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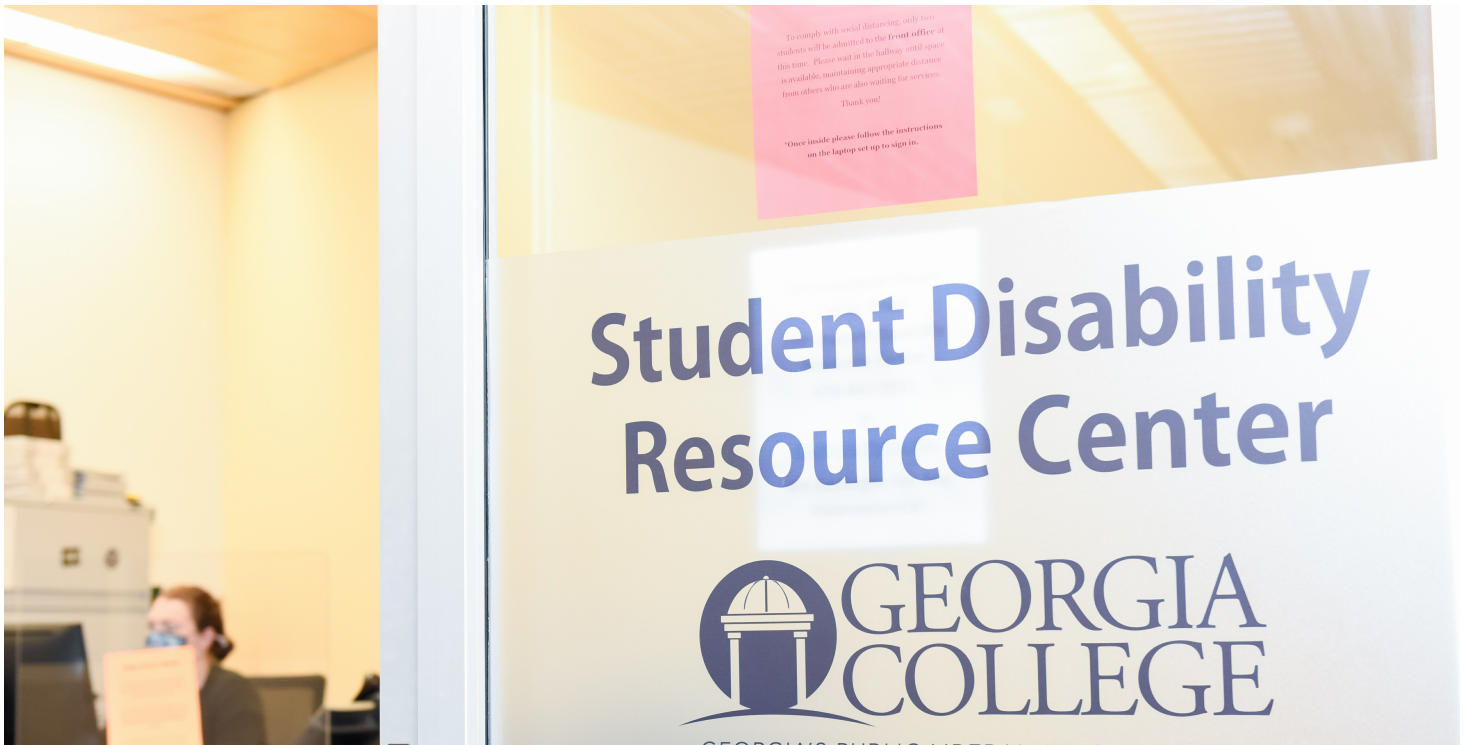
September 2021



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News Stories Posted Friday September 3, 2021



Leveling the playing field for students with disabilities

[Student Disability Resource Center](#) : Friday September 3, 2021

Through no fault of their own, some students struggle in school due to their disability. In accordance with the Americans with Disabilities Act of 1990, Georgia College provides academic accommodations through the Student Disability Resource Center (SDRC) to help these students achieve academic success.

Student Disability Resource Center Director David Anderson believes that there may be some misconceptions about academic accommodations.

“These accommodations allow students who need them to perform on a level playing field with their peers,” he said.

There are many different ways that the SDRC works with students to help them succeed. Some of the most common ways of providing such support is given by the Testing Center – granted by the SDRC.

Admissions makes students aware of the Student Disability Resource Center right from the start.

“

We want to get to students who need us as quickly as we can. As soon as we can get a face and a name, they become part of our family.

- David Anderson, SDRC Director

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Over the last year, the center saw a rise in the number of students asking for accommodations. Currently, 530 students use the service – around six percent of the student population. Some of this increase was due to the pandemic with students testing online now.

“There was a huge spike in testing online, which a lot of students weren’t prepared for,” he said. “It’s one thing for students to test in class, and completely another to test online.”

This presents a challenge for Anderson. Ideally, he wants students who use the SDRC to stay on track when they take their tests in a virtual environment. So, Anderson and his team work hard to accommodate their students’ needs to make online testing a smooth transition.

The SDRC also works to support the career aspirations of our students by having a strong partnership with the Career Center.

“One of the first things we do is define success for each student,” he said. “So, we have a very strong relationship with career services, where we can help these students reach those milestones and achieve their goals.”



David Anderson, Director of the Student Disability Resource Center

Nearly every student who comes into the SDRC has multiple diagnoses, for example, ADHD and anxiety. As students are exposed to the news and social media around the clock, many become overwhelmed with this influx of information. That's where Anderson and his team help identify their students' personal priorities.

Anderson helps students get organized by reminding them that they can only control what is within their sphere of influence. He also helps them organize their schedule by meeting with students weekly.

There's a tremendous amount of freedom when students arrive on campus. And for those who don't know what to do with their downtime, chances are they're not going to use that time wisely, according to Anderson.

"We try and help them fit everything in," Anderson said. "And the biggest thing we find is for students to treat school like it's a job and to find a healthy balance."

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My hope for students is that they graduate and find that job they love. It's one thing to graduate, but it's another thing to have the essential skills to be employable. And that's what we want. College is just the beginning of their

professional journey.

- David Anderson, SDRC Director

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The SDRC helps students interact more effectively with their professors through the use of a newly developed interactive database. According to Anderson, it's easier to use and has more capabilities than the previous one. For example, students can choose which accommodations they want to use for their classes. Once the students choose their accommodations, a letter is sent to their professors. This helps facilitate a conversation between the student and the professor.

The mission of helping students succeed is the same whether it's through the Student Disability Resource Center or through the care and commitment of faculty.

“Our professors are doing everything they can to pull greatness out of our students,” said Anderson. “That's what we do at Georgia College. Everybody's on the same page to get students to graduate. I just love that team mentality.”

In addition to the support services provided by the SDRC, there are also anonymous student note takers, Smartpens that capture everything you hear and write, digital recorders, and laptops available for students. Anderson hopes students take what they've learned from Georgia College and apply these techniques in their careers.

“My hope for students is that they graduate and find that job they love,” he said. “It's one thing to graduate, but it's another thing to have the essential skills to be employable. And that's what we want. College is just the beginning of their professional journey.”

News Stories Posted Tuesday September 7, 2021



International tennis athletes find sense of belonging at Georgia College

[Athletics](#) : Tuesday September 7, 2021

Despite typically having the smallest-sized roster among Georgia College's 11 varsity sports, the Bobcat Men's and Women's Tennis Teams typically provide the most diversity for the athletic department, bringing in student-athletes from all over the world for the common goals of on and off the court success.

Taking a look at the 2021 rosters, the Bobcats have players from Argentina, France, Venezuela, Czech Republic and Germany as well as the Peach State. These are individuals that come together for their love of sport and desire to get an education in the United States.

A two-time All-Peach Belt selection and 2012 ITA All-American, Jerome Leborgne is now a two-time alumnus of Georgia College getting an undergrad in mathematics with a master's in business administration. He came to Milledgeville from Coordimanche, France in the fall of 2009, using a tennis placement agency

that matched him up with his best options of both scholarship and his competitive level of tennis. Remarkably, the first time he spoke with anyone at Georgia College was when GC Tennis head coach Steve Barsby picked him up at the Atlanta airport for the beginning of the semester.

