cultivated my freshman year.”

“Dr. Mock appointed me to his leadership cabinet, which is a panel of students from all disciplines around the university to help guide leadership programs in a direction that we want to see in the next four or five years,” said Parry. “That felt quite empowering to me.”



Parry talks with someone

“Dr. Mock also asked me to come on as the strategic communications coordinator for Leadership Programs. That's what I've been doing for the past year,” she said. “And I'm doing it again this year.”

In her work, she not only communicates how important leadership education is to future communities, but also helps her colleagues re-define what it means to be a leader at GC and beyond.

“I believe our society invests too much importance in having a title. Often, the best, most influential leaders are not known or publicized,” said Parry. “My mission is to praise these people for their effort.”

She’s also participated in several Leadership Programs over the last few years.

“Leadership Programs changed my life because, when I got to Georgia College, I wasn't really very confident in myself as a leader, or as a person,” said Parry.

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“It instilled in me the value of finding the things outside of my education and my work that I feel passionate about. That's one core thing that has changed the way I feel about my career direction, and that has come from Leadership

Programs. I want to feel like my work is meaningful and like I'm not just working nine-to-five. I want to leave a place better than when I got there."

-Emma Parry

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She's put that mantra to use in her volunteer service as a student. Last year, she was president of Bobcat Media Productions, the student-run film and digital media production company—where she helped rebrand the group as Bobcat Studios and foster more community partnerships. During her time at Georgia College, Parry has also been extensively involved in her sorority Delta Gamma, worked with the Resident Student Association and served on the Student Government Association.

This year, Parry will serve as the PR coordinator for the student organization Swipe Out Hunger and as vice president of GC's Circle of Omicron Delta Kappa, the National Leadership Honor Society. All this while being a member of Georgia College's Honors College and continuing her work with Leadership Programs.

She's grateful for all the experiences she's had and for those who've helped guide and assist her during her time at Georgia College.

"Ashley Copeland, who is the assistant director of leadership programs, has been a fantastic mentor," said Parry. "Dr. Christina Smith, Dr. Steven Elliot-Gower and Professor Amanda Respass — they are definitely my professor 'shout outs.' Professor Angela Criscoe has also been so supportive of me."

For new students, she encourages them to be open-minded and free to explore their options during their time in college, just like she was.

"I was not afraid to try out new things and to change my major or minor, and that was really because of my experience when I first got here. So many people said 'don't be afraid to change your major.' Study what you enjoy," said Parry. "Try to harness those skills that you can transfer between careers because your career, it's going to evolve."

News Stories Posted Wednesday August 12, 2020



Under 30: Juawn Jackson

[Government & Sociology, Department of](#): Wednesday August 12, 2020

Name: Juawn Jackson '16

Age: 27

Major at GC: Political Science, certification in Leadership

Why did you choose Georgia College?

I was looking for a college that was not too far from home (Macon) that had a great political science program. To my amazement, I found that plus more! I am grateful for my time spent at Georgia College.

Did you have a favorite professor or class?

Oh, wow! My academic journey at Georgia College was greatly impacted by Dr. Janet Clark (public speaking), Dr. Brandy Kennedy (public administration), and Professor Gregg Kaufman (public deliberation). I learned a great deal from each of them that has impacted my sense of community and my leadership style tremendously.

How has your journey progressed from graduating to working in the field of education (both as an advisor for Educational Talent Search and the Bibb Board of Education)?

My journey has been one that is truly God ordained. The opportunity to apply my passion for higher education by preparing middle and high school students for college has been my greatest joy. Now, as an elected member of the Board of Education, I can identify even more barriers that prevent students from reaching postsecondary opportunities and provide assistance.

What got you interested about the career you do now?

As a first-generation college graduate, I was faced with several barriers that I had to work hard to overcome. I knew that if I wanted to go to college that I would have to research options, find a way to pay for it, and identify resources to help me be successful there. With that in mind, I found great success in my collegiate journey and have since been determined to assist others with finding a cost-efficient way to postsecondary success.



Juawn Jackson as
Student Government
Association
President



Juawn Jackson speaks with a local grade school student

Why did you choose to run for the Bibb County Board of Education? Are you the youngest ever elected to the Board?

