

# Dalton State Digest

Fall 2022

Vol. 4, No. 1

## Visitors on Campus

Dalton State hosted the Board of Regents and SACSCOC during the month of October.



Two important meetings were held this semester at Roberts Library, providing two opportunities to showcase our beautiful college.

The first, on October 11 and 12, was the Board of Regents meeting; their last meeting on our campus was in 1998. Preparations for this meeting were coordinated by “Team October,” which included Mary Ellen Gurley, Cameron Coulby, Chelsea Young, David Lesicko, George Brewer, Jeff Marshall, Kathy Johnston, Melissa Whitesell, Michael Masters, Robert Reeves, and Vallarie Pratt. The meeting was well-received by attendees; Dr. Venable reported, “I have never been more proud of Dalton State.” Numerous volunteers also helped make the meeting a success.

The second notable meeting took place on October 24. Dalton State welcomed the SACSCOC team for our 10-year accreditation reaffirmation. Dr. Venable shared that the team was “extremely complimentary of Dalton State – our students, our employees, our beautiful campus setting, and our hospitality,” adding that “they like our PACE QEP topic and saw that the campus has embraced it already.” §

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# Creating a Betta Fish Lab as an Experiential Learning Component of an Upper Level Psychology Course

by Elizabeth Dunaway

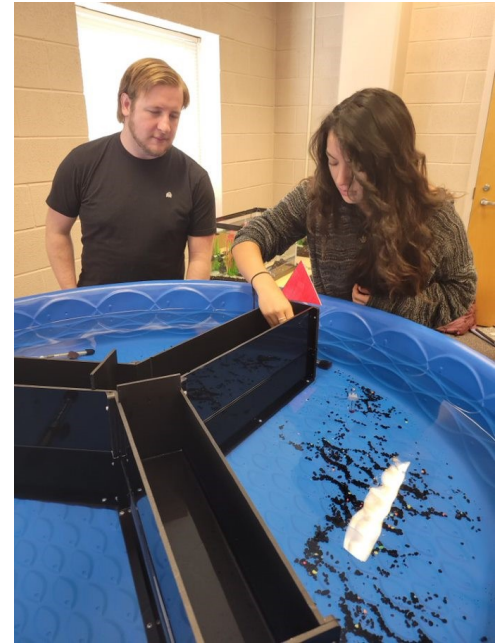


The Learning and Behavior course is my favorite upper-level psychology course to teach because it is my area of expertise. That being said, students don't always enjoy it as much as I do, as it involves a lot of theory that is nuanced and conceptual. Therefore, I've worked to make the information more relatable to students. Early in Fall 2019, I began exploring the use of betta fish as a potential research subject in the Learning and Behavior course. After some delay due to the COVID-19 pandemic, I was able to secure a space for, and ultimately incorporate, the "Fish Lab" project in my Learning and Behavior course.

For this project, groups of students take care of a fish for the semester and train fish using the principles of classical and operant conditioning (major aspects of the Learning course). Since incorporating the fish lab into the course two semesters ago, students have trained their fish to approach feeding wands, swim through hoops,

and go through tunnels by reinforcing them with food pellets. Students take care of their fish all semester and learn about aspects of fish husbandry, including how to maintain healthy tank conditions, and how diet and environment can influence fish behavior. Since implementing this experiential lab component, students seemed to grasp the concepts more easily and become more engaged with the class. Aside from these benefits, I think that working with the fish is helping students to have even farther-reaching effects. For example, I recently had a former student email me to let me know that she fell in love with the study of behavior because of the Learning and Behavior course, and that she's just started a career in applied behavior analysis, which is a direct application of the concepts she learned in the class.

I've also had several student research projects come out of the fish lab. Currently, I have three undergraduate research assistants working with me in the fish lab, all of whom are former students in the Learning and Behavior course. These students are currently working with me on a project exploring betta fish spatial navigation. In this study series, we're investigating the types of spatial cues that betta fish rely on when navigating a new environment. Building the fish lab from scratch has also helped me to catapult other research projects. In the early phases of the fish lab, I also started working to establish a rat lab on campus, which is now finally coming to fruition. Our first round of rats arrived at the beginning of November, and we have several rat studies planned for the



next two semesters. I have five students working with me in the rat lab (three of whom are also working with me in the fish lab), and I will be taking applications for more research assistants toward the end of the semester.