“One of my first issues was the language barrier,” said Leborgne. “I hadn’t spoken much English before moving to Georgia. I was really appreciative of the team, they made it really easy. There were a lot of internationals so you can relate to each other. What’s great about sport—even with tennis which is largely an individual sport—you’re used to playing as a team. Coming together as friends off the court as well felt very natural.”

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What’s great about sport—even with tennis which is largely an individual sport—you’re used to playing as a team. Coming together as friends off the court as well felt very natural.

- Jerome Leborgne

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For Leborgne some of those relationships off the court were particularly strong, as he met his wife Tracey [Bain] Leborgne, a member of the team in the 2010-11 season and also a Georgia College graduate.

Current GC Tennis player Matt Rogel took a little different path to get to GC from his native Sautron, France.

After Rogel finished high school, he spent two years coaching the game locally building up some money to make the move and play collegiate tennis in the States. He landed at Abraham Baldwin Agricultural College (ABAC) for two years to develop his academics. After those seasons in Tifton, Rogel came to Georgia College in the Fall of 2018.

“I really liked how things felt with coach Barsby,” Rogel said. “I met the guys on the team pretty quickly, and I got a good vibe from them when I came on my visit as well. Compared to the other schools I looked at I felt much more confident that I’d be happy here.”

He quickly took a liking to the message of Bobcat Athletics, and after already owning his undergrad in management at GC, Rogel will be finishing his master’s in accounting next year while working as a graduate assistant coach for the GC Tennis Program.

Taking a similar path was Victor Andersson, who played four years for the

Bobcats, beginning in 2009. After getting his undergrad in marketing, the Karlskoga, Sweden native then continued on with an MBA, also joining up as a graduate assistant coach.

“The move to a new country, with new surroundings and new people with no family for support was a big change but also helped me grow a lot. I had a great experience and was very happy in Milledgeville. I didn’t really want to let go of tennis yet, and I was able to continue to educate myself by adding the master’s. Steve [Barsby] and I had joked since my second semester that I should stick around and be his GA and that came true.”

The International Education Center (IEC) plays a crucial role in helping these students adjust to the many difficulties that arise from being so far from home. Under the guidance of Dr. James Callaghan, the

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We’re a family here. The tennis players are a little harder to reach because of their busy schedule. They get into that athletic family and it becomes their new home.

- Susie Ramage, International Admissions Counselor

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Assistant Vice President for International Education, the IEC Staff helps international students navigate the choppy waters of registration and student visas while partnering with the international club for social events.

A common theme in talking with international student-athletes was gratefulness for the work of international admissions counselor Susie Ramage and Jason Wynn, Assistant Director of International Student & Scholar Services. What stood out the most is how the staff went above and beyond for this population.

“Susie and Jason helped me through the admissions process. They help me still today when it comes to other confusing paperwork. During the COVID shutdown many of us weren’t able to travel back home, and Susie and Jason helped us get groceries. Anytime there’s something going on, they really try and help. During this year’s quarantine, they delivered meals to all of the new international freshmen as well.”

Ramage sees her work as more than just your standard 9-to-5.

“We’re a family here,” she revealed. “The tennis players are a little harder to reach because of their busy schedule. They get into that athletic family and it becomes their new home.”

“I love working in the IEC. This is the coolest office on campus. Through this office, I enjoy seeing the domestic students get to know the international students. A lot happens here that changes people’s lives and perspectives.”

News Stories Posted Wednesday September 8, 2021



Establishing a human connection through music

[Music, Department of](#) : Wednesday September 8, 2021

For nearly three decades, David White, '89, shaped boys into responsible men through song. His candor and passion for encouraging others to love music has turned boys into better students, employees and fathers.

David's the founder, artistic director and conductor of the Georgia Boy Choir, which is in its 13th season. As director, he oversees the organization's artistic direction. As the conductor, he facilitates that mission.

"It's the connection I'm able to make with the boys, who range in age from five to 18 years old, so they're at the most impressionable time of their lives," David said. "They're becoming the human beings and the men, husbands and fathers that they'll be." [youtube embedcode="aYwbSJRJ2_M" style="fullwidth"]The Georgia Boy Choir performs Ave Maria at the Cathedral of Santiago de Compostela during the Spain/Portugal international concert tour in 2016.[/youtube]

He teaches boys, who sometimes are known for their fidgetiness, mischievousness and/or lack of ability to pay attention for long periods of time.

“I dealt with those challenges significantly when I was young,” David said. “And yet to achieve the level of artistry we strive for requires a tremendous amount of focus, discipline and self-control qualities, which are generally lacking in most boys of that age. There’s a considerable amount of psychology involved and understanding of how they operate, what they need and how to channel that energy.”

The instruction he received in voice at Georgia College is instrumental to him. David uses the techniques he learned daily.

“As a choral conductor of young boys, they’re not coming to me with really any understanding of how to use their voices properly as a musical instrument,” said David. “So, I teach the basics of vocal production—much of what I was taught at Georgia College from a point of expressive, witty and artistic merit.”

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“When people come to me after a concert nearly or literally in tears, talking about how the music reached inside them and touched their souls in a healing way or tell me the singing moved them in ways they didn't know that they could be moved, that’s the ultimate reward. When I conduct the choir and turn around to acknowledge the audience to receive their acknowledgement, and I see grown men with tears on their faces, it's just amazing.”

- David White

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His voice professor, Julie Morgan, made a particular impact on him.

“She was willing to spend a great deal of extra time with me when I was at a really impressionable age, so her teaching really influences my teaching,” he said.

David’s wife, Rosemary, plays piano accompaniment for the Georgia Boy Choir. When David was a college student, she was working on her Master of Piano degree in South Carolina. He wanted to do an extra recital, with his wife as the pianist, which was unprecedented.



David White conducts the Georgia Boy Choir.

“Julie Morgan helped us with a series of 16 songs that collectively was one big piece by Robert Schumann,” he said. “She took the time to collaborate with us as musicians.”

Associate Professor of Music Clyde Tipton, who taught music theory, was also one of David’s favorites. Although music theory wasn’t his favorite subject, he thought of Tipton as a great human being and a fine composer. He wrote the voice and flute piece David used for his voice class recital. A flute player performed half the recital, and he sang for the other half.

“I still perform that piece,” David said. “The text we chose was from my father, Associate Professor of music Dr. A. Duane White. The professor who made the most significant impact on me was my father.”

He grew up hearing people tell him that his father was the best teacher they had in college. This made him want to have his father as his music history professor. His mother, Frances White, was musical, as well. She was an adjunct lecturer of voice at Georgia College at that time.

“My father was a great teacher, not just because of how much he knew about Mozart, Beethoven or Bach, but because of how much he loved his students, material and subject matter,” David said. “He lived it. My father believed that by knowing not just the facts, but the music, could impact students’ lives in ways that would make them better human beings. When he taught music history, it was really just a platform for him to teach them about life.”

His father's love for his students made a great impression on David.

"He was there for me too, thankfully, not just in college, but for the rest of his life," David said. "Even though he passed away, the lessons he taught me continue to impact the way I teach."

Like his parents, David's objective has been to involve himself in music to the fullest extent possible.

Prior to forming the Georgia Boy Choir, David's career path took him to Greenville, South Carolina, where he founded the Boy Choir of the Carolinas. He served as conductor for the Greenville Symphony Orchestra Chorus and director of music at the Second Presbyterian Church of Greenville. There, he also founded an annual Summer Music Camp for children and adults.

Later, David became music director of Florida's Singing Sons Boy Choir in Fort Lauderdale, Florida. He's also been a conductor for the Interlochen Center for the Arts in Interlochen, Michigan and the Atlanta Boy Choir prior to the Georgia Boy Choir.

David and his choirs have traveled throughout the U.S. and to approximately 20 countries including Belgium, England, France, Russia and Scotland. A tour to Austria, Germany and Switzerland is now planned for the Georgia Boy Choir. [youtube embedcode="vjFdCCrneVs" style="fullwidth"]The Georgia Boys Choir perform at the Highland Cathedral during the Scotland and Ireland Tour in 2017.[/youtube]

"These are such fantastic, life-changing experiences for these boys," he said. "It's phenomenal to sing in magnificent places around the world like in St. Paul's Cathedral in England, the incredible Sagrada Família Church in Barcelona or Notre Dame Cathedral in Paris the summer before it burned."