As a product of Macon-Bibb County, I wanted to give back to a community that has given so much to me. I spend over 24 hours a week in our schools. I see how hard our students are working, the creativity of our educators, and the dedication of our support professionals. I ran because I wanted to be a cheerleader for our system and ensure that resources are available for every child to be successful. From the records that we have been able to review, it appears that I am the youngest ever elected member of the Board of Education. I plan to use my youthfulness to connect with students and become better advocates for them.

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Georgia College has an all-star political science department that truly opened my eyes to the commitment of public service. Additionally, being able to put into practice what I learned in the classroom as Student Government President is what motivated me to remain connected to education.

- Juawn Jackson, '16

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How has your education at Georgia College and being the Student Government President help you become who you are today?

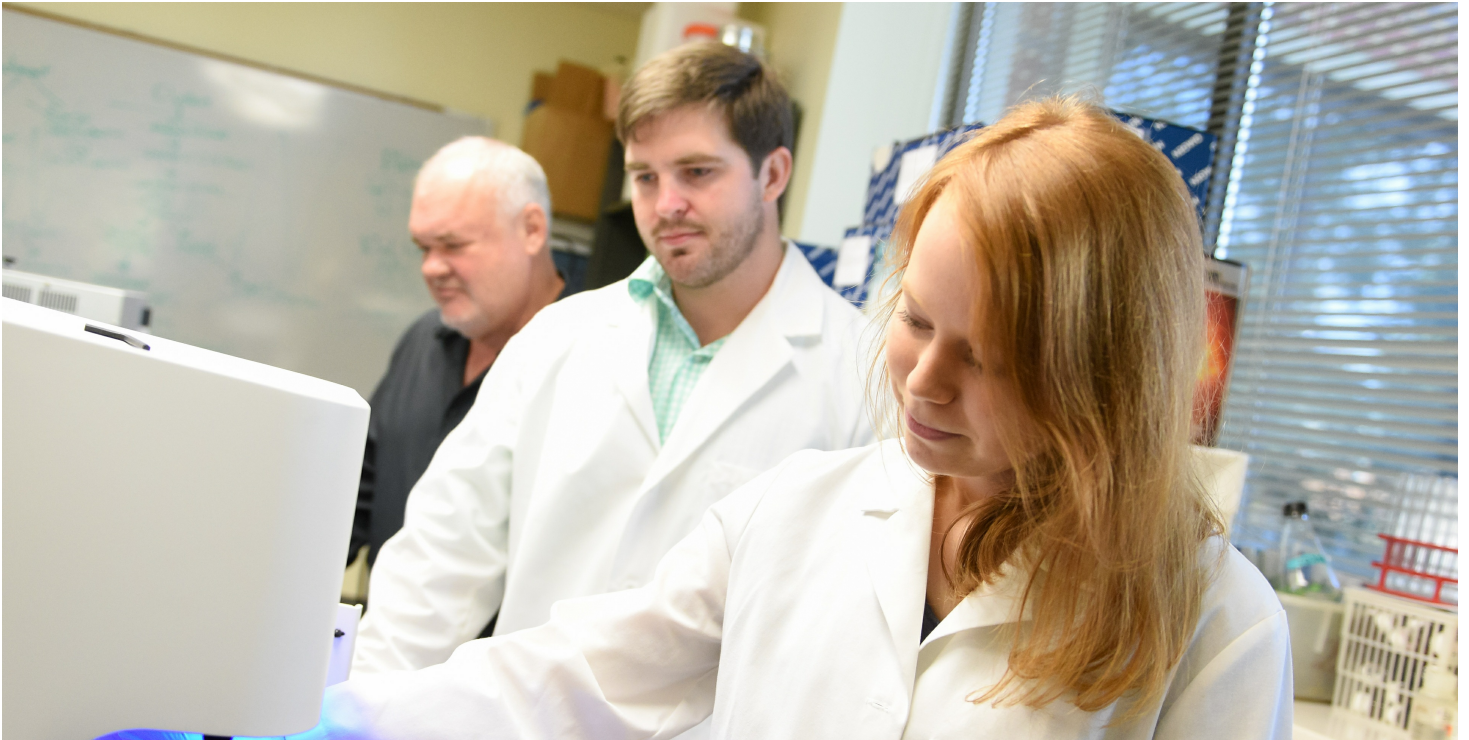
My curricular and co-curricular experiences have played an integral part of my development as a college access counselor and now as an elected official. Georgia College has an all-star Political Science department that truly opened my eyes to the commitment of public service. Additionally, being able put into practice what I learned in the classroom as Student Government President is what motivated me to remain connected to education. As president, I was tasked with major responsibilities and Dr. Dorman, Dean Miles, and others, provided the space for me to think creatively and lead responsibly.