Overall, the creation of the fish lab has been challenging, but ultimately rewarding. Students are able to put the course concepts into practice as soon as they learn them, and have been able to witness, in real time, the behavioral changes that come from training an organism using classical and operant conditioning. So far, over sixty students can now say that they have experience working with animals in research because of the Learning and Behavior course, and five students have been involved with independent research projects with the fish. Several of these students have presented their research at the DSC Undergraduate Research Symposia with plans to present at some external conferences in the near future. §

# Incorporating Virtual Reality into the Classroom

by David Brown



Virtual Reality (VR) is impacting higher education in many ways. Universities are using VR to make breakthroughs in areas such as the treatment of PTSD or the management of chronic pain. Campuses are increasing visits from prospective students by offering VR tours available online. Faculty are using VR to allow students to go on field trips without leaving their homes or campus. Colleges are saving time and resources by offering anatomy learning opportunities without the need for cadavers or animals. Education faculty can use VR to allow prospective teachers practice at handling classroom situations. History classes are using VR to allow to students to experience other time periods and historical events.

Research shows that using VR can enhance the learning experience in foreign language classes. Some classes are even being held in virtual reality without a physical space for a classroom. VR also provides a safe, inexpensive method to ensure safety in classes and on campus. Labs that involve hazardous materials can safely train staff and faculty by using VR. Campus staff and public safety officers can train for campus incidents, such as

active shootings, using VR. Also, programs such as Social Work can use VR apps to safely train for potentially violent situations in their work field. The growth in VR has brought with it challenges such as affordability and access to all students, as well as knowing how to best incorporate VR into teaching.

Many VR Programs are free to students and faculty.

Steam is one of the most popular VR programs for playing VR apps available. It includes a free account with options to purchase some of their hundreds of apps. Students and faculty can create free Steam accounts from any computer. After creating a Steam account, students and faculty can log into the VR computer in the library using their own Steam account. Faculty and students who prefer not to create their own Steam account can use the library Steam account on the VR lab computer.

## YouTube 360

YouTube 360 is free and available in most browsers. YouTube 360 can be viewed with or without goggles. It also works with headsets discussed below, such as Google Cardboard and BNext, so expensive equipment is not required. To find YouTube 360 videos, simply perform a search on YouTube and include the number 360 in your search. You can also view the YouTube 360 videos the library has included on their VR Libguide at <http://libguides.daltonstate.edu/vr>.

## VR Headsets for Phones

If you are looking for an inexpensive option for experiencing VR, headsets for smartphones are a good option. The library's VR lab includes two BNext VR

headsets that are compatible with Android and iPhones. Google Cardboard headsets are another inexpensive way to view VR apps. Google Cardboard headsets cost only \$10 and are also compatible with most phones. To experience VR, headset users first download a VR app on their phone and then place the phone into a slot in their VR headset. BNext headset and Google Cardboard headsets can also be used to view YouTube 360 videos.

## Important Tech Information to Consider

If you are thinking about incorporating a VR program into your course, there are some important things you should consider first. You should always get an honest evaluation of the product before you incorporate it into your class. Many articles about VR technology are authored by companies who make the equipment. You should also find out if it works on Oculus and HP Reverb, since some apps only work on Oculus. It is important to verify if technical support is offered with the VR program. A search of the literature will also help you evaluate what the scholarly research says about how successful the VR app is for teaching and learning.

## How Roberts Library can Assist

The library has a roomy, 22 X 25 feet, VR lab located in room 141. The VR lab includes an HP Reverb system with adjustable goggles, hand controllers, and a large screen monitor to display the user experience. The lab includes a safety gate to prevent the user from falling or wandering off too far. Library staff can install programs on the VR computer or users can log into their own Steam accounts on the VR computer and play apps they have already purchased. We (Cont. on p. 6)

# Cross-Curricular Collaboration in a New Key

by Nick Carty



inherent in archery and do so even as I would serve as a model in the lab. I would draw and release arrows from one of my competition vintage recurve target bows, and students would study some physics principle involved.

Our initial discussions considered a number of topics, and, by the beginning of the Fall 2022 term, Dr. Zhao had created his “Projectile Motion” lab manual. All that was left was for me to transport my bulky Olympic-size target and stand to campus, find a place to house it, and coordinate with campus recreation and public safety the use of the athletic field for our practice trials and final lab sessions, one each for two separate PHYS 2211K classes.

After Dr. Zhao’s measurements of my arrow-to-ground distance with the arrow positioned on my bow and the angle of release, I shot arrows into my target at my “point-on” distance of 50 yards, the point at which a well-aimed and well-released arrow should hit the mark that aligns in the archer’s vision with the arrow point. (No sight is used in barebow recurve archery; the point of the arrow at full draw is the “sight.”) My ‘art’ and years of practice helped me conclude what students were working to calculate, that point-on distance and the science based on arrow-to-ground distance and angle of release (and other factors such as draw weight of the bow and arrow weight) made for an interesting lab experience for students and was very enjoyable and enlightening for me as well.