Other sites the boys performed at include the Hill of Slane in Ireland, Great Wall of China, Culloden Battlefield in Scotland, as well as the Normandy American Cemetery and Memorial in France on the 74th anniversary of D-Day.

While David's had several pinnacle moments in conducting in the U.S. and abroad, it's the magic that happens when he conducts and hears the boys sing that he treasures most.

"When people come to me after a concert nearly or literally in tears, talking about how the music reached inside them and touched their souls in a healing way or tell me the singing moved them in ways they didn't know that they could be moved, that's the ultimate reward," he said. "When I conduct the choir and turn around to acknowledge the audience to receive their acknowledgement, and I see grown men

with tears on their faces, it's just amazing.”

He also enjoys making that connection with the boys too.

“As a conductor, making music and connecting with the audience is a great thing, but it's also amazing to conduct and see the impact it has on the boys,” David said. “They’ve told me, ‘I had a hard time making it through that song because it was so beautiful’ or ‘this might be the last time I sing that song, so I always want to remember this moment.’”

David uses the boys’ personalities so they become conduits of the music and learn to love and express emotions through music. He also cross-trains his pupils for life, so they become disciplined.

“Some of these boys will go into professional music,” he said. “However, some will become elementary teachers, attorneys, doctors, mechanics, etc. I hope whatever they do, they do so with integrity, and they’ll continue to have a love of great music, and that it broadens their minds and hearts as a result of the time they've spent in the Georgia Boy Choir.”

David still tries to keep up with his former students supporting the relationships he built with them when they were children.

“When I have the opportunity, I talk with some of these men who were under my tutelage as boys,” he said. “They talk about how their experiences in the boy choir make them better at their jobs and better fathers and husbands. That truly is the ultimate gratification.”



College Alumni Awards a first for Georgia College

Alumni : Wednesday September 8, 2021

The College Alumni Awards are a new initiative for accomplished alumni to be recognized by their respective colleges during Alumni Weekend.

Established to increase the Alumni Association's partnership with the university's five colleges, the initiative is designed to increase engagement and to allow each college to honor its outstanding alumni. The campus colleges are the College of Arts and Sciences (COAS), J. Whitney Bunting College of Business (COB), John H. Lounsbury College of Education (COE), College of Health Sciences (COHS) and John E. Sallstrom Honors College (HC).



Pictured left to right: Dr. Eric Tenbus, dean, COAS; Dr. Micheal Stratton, dean COB; Dr. Joseph Peters, dean, COE; Dr. Sheri Noviello, dean, COHS and Dr. Brian Newsome, dean, HC.

“We want to highlight even more alumni who are doing great things in addition to those who are honored during the Alumni Awards and Athletics Hall of Fame during Alumni Weekend,” said Tre’ Johnson, assistant director, Awards, Collaborations and Reunions. “We also want to showcase what’s going on in the academic sector of Georgia College.”

Each college can select a recipient for at least one of three awards: Alum of the Year, Young Alum of the Year and the Humanitarian Award. University Advancement set the following criteria for each award:

- Alum of the Year – recipients excel in a particular professional field, having attained prominence and/or have had a positive effect on the state, regional or national level.
- Young Alum of the Year – recipients must’ve graduated within 10 years, and have had honors achievement and notable recognition in a professional or business career and hold promise for continued success.
- Humanitarian Award – recipients are characterized by a history of exemplary service that resulted in visible improvements within his or her community.

The nomination and selection process vary across each college. Each winner will receive an award during the College Alumni Awards Luncheon to be held Friday, Nov. 5, 2021, at noon.

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“We want to highlight even more alumni who are doing great things in addition to those who are honored during the Alumni Awards and Athletics Hall of Fame during Alumni Weekend. We also want to showcase what’s going on in the academic sector of Georgia College.”

- Tre' Johnson

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College of Arts and Sciences:

“This recognition is important, because we want to acknowledge the success of our alumni who’ve gone on to wonderful careers,” said Dr. Eric Tenbus, dean of COAS. “This awards opportunity helps forge connections with those alumni, so they are not disconnected from Georgia College. Our university benefits from stronger alumni connections.”

In the COAS, Dr. Susan D. Richardson, '84, won the Alum of the Year Award, Dr.

Sean B. Dolan, '12, won the Young Alum of the Year Award and Felicia F. Cummings, '02, won the Humanitarian Award.

Through the awards process, Tenbus looks forward to strengthening relationships with alumni.

"As someone with under four years of experience at Georgia College, I hope this will allow me to get to know the wonderful alumni from COAS better," he said.

"Perhaps they could be future candidates for our COAS Alumni Advisory Board. We may even want to tap into their love of Georgia College to help strengthen COAS to ensure we are offering the best educational experience we can to today's students."

College of Business:

"As a college of business grounded in the public liberal arts, recognizing the achievements and contributions of our alumni, we highlight their exceptional dedication to creating a better world in which to live, work and play," said Dr. Micheal Stratton, dean of COB. "Our alumni not only excel in business, but take their knowledge and skills to give back to their communities. Recognizing these accomplishments shows what it means to have acquired business education for the public good."

The COB Alumni Award winners are: Quay Fuller, '80 - Alum of the Year, Brent Zucker, '16 - Young Alum of the Year and A. Ross Sheppard, '13 - Humanitarian of the Year.

"We hope by recognizing alumni who are successful not only in business, but who use their success to help others, we will inspire our students and fellow alumni to strive to serve others," Stratton said. "In turn, they'll create a culture of business that's not simply focused on short-term profit maximizing, but the pursuit of improving lives inside organizations and creating a positive societal impact."

College of Education:

Dr. Joseph Peters, dean of the COE, knows that recognizing and engaging COE alumni is crucial to students and Georgia College. They serve as ambassadors to market its programs, raise funds, support accreditation and provide opportunities for mentorship, internships and field experiences for students.

In the COE, the Alum of the Year Award goes to Samantha Fuhrey, '06. The Young Alum of the Year Award is awarded to Jessica Chatman, '18, '19, and the Humanitarian of the Year Award winner is Jasia Clark, '20.

"It's important to acknowledge their support," said Peters. "They also represent

Georgia College with their success throughout their careers, as they are chosen for prestigious awards like 'Teacher of the Year.'"

Some COE alumni serve as part-time COE faculty, members of the COE Board or the Educator Preparation Stakeholders Council. The COE depends on alumni's support for scholarships to help programs like Call Me MiSTER and the iPad initiative.

"Our hope is for recognized alumni to continue to do good work and challenge others to make a difference," said Peters. "We also anticipate they'll share their success and encourage others to also reach their highest potential and challenge alumni to 'pay it forward' to help others along their road to success."

College of Health Sciences:

"We have great graduates who go on to do exceptional things, and we want to celebrate those individuals," said Dr. Sheri Noviello, dean, COHS. "We also want a mechanism in place where the College Alumni Awards recipients could be submitted for the university awards."

The COHS named Dr. Crystal Champion, '04, as Alum of the Year and Travis Aultman, '20, as Young Alum of the Year.

The criteria for the COHS Alumni Awards align with those for the university awards so that recipients can be nominated at that higher level.

"Now, we'll be able to celebrate our alumni who've done outstanding work," she said. "I hope this process will provide a framework through which alumni can be more connected to our college and possibly engage themselves in the education/mentorship of our students. Our alumni are very proud to have graduated from Georgia College and many are looking for ways to give back to the university."

Honors College:

"The Honors Program has produced generations of alumni who've made a powerful impact at local, national and global levels," said Dr. Brian Newsome, dean of HC. "We are now privileged to recognize the accomplishments of honors alumni alongside the other colleges at GC."

Dr. Ashlyn Burch, '15, received the Honors Young Alum of the Year and Dr. Roger Best, '89, was awarded the Honors Alum of the Year.

The selection process began with the Honors College soliciting nominations from Honors alumni. Nominees submitted resumes and a personal statement tailored to

the nature of the university-wide awards.

An Honors Advisory Board subcommittee used a rubric to narrow the pool to two candidates for each award. The Honors Advisory Board used a similar rubric to make the final selection.