What are some items you would like to accomplish during your term on the Board of Education?

During my term as a board member, I will be focus on creating a robust economy and a stronger community. We must focus on retaining current businesses and industries and creating opportunities for new economic development while addressing poverty by ensuring that we continue to provide a high-quality public education that ensures our students are college and career ready. We can do this by expanding industry partnerships, championing entrepreneurship, and recruiting and retaining quality educators.

Follow Juawn Online

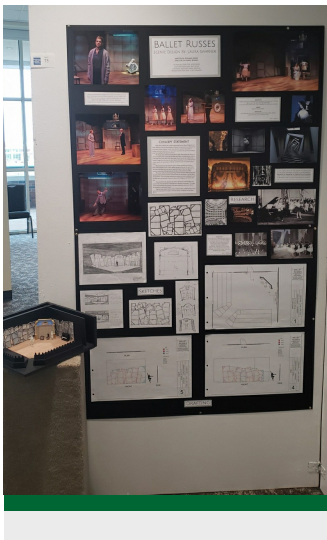
Linked In: [Juawn Jackson](#)



Georgia College named finalist for national undergraduate research award

[Transformative Learning Experiences](#) : Wednesday August 12, 2020

Georgia College makes undergraduate research opportunities for students a priority. Over the years, undergraduate research has grown from a small, faculty-driven initiative into a campuswide “transformative experience” in which the university purposefully encourages all students to take advantage of during their time here.



Now, Georgia College has garnered national attention for its work in promoting and engaging students in undergraduate research. The university was recently named a finalist for the Council on Undergraduate Research Campus-Wide Award for Undergraduate Research Accomplishments (AURA).

“The award is essentially for the top undergraduate research programs in the nation,” said Dr. Jordan Cofer, associate provost for transformative learning experiences.

“The Council on Undergraduate Research (CUR) is

Theatre student's
research board.

well-known when it comes to undergraduate research. That's the major organization everyone looks to, so this sort of national recognition is important," he said.

According to the CUR website, this award recognizes higher education institutions that have successfully implemented the characteristics of excellence, have devised exemplary programs to provide high-quality research experiences to undergraduates and have evaluated the success of these programs.

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“Last year, at least 2,325 of our students participated in an undergraduate research experience. That’s about 40 percent of our student body.”

-Dr. Jordan Cofer, associate provost for transformative learning experiences

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Georgia College provides those high-quality experiences for students across every major and department ensuring all students have the opportunity to take part in undergraduate research. But it all started from humble beginnings.

“Our story is really compelling because in 2011 we had a group of faculty get together to create learning communities, and they really investigated what it would be like to centralize undergraduate research,” Cofer said. “Those initial faculty members really helped build our undergraduate research program from the ground up.”

Dr. Dee Sams, faculty coordinator for Mentored Undergraduate Research & Creative Endeavors (MURACE), worked with the group that hoped to more strategically bring undergraduate research opportunities to students at Georgia College. They knew the impact a centralized approach could have for students.

“I saw so much value in it for students, and, even back then, I had been doing research with undergraduates,” said Sams. “For me, it was kind of a no-brainer.”

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“The energy was so positive among the group members, and the vision was so clear.” -Dee Sams

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She joined in faculty circle 2011 as they came together to research, plan and, in the end, write a proposal to submit to the Provost’s Office outlining the importance of undergraduate research and ways of expanding the practice on campus.

“The energy was so positive among the group members, and the vision was so clear,” said Sams.

In August 2012, MURACE, among other things, was created from that faculty-led project. Sams has been at helm since then.

She said she couldn’t have imagined back then “that we would be where we are with the campus engagement and being up for this award.” But she and other faculty hoped the initiative would take hold.

The work from Sams and many others across campus through the last nine years has helped put Georgia College on the forefront of the undergraduate research movement.

Sams has helped write a handbook for mentoring undergraduate research students, which is used across the world.



Dr. Hasitha Mahabaduge with junior Catherine Boyd and recent graduate Bo Cavender at Posters at the Capitol this spring.