“These awards put a public face on the pride that Honors faculty, staff, students and alumni take in for both Dr. Burch and Dr. Best,” said Newsome. “I hope their accomplishments inspire our students to see how many opportunities lie before them.”

[View the 2021 College Alumni Award winners.](#)



Leadership experience goes a long way for this business owner

[Psychological Science, Department of](#) : Wednesday September 8, 2021

In June, Libby Cole, '08, celebrated her first anniversary as the business owner of Expand Coaching and Consulting, LLC. She's a certified Enneagram coach, helping individuals, couples and teams develop self-awareness, effectively relate to and communicate with each other.

The Enneagram is a tool that describes patterns of motivation among individuals. She discovered this method while working in higher education and now uses it with her clients.



Libby Cole describes the Enneagram to her clients.

“I was researching new things to do with my students, and it hit me hard and gave me permission I didn't even know I needed, to become an entrepreneur,” she said. “So, it really changed my life.”

A big part of what she learned about herself through the Enneagram process is she dives in fully to whatever task she takes on.

“I decided I wasn't just going to learn about this. I was going to make it my career,” she said. “I feel like the Enneagram is really gaining interest now, because it's valuable and transformative.”

With respect to leadership opportunities at Georgia College, Cole immersed herself in a broad spectrum of them as a student. She was a member of the Georgia Education Mentorship (GEM) program, which led to an internship. She was also on the GIVE Center Team, director of Dance Marathon,



Libby Cole

president of Phi Mu and international president of Circle K, as well as an orientation leader, a student ambassador and member of ODK, Eta Sigma Alpha, Order of Omega and Rho Lambda.

“When I pulled up my first resume, I wondered how I did all these extra-curricular activities. It's amazing,” Cole said. “That was part of the reason I chose Georgia College. I wanted all those opportunities, so I could have a more close-knit feel of the smaller campus and make an impact while I was there.”

“First and foremost, I learned balance and time management,” she said. “I also learned leadership skills and the lessons I still use today—how to manage and encourage people and challenge the process.”

She highlights three top moments during her time at Georgia College.

“With GEM, I got to travel and learn from leaders around the community and in Atlanta,” Cole said. “I was also present at the first dance marathon at Georgia College and continued to be involved in that as the executive director my junior year.”

She also got engaged to her now husband, Tyler Cole, '08, who's a nurse practitioner.

“I've used the leadership skills I learned at GC every day since then,” Cole said. “I learned how to work with people who think differently than me.”

When Cole volunteered at the GIVE Center, Kendall Stiles, senior director of Community Engagement and Service, taught her the importance of learning to work with individuals in her community. Stiles told her that she would recognize these people at other times in her life, even though their faces and names would be different.

“I've shared that advice with others many times, and it backs up the idea behind my work with the Enneagram—learning to relate effectively to other types of people,” she said. “I also learned to always practice integrity and not be afraid to challenge the status quo.”



Tyler and Libby Cole with their children Witten (7) and Ellisynd (5).

She's still in touch with John Bowen, former coordinator of leadership programs at Georgia College, whom she credits for her growth and learning.

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“Sometimes I forget that other people don't have that background of thinking about other people's points of view and patterns of behavior,” Cole said.

“Psychology helped me have good problem-solving skills and taught me how to approach things with an inquisitive mind.”

- Libby Cole

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Dr. H. “Lee” Gillis, chair of psychological science, was her advisor and professor. He provided her with a good foundation to counsel others.

“I took every class he offered,” she said. “I just appreciated him because he was supportive, but challenging at the same time.”

Cole uses her psychology and public speaking skills she learned from Georgia College every day.

“Sometimes I forget that other people don't have that background of thinking about other people's points of view and patterns of behavior,” Cole said. “Psychology helped me have good problem-solving skills and taught me how to approach things with an inquisitive mind.”

She also gives “shout outs” to the rhetoric faculty: Drs. Amy Burt, Scott Dillard and Janet Hoffmann. They provided her with a good, practical foundation in public speaking—something she also uses regularly.

She draws her inspiration from her family, too, for this rewarding profession.

“I get to help people, so that feeds my soul,” Cole said. “I also get to connect with individuals from all over the world. Since I'm my own boss, my time is flexible and that's very rewarding. I get to spend more time with my five and seven-year-old.”

She's worked with the national headquarters staff of Pi Kappa Phi and Phi Mu, as well as several individual sororities on campuses across the country, which was possible due to her connections in Greek life she made as a student at Georgia College. Cole has also worked with groups from other organizations, like several Girl Scout troops, staff and volunteers outside of Georgia and companies like Minnow Swimwear. Recently, she flew to Oklahoma to work with the staff of an oil and gas equipment company.



Libby Cole works with her clients.

In addition to working with groups, Cole has a six-month, signature program for her one-on-one clients and couples. Her goal in working with clients is that they learn more about themselves, so they can relate to others more effectively.

“The core of my program is that my clients are learning and growing,” she said. “We do check-ins for feedback to gauge whether my clients have met their goals. So, we are constantly communicating and adjusting it as needed.”

She’s excited about her clients’ success.

“It brings fulfillment for me,” Cole said. “When I was working with a company, I got a standing ovation when an individual there had a breakthrough. So, I think it really is a visceral thing, where you can feel that change, and we can celebrate it together. That’s really rewarding.”



Building teamwork and character through basketball and cross country

Athletics : Wednesday September 8, 2021

From nationally-ranked college basketball star to head girls' basketball and cross-country coach at John Milledge Academy, Jeremy Mayweather, '08, knows the secrets to winning.

He's coached four years at Georgia College and now coaches high school basketball. He spent two years coaching girls and three years coaching boys. In the off season, he coaches cross country.

Mayweather became familiar with Georgia College while attending their summer basketball camps during high school.

"The summer camps are a great recruiting tool," he said. "Since I came from a small town, Statham, Georgia, located outside of Athens, I really wanted that home and family feeling. Coach Terry Sellers, Coach Mark Gainous and Coach [Maurice] Mo Smith did a great job creating a strong family culture."

His coaches taught him the most important skill of all.

"I had to learn how to follow before I could learn how to lead," he said. "I think that's one important leadership skill that sometimes gets lost in the process—

learning how to submit and put yourself aside for the bigger purpose.”

Playing basketball taught him the spirit of teamwork and the value of spending time and getting to know people on a “genuine level.”

“We had a phenomenal group of players,” he said. “Transferring to Georgia College from a junior college my junior year, we had a lot of guys who also transferred. So, we had to come together and find common ground to where we could coexist and communicate with each other. This experience allowed me to build that team mindset.”

Mayweather received the Peach Belt Conference Player of the Year and the All-Conference, All-Regional American Honorable Mention when he was a senior at Georgia College. But modestly, he feels like these recognitions should fall on the team.



Jeremy Mayweather, head girls basketball and cross-country coach at John Milledge Academy



Jeremy Mayweather (#5) makes some awesome plays for the Georgia College basketball team.

“It was a phenomenal experience,” Mayweather said. “I didn’t necessarily look at them as individual awards, because I know any guy on my team deserved those same accolades because they worked just as hard. They went to class every day and carried themselves around campus with character.”

During Mayweather’s senior year, his team won the Peach Belt Conference Championship. He attributes the win to solidarity.

“We were a group of guys who genuinely cared about each other. And there was nothing we wouldn’t do for each other on that basketball court,” he said. “It was truly a family atmosphere, from the head coach down to the manager. We just believed in ourselves and the coaches. Everybody sacrificed a part of themselves and their egos to make it work.”

Mayweather’s mentors at Georgia College helped him reach his accomplishments.

Coach Smith was like the big brother he never had. Mayweather could go to him about anything, and Smith would help him work through issues.

“He gave me a balanced perspective of college, basketball and life,” Mayweather said. “Once I found that, I was able to run with it.”

Coach Jimmy Wilson was the disciplinarian he needed.

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“Although the goal for the girls’ basketball team is to win championships, there’s so much more beyond that. My goal is to develop strong, driven young women who can move forward and encourage them to overcome any obstacle that life may present.”

- Jeremy Mayweather

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“If he saw me on the court, talking trash or showboating, Coach Wilson would pull me to the side and say, ‘You need to tighten up. This is not what we do,’” Mayweather said.

And Dr. Mike Martino gave Mayweather a nugget of wisdom that would stick with him for the rest of his life.

“He told me, ‘You’re not successful, because you don’t believe in yourself. It’s not because you don’t have the ability. It’s because you don’t believe in your ability,’” Mayweather said. “And that’s always stuck with me and has made sense throughout my life.”

Mayweather models each one of these mentors daily.

“At the beginning or end of my practices, we always share a scripture,” he said. “We read it out loud and my players talk about how it impacts them, and what comes to mind when they first hear it.”

Mayweather often talks to his students about discipline. He makes his players and runners aware of how they carry themselves, how they talk to each other, to foster an environment of respect and empathy.

Martino’s concept of believing in yourself spurred Mayweather to discuss this with his students.

“One thing that I’ll always drive home to any kid that I coach is you’ve always got to believe in yourself,” he said.

“Although the goal for the girls’ basketball team is to win championships, there’s so much more beyond that,” he said. “My goal is to develop strong, driven young women who can move forward and encourage them to overcome any obstacle that life may present.”

“In cross-country, each kid has their own personal goals and battles,” said

Mayweather. "My number one goal is to encourage them to find a way to overcome adversity."

The best part of his job is knowing he has touched the lives of his students.

"It's working with the kids," Mayweather said. "Each day, I get an opportunity to impact kids in a positive light. That's something I've always enjoyed."

Mayweather continually teaches his students to achieve their goals.

"In cross country, it's challenging when you're out here running the trail, and you want to stop," he said. "Throughout life, there are going to be times when you just want to stop. But you can't, you have to keep going. So just to develop that the mindset of 'I won't give up. I'll keep pushing through.'"

News Stories Posted Monday September 13, 2021



U.S. News & World Report Best Colleges report lists Georgia College as a 'Top Public School'

[General Institution](#) : Monday September 13, 2021

The [2022 U.S. News & World Report Best Colleges](#) list designates Georgia College as ninth in the South—the highest-ranked Georgia institution in this category for the third year in a row.

“Georgia College continues to be recognized as a leading higher education institution that provides an outstanding liberal arts experience,” said Dr. Steve Dorman, Georgia College president. “As we embark on our path to preeminence, I would like to credit this recognition to our accomplished faculty, staff and students for their efforts in making these achievements possible.”

Georgia College’s undergraduate nursing program appeared in a newly established rankings list for 2022 and was the fourth-highest ranking program in Georgia to be featured.

The guidebook lists Georgia College 21st out of the Best Regional Universities in the South. “Best Regional Universities” are not ranked nationally, but rather against their peer group in one of four geographic regions – North, South, Midwest and West.

Georgia College was also named a top undergraduate teaching institution in the South and ranked sixth in Georgia for undergraduate computer science programs.

The “Best Colleges” guidebook is made up of a wide variety of data on assessments by peers and counselors, retention rates, faculty resources, student selectivity, financial resources, graduation rate performance and the alumni giving rate.

The Princeton Review also recognized Georgia College on its ["2022 Best Colleges: Region by Region"](#) list for the 15th consecutive year. The university is a member of the elite group classified as the “Best Southeastern” colleges and universities.

Georgia College was distinguished by The Princeton Review for its “excellent academics” and student reports on their campus experience. The university is one in only 23 percent of national four-year colleges to be featured on their website.



photo of campus sign

News Stories Posted Tuesday September 14, 2021



Georgia College's new Global Foodways Studies certificate a recipe for success

[History & Geography, Department of](#): Tuesday September 14, 2021

Got a hankering for black-eyed peas, deviled eggs with sweet pickle relish or maybe a hot tamale? How about a fried green tomato to go with that grade you're earning?

[Video](#)

Georgia College's [Global Foodways Studies certificate program](#) blends history, culture and tradition with cooking encounters and fieldtrips sprinkled in. Add internships, study away and study abroad to the mix--and the mouthwatering result is a bona fide, multi-disciplinary program that combines facts with fun and fills the tummy.

It's also the first certificate program of its kind in the state university system.

“

People just like food. This is a good way to present material to students that's a little more 'stick to your ribs,' something they can walk away from without forgetting.

- Dr. Craig Pascoe, professor of history

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Based on Pascoe's popular "Southern Foodways and Traditions" course—the new program opens the door to a global fiesta of food. It also gives faculty new ways to teach history, sociology, anthropology and pretty much any subject you can think of, even beer.



Dr. Craig Pascoe

This fall, an updated cooking kitchen in Chappell Hall is being used for culinary demonstrations and presentations from guest speakers and chefs. New courses explore the history of American and Meso-American cuisine. In the future, classes will also include East Asian and Jewish foods, BBQ pit masters and how race and barbecue shaped the American South. There'll be courses on Mexican foodways, celebration meals of the Nuevo South and nutrition.

"Food is instilled in the American mind. It stirs public excitement," Pascoe said. "We're teaching people about culture, about histories of peoples around the world, and we're using food to cement that in people's minds."

Pascoe's first class served up country ham and biscuits. This fascinated junior history major Elijah Lopez, who's from Manhattan in New York City. He decided to take two foodways classes this semester, after learning about the certificate program from his advisor.

"She knew I was a Northerner, so I would enjoy seeing a different aspect," he said.

Lopez had never eaten salty southern ham. In the North, he said people prefer ham sweetened with maple, honey or brown sugar glazes. Instead of eating pork shoulder, rice and beans or oatmeal for breakfast, as his family enjoys, Lopez noticed Southerners like their grits.



Junior Elijah Lopez

“I’m enjoying this class and, of course, we get to eat,” Lopez said. “I never thought of food as bonding people through history. Wings used to be eaten by relatively low-income families, and now they’re revolutionizing the South, and everyone adores them.”

“

It definitely gets you more engaged. A lot of people get dried out from the boringness of history books. That’s why we have classes like this.

- Elijah Lopez

”

“I’m learning so much more than what I expected,” he said. “It definitely gets you more engaged. A lot of people get dried out from the boringness of history books. That’s why we have classes like this.”

To get a certificate, students take Global Foodways Studies courses and complete a capstone experience like an internship or study abroad. Students go on fieldtrips to businesses like Old Clinton BBQ in Gray, the Waffle House, farms and food banks. Next semester, the “Exploring the Ethnic South through Food” course will offer a spring break trip to Savannah and Sapelo Island where students will explore coastal Geechee food traditions like shrimp and okra, low country boils and other ethnic cuisines.

Students also get experience in managing food events. Over Labor Day weekend, about 30 students helped organize and run the first annual “Que for the Few” at Comfort Farms in Milledgeville. Students sold tickets, served barbecue and cleaned up—things people in the restaurant business need to know how to do, Pascoe said. They also helped judge the competition and tabulate scores.



Students made deviled eggs recently in Pascoe's Southern Foodways and Traditions class.



Senior Paige Magoto

In November, Pascoe's class will host a 'Pop-Up Restaurant' at Chappell Hall. Satterfield's BBQ in Macon will serve its specialty dish for the campus and local community. Students will sell tickets, set up, serve and clean. Also in November, there'll be a reception for the Global Foodways Studies program. Students will be involved in planning the menu. They'll manage all aspects of the event from cooking and greeting guests to serving and cleaning up.

Functions like these give students "a sense of what it's like to run a food-focused event," Pascoe said. Experts expect jobs in the restaurant sector to grow 12 percent by 2026, he added.

"The certificate is a way to get hands-on, realistic experience," Pascoe said. "We're mindful of the fact this is a new world we live in. We're not just here to teach academics. We're here to prepare people for jobs, and I think this certificate does just that."

“

...history isn't just confined to a textbook. History is in the pizza that you're eating.

- Claire Remley

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Junior history major Claire Remley was the first to sign up for a foodways certificate. She'd like to get a doctorate in history and become a professor.

“I've always been interested in the study of societies and cultures,” Remley said. “I think this class is such a great opportunity, and it's not just for history majors. It's something everybody could take to learn that history isn't just confined to a textbook. History is in the pizza that you're eating. History is in that fried chicken, the soul food that you're getting, and it's an opportunity to learn history from a different perspective.”