The university also launched a national undergraduate research journal in Spring 2020. The first volume is set to be published in Winter 2021.

“We have an internal journal as well,” said Cofer. “We’ve created an event for the State of Georgia, Posters at the Capitol (PaC), where students can present their undergraduate research for legislators.”

Faculty mentors can apply for mini-grants to help fund research

with students. At the National Council for Undergraduate Research Conference two years ago, Georgia College had the third most students presenting—out of all the universities in the country.

Students even started their own organization that focuses on undergraduate

research.

"It fits our mission," Cofer said. "It's an important practice to do and getting national recognition for something we do really well, I think that's really important—especially for the faculty to be recognized for something they've done and have been doing."

Sams even helps lead a course for faculty to design undergraduate research projects.

"I was ecstatic. I don't know if Jordan or I was happier," she said about learning Georgia College was named an AURA finalist. "For me it was just like, 'oh wow, we've worked so hard to bring this to our students.' And, and to have others recognize it, is great."

The finalist application is due to CUR by mid-September. The winners of the award will be announced in the coming months.

For more information on the award, visit <https://www.cur.org/what/awards/aura/>

News Stories Posted Monday August 17, 2020



Prehistoric shark named after retired Georgia College professor

[Biology & Environmental Sciences, Department of](#): Monday August 17, 2020

Dr. Dennis Parmley's close encounter with a shark didn't happen at a crowded beach or the ocean—but in a kaolin mine in Wilkinson County.

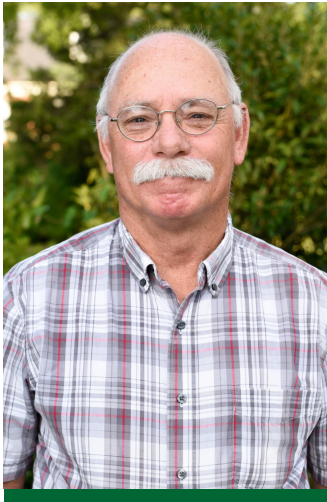
He was never in danger. It'd been dead 35 million years.

But the shark—or rather some fossils of its teeth—recently earned Parmley the rare honor of having a prehistoric and previously unknown species named after him. The news has been celebrated on science websites, TV news and even in Newsweek—giving Parmley and Georgia College the kind of acclaim that lasts, well, as long as bones themselves.

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This is an honor. It's prestige for the college too, and that's a good thing. It shows students who like this kind of work that it's still being done. It's not archaic. Some people think paleontology's a dying science. It's not, at all.

- Dr. Dennis Parmley



Dr. Dennis Parmley

For 17 of his 30 years at Georgia College, the vertebrate paleontologist dug fossils from sediment at Hardie Mine in Gordon. Faculty and hundreds of students joined him there over the years. As did his colleague and friend, David Cicimurri, curator of natural history at South Carolina State Museum and world expert on shark fossils. Together, they found many nautical remnants showing Middle Georgia was once a coastal region. The mine was rich in bones from whales, fish, marine snakes, crocodiles and even a leatherback sea turtle.

But it was a long, smooth shark's tooth—noted for its pair of smaller teeth on either side—that recently led Cicimurri and two other scientists to believe they'd stumbled across something new.

The teeth were dug up years ago at the Middle Georgia mine but remained in collections among other shark fossils. Back then, Parmley and Cicimurri thought the teeth represented several different species of shark. But now Cicimurri and his team believe they're from an ancient ancestor of today's sand tiger shark, long extinct, and never before identified by modern science.



Shark teeth from the new species "*Mennerotodus parmleyi*" in storage at Georgia College.

After isolating hundreds of teeth and comparing them to contemporary sharks—the group named the species "*Mennerotodus parmleyi*" after Parmley to honor his contributions to vertebrate paleontology in Central Georgia. No one knows the Gordon site better or has collected more shark fossils than him, Cicimurri told Parmley.

At the same time, scientists also announced another new species as the "*Mennerotodus mackayi*," a 65 million-year-old shark that went extinct with the dinosaurs. Its fossils were found in Alabama. Both new species were grouped into

the prehistoric genus “Mennerotodus,” previously thought to have lived only in Europe and Asia.

But they now think this family of sharks originated in North America first.