Dr. James “Trae” Welborn, associate professor of history, teaches the introductory course for Global Foodways Studies. He began the semester with a lesson on pre-modern pepper, and how it was “supplanted by the now ubiquitous black peppercorn” as an essential spice.

He moved on to legumes--like Mexican black beans, chickpeas for traditional Indian hummus and Mediterranean black-eyed peas--as global staples. Welborn will also focus on meals using underground vegetable “tubers,” like pan-fried potatoes, that were a source of nutritional enrichment in impoverished areas. His students will consider the production process and marketing campaigns of industrial food networks like Coca Cola, as well.

Like Pascoe--who worked in the industry doing everything from washing dishes to owning a restaurant--Welborn has restaurateurs in his lineage. In the 1940s, his great-grandmother owned and operated a restaurant in the South Carolina low country.

“The foodways program allowed me to merge my personal and professional interests in engaging and enlightening ways,” Welborn said. “As a cultural historian of identity, emotion and morality, I find foodways is a natural focal point to better understand facets of past lives, societies and cultures.”



Sophomore Madison Campbell

“

The opportunity to delve more deeply into these dynamics enabled me to expand upon my research and teach in new and exciting ways.

- Dr. Trae Welborn

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Sociology Professor Sandra Godwin is teaching a course, called “Sociology of Food & Agriculture.” Her students are visiting the GC Garden on West Campus for lessons in growing lettuce, kale and carrots, as well as composting. Students are also learning the effects of capitalism, and how it influences what “ends up on their plates,” she said. Many farmers and farm workers receive low wages. Large corporations take over family farms, and industrial agricultural practices can hurt the environment.

“Reimagining how we produce and distribute our food must be a part of how we address climate change, as well as other social problems related to a capitalist food system,” Godwin said.

“

I literally witnessed farm-to-table.

- Parker Woods

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Senior history major Parker Woods of St. Simons Island can attest to the impact of farm lessons such as these. She interned at Comfort Farms last spring—doing inventory, stocking shelves and completing orders for meat and vegetables. She enjoyed meeting the veterans who shop there and hearing their stories.

“I like the story food can tell, and I think it plays a large part in history and culture,” Woods said. “I sold people meat every week. I learned how people prepare cuts I’d never even considered trying, like beef tongue. I watched animals be slaughtered, butchered and prepared. I literally witnessed farm-to-table.”

For more information on the Global Foodways Certificate Program, please visit:

<https://www.gcsu.edu/artsandsciences/history/global-foodways-studies-program-certificate-department-of-history-and>



Economics undergraduate takes part in unique research opportunity

[Economics & Finance, Department of](#) : Tuesday September 14, 2021

Making up just 4% of College of Business undergraduates, economics majors are the minority. But that doesn't stop them from having transformative experiences at Georgia College.

Senior economics major Maxwell Harley began his research over the summer, thanks to Mentored Undergraduate Research and Creative Endeavors (MURACE) grants.

"I was able to learn two different programming languages," said Harley "I'd spend my day working on my research, so I was able to collect data myself and work on the paper."

Through MURACE funding, Harley was awarded a \$2,500 grant to pursue his research about the importance of secondary markets in balancing supply and demand. Specifically, the study has analyzed the secondary market formed after the release of PlayStation 5 consoles and the price gouging that dominated markets like eBay.



Harley works with Scarcioffolo to refine his research.

Sony, creator of PlayStation, expected consumers would be willing to pay more for a disk drive console. Through his research, Harley found that this was true, but to a lesser extent.

“It looks like I’m the first one to try and empirically measure the downfall of disk drives,” Harley said. “And to get some type of empirical measurement on how much consumers are willing to pay for a digital versus a disk

edition of a console.”

While his research alone cannot confirm this, Harley hypothesizes that his research and subsequent paper could fill a void in video game literature and the impact of physical media, where research like this is scarce.

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“The skills that I’ve learned from this research experience are going to put me at a significant advantage over someone who hasn’t done something like this—and the vast majority have not.”

- Harley

”

“This is something I’m going to be able to present at conferences, and something, hopefully, that can be published,” he said. “The skills that I’ve learned from this research experience are going to put me at a significant advantage over someone who hasn’t done something like this—and the vast majority have not.”

Harley credits this opportunity and his success, in part, to both a close-knit economics community and Georgia College’s smaller size. He plays saxophone and clarinet in the wind symphony, jazz band and saxophone quartet; providing another occasion for connecting to faculty.

“Faculty have made themselves very open. They know all of their students, and some of them have even come to some of my concerts,” he said. “If I were at a much larger university with a huge economics department, it would be a lot harder to get noticed or even know that opportunities like this exist.”

With this experience in his toolbelt, Harley's graduate school prospects are looking up. He said he's inspired by his mentor—Dr. Alex Scarcioffolo, assistant professor of economics and finance—and the way he guided him through his research.

From Brazil, Scarcioffolo works to bring the close-knit relationship he has with former professors to his students. He brought that attitude of openness to Harley, and helped him reach his undergraduate goals.

"You don't have to be a genius to do research, you just have to be driven to do research," Scarcioffolo said. "That's one thing I really like about Harley's research. He brought a lot of things that he's passionate about into it."

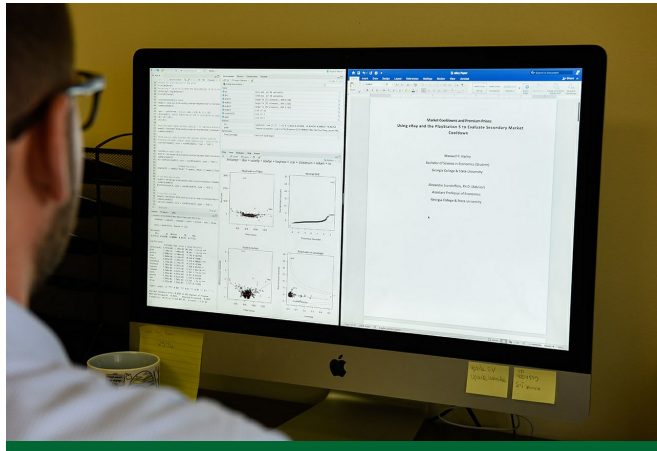
As the research tries to understand what factors drive people to pay more for goods than their retail price,

Scarcioffolo believes Harley's research has implication out of the classroom.

"The question he's asking is very up to date," he said. "There are some researchers trying to do similar things with other products like the iPhone, so this isn't very unique to the universe of research, but for the console market and video games, I think it's very unique."

After college, Harley is looking to teach economics and research, like Scarcioffolo.

"Maybe I should send this paper, along with my resume, to the relevant department at Microsoft and Sony," Harley said, jokingly. "I've considered doing something like that and just seeing what happens."



Scarcioffolo has assisted Harley through the research process.

News Stories Posted Monday September 20, 2021



Celebrating 25 years of liberal arts: Faculty reflect on past, look to bright future

[General Institution](#) : Monday September 20, 2021

In 1996, the Georgia Board of Regents designated Georgia College as the state's public liberal arts university. We celebrate 25 years of this designation and showcase how the liberal arts comes to life on campus today.

Dr. Ken McGill's roots run deep at Georgia College. He's spent the last nearly 30 years teaching students the foundations of chemistry and providing hands-on learning opportunities through research.

Throughout his tenure, the professor of chemistry has seen many changes.

"Back then, we were a regional university," McGill recalls as he reflects back to when he started at Georgia College in 1992. "We basically accepted students within a certain radius of Milledgeville."

Talks of a focus on liberal arts began under President Edwin Spier not long after McGill arrived on campus. The formal designation from the University System of Georgia came in 1996 –transitioning the university from a regional college to the state and even national stage.

“I think getting the public liberal arts mission was very impactful,” said McGill. “Before we were competing with students in central Georgia. Now we compete on a national level, and I think going for the public liberal arts mission was an incredibly insightful strategy that helped really give Georgia College an identity to make it thrive and grow.”

From 1997-2003, Dr. Rosemary DePalo heavily promoted the liberal arts when she led campus as president.

“She was the one who really was the champion for the liberal arts mission. She's the one who kind of brought the discussion into reality, got everybody on board and instilled it as part of the campus culture,” said McGill.