Most of the South is overgrown with too much vegetation for fossils. But Middle Georgia—where ocean met land in the late Eocene Age—is “definitely unique,” Parmley said. Rapid burial is what creates fossils. During some catastrophic event, sharks and other marine animals at the mine must’ve been quickly covered in rock sediment often found above layers of kaolin.

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It’s an important discovery, because it’s part of our national treasure in this state. It gives us a little window into the past.

- Parmley

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“It’s an important discovery,” Parmley said, “because it’s part of our national treasure in this state. It gives us a little window into the past—not only about the kinds of animals and diversity of animals back then—but also the ecology and what habitats there were.”

Parmley retired in 2018, but not from science. He still has a paleontology lab in the basement of Herty Hall and keeps busy categorizing relics of ‘boney fish.’ He also identifies snakes for the public, when they’re found in yards and gardens.

Parmley came to Georgia College in 1989 as a young professor to teach herpetology (study of snakes), vertebrae zoology and ichthyology (study of fish). A graduate student told Parmley about the Gordon mine. He was surprised at its abundance of fossils and wrote many academic papers with colleagues on discoveries there. He suspects he’s done more research on the site “than anybody else in the world.”

Parmley collected thousands of fossilized teeth from the mine and helped identified more than 20 species of shark.

One of his greatest accomplishments was finding the vertebra of a colubrid water snake, determined to be the oldest snake fossil of its type in the world. Parmley also helped find the vertebrae and teeth of a few land mammals at the mine that “washed into shore.” Georgia College Professor and Paleomammalogist Dr. Al Mead led the study of those rare fossils.

These and many other fossils are still stored at the university—along with teeth

from “Mennerotodus parmleyi.” Fossils from this species linger among thousands of other shark’s teeth, just waiting to be singled out and showcased.

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There was a cold snap. Then, it warmed up again. Something happened in the environment that the sharks just couldn’t tolerate. There’s an old saying, ‘You either adjust or you migrate or you die.’ And a lot of them died. They went extinct, and others will again in the future.

- Parmley

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Parmley estimates the shark would’ve been 7-to-10 feet long and, like modern sand tiger sharks, fished along the shoreline. It lived at a time when the climate and water temperatures were changing, like today. This makes discoveries like this even more significant.

By recognizing past patterns, he said, we might predict future trends.

“There was a cold snap. Then, it warmed up again. Something happened in the environment that the sharks just couldn’t tolerate,” he said. “There’s an old saying, ‘You either adjust or you migrate or you die.’ And a lot of them died. They went extinct, and others will again in the future.”

“It’s a natural thing, but humans seem to be accelerating it. So, if we can find out why,” Parmley said, “it might give us clues on how we might better protect what we have today.”

News Stories Posted Monday August 31, 2020



Students gain deeper understanding of French culture from virtual study abroad program

[International Education Center](#) : Monday August 31, 2020

Prior to the COVID-19 pandemic, plans were laid out for 23 Georgia College students to study abroad in Paris, France, over the summer. Initially, these students were to explore the city's sites, which included a dinner cruise on the River Seine and the Eiffel Tower lit up. They would've visited delectable eateries and museums, toured migrant neighborhoods, seen two of the most beautiful castles in the Loire and much more.

But, Dr. Sunita Manian, chair of the Department of Philosophy, Religion and Liberal Studies, and Dr. James Winchester, professor of philosophy, had to quickly shift gears this summer and find a way to provide a study abroad experience for students without actually going abroad.

"One of the best things we did was assign French films for our students to watch," said Winchester. "These films and the French texts we read (Camus, Sartre, De Beauvoir, Césaire) gave the students a good look at how the French think and, in particular, how the French think about what makes a good life."

Professor Manian had collaborated with migrant and refugee organizations and

arranged exciting interactions between the students and individuals in Paris. Instead, for the virtual study abroad students viewed French films like “Les Misérables.” This recent film is not the musical, but rather it portrays the resilience and brilliance of immigrants and their children in the Paris suburbs despite challenges they faced, including police harassment.



Garrett Harrison displays the books he read during the virtual study abroad program.

Manian and Winchester also collaborated with organizations and organized exciting interactions between the students and local individuals, like migrants and refugees.

“The students really seemed to like the films and readings we assigned,” said Winchester. “They often wrote much more than they needed to write. For example, they read a wonderful account of the lives and philosophies of the French existentialists. It brought home not only what the philosophers wrote, but also how they lived.”

The students also read “The Dud Avocado,” which tells the story of a young American woman who goes to Paris and has a good time.

“It is funny and full of adventure and gives the students a picture of how exciting Paris can be,” he said.

“While we were unable to be in France this summer, the readings—and films that complemented the readings—gave students wonderful insight into gender and culture as it pertains to France,” said Manian, who is also a professor of political economy and women’s and gender studies. “I actually found myself eagerly waiting for students to turn in their assignment, so I could read what they thought.”

Meanwhile, the study abroad to Paris is being rescheduled for 2021. If the students can’t go next year, Manian and Winchester will organize more lectures by people in Paris with whom the students would not be able to interact in person, such as Gilles Bonazzi at the Banque de France. They will also add more films to the courses.

“We are constantly thinking about how to make online courses better and have learned a great deal from doing it this summer,” said Winchester. “We were very impressed with the students’ writing and their engagement with the materials we

assigned. We assign great textbooks that students will enjoy and provide them with a vision of how the French see the world. The students also became stronger writers and readers by doing the writing that was assigned.”

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“I am hugely thankful to Drs. Manian and Winchester for continuing to offer their classes. I very quickly fell into a routine that kept my curiosity piqued and my spirits up. I would recommend for all students to consider doing an online study abroad program if in-person study abroad programs are unavailable.”

- Savannah Todd

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Georgia College senior Garrett Harrison, who is double majoring in philosophy and biology, feels the virtual study abroad program challenged him in many ways. It gave him new perspectives on life and the struggles of others.

“The books we read dealt with perspectives entirely new to me in culture, gender, sexuality and timeframe. I had to be open to grasping and engaging these perspectives, even when my initial inclination was to recoil from some of them. I was able to overcome this challenge by putting aside my own beliefs and remaining open-minded,” he said.

The virtual program also provided Harrison with a skill he plans to use in the workplace.

“Usually I’m guilty of procrastination. But the independent pacing of my online study abroad experience encouraged me to develop better time-management habits when it comes to school work,” he said. “This level of personal accountability will help me tremendously in any field.”

Junior Savannah Todd is also a double major in liberal studies with a European concentration and World Cultures and Languages with a Spanish concentration. She feels the virtual study abroad program taught her how to work efficiently, as well.

“I was taking 12 credits of study at the time, so I was getting a little practice for juggling multiple deadlines for assignments that required me to digest source material quickly, engage with the sources critically and express my thoughts clearly,” she said. “I’m a research intern, so every day I utilized the same research process I used to be successful in the online study abroad program.”

Todd, who prefers in-person classes but feels her professors made the study

abroad experience interesting by simulating what it would be like in a classroom.

"I think all my professors did a great job of simulating an in-class experience," Todd said.

"We still had opportunities to discuss our ideas with classmates and teachers. Drs. Winchester and Manian gave great feedback and participated

in the online discussions, often giving individualized feedback and weighing in on threads."



Savannah Todd participates in her virtual study abroad program.

With the help of Manian, Todd helped create and took "The Global Influences on Monet's Art" class. She deemed it an "empowering experience."

"It was a joy to participate in," said Todd. "Monet has been my favorite painter since I was 12 years old. The online French Study Abroad program gave me an excellent opportunity to research the relationship between Monet's works and Japonisme."

"I started with very little direction, but now have a clear understanding of how the historical events in Japan affected not just Monet's work or the Impressionism movement, but also can contribute to discussions about the effects of Imperialism."

Initially, Todd thought of the online France Study Abroad as a challenge, considering she prefers to share ideas face-to-face with classmates. However, she focused on being thankful for her professors, who worked diligently to engage meaningful discussions and broaden students' horizons despite the pandemic.

"I am hugely thankful to Drs. Manian and Winchester for continuing to offer their classes," said Todd. "I very quickly fell into a routine that kept my curiosity piqued and my spirits up. I would recommend for all students to consider doing an online study abroad program if in-person study abroad programs are unavailable."

Despite the challenges posed in 2020, Drs. Manian and Winchester were not alone in their creative efforts. In total, eight Georgia College study abroad programs moved to virtual delivery, helping nearly 100 students experience the cross-cultural components of a study abroad program without leaving home. While not ideal, Georgia College faculty really rose to the occasion to ensure students stayed on track for degree completion and shared their passion for international education.