“She was able to get I don't know how many additional faculty positions,” said McGill. “That brought a whole host of new, energetic junior faculty. It was a very fun time.”

Professor of Secondary Education and long-time faculty member Dr. Cynthia Alby agrees.

“I think what was great in the early years was that the country was doing well financially, and there was a lot more funding to do what we wanted to do,” said Alby. “All the things that we were trying to do to come to our liberal arts mission were just easier to do then.”



Dr. Ken McGill works with students on a recent project.



McGill with students in the early 2000s.

In 2004, Dr. Dorothy Leland assumed the role of president and led the university through 2011.

“She was the one who navigated us through some tough economic times and helped us maintain that mission,” said McGill.

During that time the student body grew to around 6,700 undergraduate and graduate students and experiential learning opportunities were expanded.



Dr. Cynthia Alby teaches her education classes.

“While we did better than most institutions in Georgia and across the United States during the economic downturn,” said Alby, “I still think those were some tough years just in terms of carrying out our mission.”

Then came a lull—when the excitement of the new mission waned and things became somewhat routine. The liberal arts mission was still very much

alive, but more siloed and departmentalized.

Seeing the need for assessing and rejuvenating the mission, Dr. Steve Dorman as president charged a group in 2015 to do just that.

“We had the sensation that we’d lost some of the energy,” said Alby. “That just makes sense. You can’t expect an initiative to just maintain that level of interest for 20 years or more.”

The major starting point for the group was to think about what the university was trying to provide for its students—what made Georgia College unique and, in turn, exemplified the liberal arts mission.

“We felt like students couldn’t really see the big picture of what we were trying to do here. We were not helping students connect the dots,” said Alby. “We were teaching loads of fantastic courses in great programs, but the big picture of how these things were connected and how it played into the liberal arts was missing.”

The goal became to show students how all experiences at Georgia College, both inside and outside the classroom, link together. From that, GC Journeys was born.



Dr. Lee Gillis

“What we were trying to do with GC Journeys is say, ‘we’re already doing all these great things, if we could pull them together under one umbrella so that people can see how they fit together, then students could make conscious choices about which would be a good fit for them,’” said Alby.

Through the GC Journeys Program, students take advantage of five inside- and outside-the-classroom transformative experiences during their time at Georgia College. It includes the first-year experience, career planning milestones and the senior capstone course. Each student can also choose to take part in at least two other options: study abroad, community-

based engaged learning, undergraduate research, an internship or leadership programs.

“I feel like since 1996 we have been slowly making our way forward in terms of recognition as the state’s designated public liberal arts institution,” said Alby. “But it wasn’t until we implemented GC Journeys that we began garnering so much more recognition on both the state and national levels.”

It’s not just Georgia College getting more attention. Time and time again top business leaders note skills gained from a liberal arts education as their top desires for new hires.

“I’m emphasizing marketable skills that students have because they’re a liberal arts major,” said Dr. Lee Gills, chair and professor of psychology. “Our students can work in groups, sift through information and decide what’s true and what’s not. They can perform an activity with limited information or even ambiguous information, and they can ask for clarification when it’s needed.”

Along with those skills, Georgia College challenges students to think independently and lead creatively in all aspects of their life.

“For me in psychology, it’s training people to look at the world, make sense out of it and help other people make sense of their world,” said Gillis.

Over his tenure, Gillis has interacted with hundreds of students. For him, it’s the small class sizes and relationships between faculty and students that make the difference.



Dr. Lee Gillis

Gillis in the mid 1990s



Above: Dr. Lee Gillis talking to Vice President of Student Affairs, Dr. Bruce Harshbarger

Gills and former Vice President of Student Affairs in the mid 1990s.

“I recall a nursing student who transferred here,” he said. “She was telling me she was writing thank you notes to the professors because they actually would talk to her and answer the questions she had. She was not getting that same kind of attention at her previous college, so it really made an impact when she came here.”

Students consistently say the relationships with faculty at Georgia College are key to their success. Those help open doors to research, jobs or even graduate school.

As we look to the future, the opportunities continue to grow for students. Steeped in the liberal arts tradition, the possibilities are endless.

“Now we are really pursuing that national stage where we are competing with nationally recognized public and private universities,” said McGill. “When I got here, we never would have thought about competing with many of these places, and the quality of our students just

continues to get better. It has been a really great ride.”

News Stories Posted Wednesday September 22, 2021



Georgia College and German students practice language skills by discussing climate change

[World Languages & Cultures, Department of](#): Wednesday September 22, 2021



**Dr. Hedwig
Fraunhofer**

World languages and culture students this summer polished their French- and Spanish-speaking skills—while reflecting on the worldwide climate crisis and finding ways they can affect change.

The course was part of the GC Border Free initiative, which utilized Zoom to create an international classroom. Thirteen Georgia College students interacted online with education majors in Northeast Germany, who needed to practice their English skills.

“This was a really innovative and ambitious course. It brought together a diverse group of students from both sides of the Atlantic and got them thinking

together across cultural differences about an urgent global problem,” said Dr. Libby Murphy, chair of World Languages and Culture.

“This, to my mind, is liberal arts learning at its best,” she said.

The course, “Climate Crisis: Teaching Fiction and Philosophy at the End of the World,” was offered by Dr. Hedwig Fraunhofer in conjunction with Professor Laurenz Volkmann at Friedrich-Schiller University in Jena, Germany. This international collaboration, combined with a current-event topic, attracted student interest.

“

A liberal arts college is where we can establish these connections across disciplines. It is really ideal for this kind of social effort.

- Dr. Fraunhofer

”

Fraunhofer is originally from Germany. The topic of climate change is frequently discussed in Europe, she said. In the United States, however, the issue gets lost in a myriad of other subjects. To counteract that, Fraunhofer said it’s imperative for educators of the humanities to get involved. Students in this course came from a variety of majors like biology, health science and creative writing.

“A liberal arts college is where we can establish these connections across disciplines. It is really ideal for this kind of social effort,” Fraunhofer said. “The science is in, but nobody’s doing anything about it. That’s the role of the humanities: How are we going to make people realize what’s going on and how urgent it is?”

Biology professor Dr. Melanie DeVore gave a guest presentation about the science of climate change. Guests from Germany spoke about pedagogy and involved students in discussing ways to teach climate change and garner attention.

Students read a graphic novel in French and another novel in Spanish by a South American writer. They worked in bi-national groups and co-presented projects in class. Fraunhofer worked to “create strong conversations” among students. One topic of discussion was “greenwashing.” That’s when corporations present themselves as ecological, but it’s a pretense for profits.

For their final assignment, students were asked to link what they learned in class to their majors and career interests. Some wrote short stories, while others created visual art or wrote academic papers.



Liliyan Ibrahim

Liliyan Ibrahim, '21, of Addis Ababa, Ethiopia, wrote a business proposal for her final project. She graduated in the spring with a degree in business marketing and a minor in French. Ibrahim wants to be a fashion designer. For years, she's been working on her own clothing line called "16Arrow." The world languages and culture course was a chance for her to work on her dream, while exploring the fashion industry's effect on climate patterns.

Ibrahim learned how "fast fashion" results in low-quality clothing. Trendy, hastily made styles wear down easily, ending up in landfills. Ibrahim wants to make clothes with high-quality, sustainable fabrics that are environmentally friendly. Organic fabrics, like

cotton, linen, hemp and bamboo are biodegradable and discharge fewer chemicals into water systems. These fabrics last longer, she said, but they're also more expensive.

"I knew about these problems," Ibrahim said, "but I never knew how bad it was and how these things can potentially affect the future."

Sophomore nursing majors Joshua Haymes of Effingham, Georgia, and Andrea Villatoro of Guyton, Georgia, took the course to strengthen their Spanish skills and learn more about climate change. Haymes' mother is from Peru, and he enjoyed delving deeper into his family background. Villatoro's family is from Guatemala. With the help of a friend, they created an information video about climate change in those countries.



Joshua Haymes, Andrea Villatoro and Liliyan Ibrahim talk online with Dr. Fraunhofer.

The climate subject complemented their future careers as nurses.

“

The course was like a breath of fresh air. Ultimately, the dangers of climate change all tie into public health.