Dancer uses movement to inspire, teach and heal

[Theatre & Dance, Department of](#): Monday August 31, 2020



Alecea Housworth.
(Image courtesy of
Elaina Houseworth.)

Senior Alecea Housworth's whole outlook on life has changed since becoming a rhetoric major and learning the art of persuasion.

But it's her minor in dance that helps her convey meaning in ways words cannot.

The Covington, Georgia, resident recently used dance to express her feelings on current events. Using screen-dance skills learned in "Modern Workshop" class—Housworth choreographed and produced a polished video supporting the Black Lives Matter movement. The unassigned project acknowledges her

feelings about inequality and injustices she feels as an African-American.

"I want the video to reach the masses and let people know: Enough is enough. We can no longer say nothing. It's time to rise up and make a change. If we stand for nothing," she said, "we will fall for anything."

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It's my way of connecting with feelings and emotions that are hard to face head-on. When I dance, I feel free and unconfined to the weight of the world and my worries.

- Alecea Housworth

Being a student at Georgia College means having an open mind and being ready to be challenged, Housworth said. Her professors and dance instructors were always caring and supportive. Their encouragement strengthened her confidence, enabling her to step forward and take a chance. College helped her tackle hard topics like race and inequality.

Housworth created the dance video to acknowledge racial strife and promote healing in the Black community. In it, she is joined by her sister, Elaina Housworth, and senior biology major Jada Moore. Dance instructor Natalie King consulted and King's husband, Michael Crews, did the videography. It's filmed against familiar backdrops in Baldwin County, as well as Andalusia and Georgia's Old Governor's Mansion.



A clip from Housworth's dance video.

The work, entitled “Now is the Time,” is a candidate to represent Georgia College in film at the American College Dance Association conference in the spring.

“Alecea is an exceptional artist,” said King. “She creates smart and entertaining works that make audience members feel and think. Her movement moves. Our

younger students in the GC Community Dance Program really look up to her when she teaches and performs.”



Alecea Housworth dancing onstage for Georgia College. (Image courtesy of Michael Crews.)

Dance instills discipline and control, Housworth said. She’s learned to communicate through body movement and use her surroundings. She does jazz, hip hop, ballet, modern, African and West African dance, tap and pointe.

For this project, however, Housworth wanted to do more than just dance. Videotaping it ensured her message would have a platform to reach more people.

She chose the song “Stand Up” by Cynthia Erivo, because it made her soul “cry.” It sounds like a song that might’ve been sung in the fields by those who were enslaved. But she said it’s also an “alarming call to freedom.”

Housworth played the song over and over again to construct the dance steps. She recorded herself exploring various moves and tailored her movement to the lyrics. She tried to embody emotions of sadness, pain and anger.

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I also wanted to show strength, persistence and resilience. To show we’re overcoming all obstacles and still standing. I love African dance, because I’m able to be free and really channel the joy of movement and freedom.

- Housworth

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“But I also wanted to show strength, persistence and resilience. To show we’re overcoming all obstacles and still standing,” Housworth said. “I love African dance, because I’m able to be free and really channel the joy of movement and freedom.”

“My main objective is that minds, hearts and souls be moved—that we may also change mindsets and transform culture,” she said. “Now is the time for justice. Now is the time for equality. Now is the time for peace. Now is the time for unity.”

She’s been part of the GC Community Dance Program and dance group

“Catastrophic” for three years. During her time at Georgia College, Housworth has also been involved in intramural ultimate frisbee and flag football. She’s participated in the Black Student Alliance and Community Council. Both groups help African-American students adapt to life on campus. Housworth spent eight years with Hosea Helps, as well. It’s a community service organization in Atlanta that clothes, feeds and assists the homeless.

She’s “definitely grown during college” and advises students coming after her to be unafraid and adapt to change. Her years here helped Housworth know herself better and see clearly where she’s going.

She hasn’t decided exactly what she’ll do in the future. But Housworth knows it’ll include dance—either in her own studio or with a dance company. She hopes to travel the world and explore different cultures, as well.

Mostly, she wants to spread unity.

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“Whatever I do, I do not want to have any regrets—just fulfillment knowing I served my purpose.

- Housworth

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To view Housworth’s YouTube video, please visit:

<https://www.youtube.com/watch?v=KRHrrm8-WgA&feature=youtu.be>