- Joshua Haymes

“The course was like a breath of fresh air,” Haymes said, “Ultimately, the dangers of climate change all tie into public health.”

Their 8-minute video was done in Spanish. It required research, writing dialogue for the script and adding visuals. Villatoro visited her relatives in Guatemala this summer and sent them a copy of the video.

This is the “ultimate reason to learn a language,” according to Fraunhofer. “It’s not about verb conjugation but the ability to relate to other cultures.”

She points to future disasters—up to 50 percent of species potentially going extinct by 2050—if nothing’s done to mitigate climate change.

“That means there won’t be any bees, there won’t be any fish in the ocean, and one of the species that will eventually become extinct, if we don’t change our game, will be humans,” Fraunhofer said. “It will completely change the way we live. Every course should talk about climate change these days. It’s an existential threat to all of us. We all need to talk about it.”

News Stories Posted Tuesday September 28, 2021



Students use behavioral economics to 'nudge' changes

[Psychological Science, Department of](#) : Tuesday September 28, 2021

Nudges come in many forms. From using smaller plates to control portion size to adding basketball hoops over recycling cans encouraging participation, nudges seek to alter people's behaviors with minimal effort.

Research shows these small suggestions can have a big impact on behavior. Nudges can help people get more exercise, eat healthier, recycle or just simply think positively.

Georgia College economics and psychology students have come together to combine their knowledge and use the nudge theory to help improve local businesses and campus departments.

It's called the GC Nudge Unit. Students can be involved in the club and work on projects for course credit.

“It's specifically based off of the nudge theory of behavioral economics, which is the idea that you can do a small thing—like implement a nudge—and it can impact people's decision-making or help them make the desired decision,” said Kaitlyn Black, senior economics major.

This semester, Black and her fellow students are working on two projects for campus partners.



Kaitlyn Black (right) works with Dr. Diana Young.

“We are currently working with University Housing. They’ve had a problem for the past few years, but especially since COVID, with people not staying on the weekends—specifically freshmen,” she said

The Nudge Unit is looking at data, talking with the client about concerns, assessing the problem and working to create solutions, or nudges, they can propose to University Housing to allow them to better foster a sense of community for the residents.

The second project focuses on the Learning Center and the effectiveness of the services offered. The Learning Center provides academic support for core classes like math and sciences.

“The coordinators of the Learning Center have a theory that the earlier in the semester students start utilizing their services the bigger the impact is for them,” said Dr. Chris Clark, professor of economics. “What we’re partially doing is trying to find out if it's effective, and then if we can, we'd like to find out if they're right about that.”



Dr. Chris Clark discusses economics principles with his students.

Clark and Dr. Diana Young, professor of psychology, serve as faculty advisors for the group. They answer questions, offer guidance or advice and are there to bounce ideas around, but all decisions and ultimately the nudges offered to clients come from the students.

“This is very much a student-run thing,” said Black. “Sometimes Dr. Clark and Dr. Young aren’t there when we’re meeting with potential clients. It’s really one of the only opportunities we get for it to totally be us working with clients and using the knowledge we’ve gained in our classes.”

The group was founded in 2018 by students who had heard about other Nudge organizations. They’ve been set up on university campuses, in governmental agencies, in businesses and more. Among others, the British government has a Nudge Unit, now called the Behavioral Insights Team.

So far, the Georgia College team has only worked with campus departments, primarily due to challenges presented from the pandemic. Their services include a full diagnosis of the issues with a tailored solution based on behavioral economic principles and empirical research, or hands-on implementation of a behavioral economic nudge with a statistical assessment of its impact.

“The data analysis is not a priority. It’s just part of what we do to help understand

the problem,” said Clark. “The big part of what we do is basically costless or very low-cost actions that these organizations can take to try to get closer to their goal.”

It can get messy at times. Challenges can come from variations in data provided or even the complete lack of good data. Young says that’s what makes work like this even more beneficial for students.

“The research process isn’t always perfectly clean. It’s not like you’re always in a controlled laboratory environment,” said Young. “There’s some utility that as a group we have to build our skills in ambiguity tolerance. We have to learn how to deal with the punches as they’re thrown our way and come up with alternative solutions to problems that we didn’t know were going to be problems to begin with.”

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- Dr. Diana Young

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The group has completed projects with Sodexo, the campus Retention Committee and the Office of Sustainability.

For their work with Sodexo, the dining partner of Georgia College, they helped address a problem with employee tardiness and absenteeism. Using a technique called loss aversion—which says the negative impact of losing something is worse than the benefit of getting something—the group developed a plan to give every employee a t-shirt, and if they were late or absent, they had to return it. The goal was to see if and how it affected the problem of employees being tardy or not showing up to work.

Although the data on how much it affected changes in tardiness and absenteeism was skewed, there were signs of improvement.

To address sustainability’s problem of people throwing contaminants into recycling bins, the students proposed installing shadow boxes above the bins showing inappropriate items to place in with recyclables. Those can be seen in the Arts & Science Building, and Clark says they “have some data showing we are moving the right direction.”



Rawley Smith (left) and Neely Thompson explain concepts to the class.

“It's nice to be in an environment that you can work with people using what you've learned in theory classes and actually implement it in more of a work setting” said Rawley Smith, senior economics major. “Econ can sometimes get to be more of lecture-based work, so it's nice to be able to actually have our little version of a research group.”

Many students are involved for several years with the Nudge Unit, preparing them for work or graduate school after they finish their degree. It not only brings in-class learning to life but gives them a perspective on how organizations function.

“That's kind of cool being on the opposite side, like for housing. I haven't lived in the dorms since freshman year,” said Smith, “but now I’m on the other side helping the administration solve their problems.”

As for the current projects, students are meeting with the clients, looking at data and working up nudges to propose to them. It’s a process that sometimes can go quickly, and other times they need more time to come up with the best possible solutions.

For more information on the Nudge unit, visit <https://www.gcsu.edu/business/economics/gc-nudge-unit>.

News Stories Posted Thursday September 30, 2021



Two initiatives, two celebrations, one day at Georgia College

General Institution : Thursday September 30, 2021

Georgia College celebrated two new state-of-the-art construction projects—one just breaking ground and the other finishing up— on Wednesday, Sept. 29.

A groundbreaking ceremony was held for Georgia College’s new \$3.4 million Andalusia Interpretive Center at 2628 N. Columbia Street in Milledgeville.

Shovels of dirt were turned to commemorate the start of construction for Andalusia’s new Interpretive Center. The 4,860 sq. ft. building is designed to blend in with the historic architectural aesthetics of the site. Alumna and author Flannery O’Connor spent her last years at the Andalusia farmhouse, composing many of her short stories, articles and letters.

The center will be used as a point-of-entry for public tours at Andalusia. There will



Dirt turned

be an exhibition room, research area, gift shop, offices and rental facilities. Outside, there will be a story-telling courtyard and walkway connecting to the rest of the property.

“I’m excited about the opportunities this new center will bring,” said Matt Davis, director of historic museums. “From a state-of-the-art exhibition and

collection storage facility to research rooms and event spaces, this facility will allow us to better meet our mission and tell a more complete story about the history of Andalusia, Flannery O’Connor, her writing, family and life on the farm.”

Then later that afternoon, a ribbon-cutting was held for the \$22.1 million Integrated Science Complex (ISC) at 141 W.

Montgomery Street. It fits in with other buildings on campus with its rocking chair front porch and brickwork. But the new 43,000 sq. ft. structure is also notable for its modern array of floor-to-ceiling glass windows. Inside, there are walls of windows. Visitors are welcome any time of the day to walk the perimeter halls and see students and faculty working in laboratories.



Matt Davis



The new Integrated Science Complex.

“This building was designed to be science on display,” said Dr. Indiren Pillay, chair of biological and environmental sciences. “The building epitomizes a sea-of-change in the way we think as scientists at Georgia College. This building is a monument to that.”

Not only will science be on display in the new building; art

will be featured as well. The building will contain the family art collection donated by Jim and Karen Fleece.

“With the art that will hang on the walls, and the science activity that’ll be on display, the ISC is the perfect embodiment of our mission, scope and collaborative spirit,” said Dr. Eric Tenbus, dean of the College of Arts and Sciences.



The atrium was named in honor of Dr. Steve Dorman