Thinking about this experience, I like to call what Dr. Zhao and I engaged in as “bottom up” rather than “top down” collaboration. That is, what we hear recommended at faculty retreats and other venues as high impact practices (here, collaborative assignments and

projects); as a student success goal as part of the institution’s strategic plan (here, “We will increase student success through excellent teaching ... both inside and outside the classroom”); and as our recent PACE initiative (here, a new use of our athletic field as a campus resource)—all of these recommendations strike me as best achieved when creative, engaged faculty conceive of worthy learning initiatives without “top down” prompting but with adequate support.

Indeed, this archery/physics project would not have been possible without the much appreciated support from Dr. Randall Griffus in Arts and Sciences, Garrett Burgner in Campus Recreation, and Michael Masters and staff in Public Safety.

Lots of us have skills to share that may resonate with others outside our disciplines, so perhaps consider some creative cross-curricular collaboration. It can truly be win/win. As for me, looking forward, I hope some Anatomy and Physiology profs are reading this. I’ve got an archery proposal for you for Spring 2023 labs! §



In a column on the right, “Vertical displacement.” In a column on the left, a corresponding funny looking two-character symbol. Turn the page: some kind of fraction that looks like a long-winded numerator of more funny symbols over a single funny symbol denominator. What in the world?

It’s physics—at least the physics reflected in Dr. Xinghai Zhao’s custom-designed lab manual for Principles of Physics I at DSC this fall. But, what do I, a COMM 1110 and FREN I and II professor, have to do with a physics lab? Collaboration! Now that’s probably as confusing to you as those symbols were and are still to me, so let me explain.

True enough, my teaching fields at DSC have nothing to do with physics, but since I began participating in USA Archery and Senior Olympics barebow recurve archery competitions, I’ve learned that so much of my archery practice is really applied physics. I therefore approached Dr. Zhao last spring with the idea that students in one of his physics labs might find it interesting to study the physics

# What's Your Perspective?

by Barbara Tucker

For the last 18 months of my life, I have been immersed in Dalton State's Quality Enhancement Plan, a requirement for reaffirmation of accreditation by the Southern Association of Colleges and Schools Commission on Colleges. So, we got that out of the way.

This has made me far more aware of the work of the Advising and Student Success Center, Peer Education, and the Dean of Students Office. We are very proud of the collaborative, cross-unit nature of the QEP, both in its planning and implementation stages. The QEP takes a holistic approach, involving academic and co-curricular sides of the institutions, with a strong emphasis on engagement in experiential learning and student organizations as well as interaction with their advisors.

The SACS Visiting Team was at DSC this semester analyzing the Compliance Report, a massive document touching upon EVERYTHING at the institution, even contracts with third party vendors (kudos to Jenny Crisp, Nick Gewecke, Mary Nielsen, and Henry Codjoe for their tireless work on the Compliance Report).

In terms of the QEP, it must be in line with the five SACS criteria. A QEP and its institution must:

- be based on a topic identified through its ongoing, comprehensive planning and evaluation processes;
- have broad-based support of institutional constituencies;
- focus on improving specific student learning outcomes and/or student success;
- commit resources to initiate, implement, and complete the QEP;

and

- include a plan to assess achievement.

All this in 75 pages of narrative and 25 pages of documentation!

As you read this, most of us will be breathing a sigh of relief about all of these matters. But it will be a short period of relief, because the work of accreditation does not just come along every ten years. It is ongoing.

That said, one area that will be a very important, ongoing part of the College's work is its first-year seminar course, Perspectives 1010 (Liberal Arts), 1020 (Business), 1030 (Education), 1040 (Health Professions), and 1050 (STEM)

This year, 26 instructors are teaching sections of Perspectives. Over 1000 students are enrolled in 47 sections, the largest number we have ever offered; the goal was to enroll every incoming student with 29 or fewer hours in the course, with some exceptions.

All Perspectives student completed, on the first day, a five-question survey about their sense of belonging, fit, and preparedness for entering Dalton State. The students seemed to be in a positive frame of mind as to belonging on campus and, although to a somewhat less extent, about their preparedness for college. However, we know from other sources (e.g., National Survey for Student Engagement—NSSE) that this is a common situation. They feel prepared at the beginning; it doesn't take long for reality to set in. We also know that if the students do not establish some key relationships in the first month on campus, they are far more likely to withdraw, or, worse, just disappear.

And that is why they need the subject

of this article (finally got there). Be prepared; what follows is a sell job.

Although we have a talented and engaged cadre of faculty for Perspectives this year, we realize that recruitment and developing a "deep bench" is vital. After teaching the class for a few years, some might want to take a break, and there will be retirements or career transitions. For that reason, we would like to encourage you to consider teaching Perspectives.

So, what's in it for you?

Since most of the Perspectives courses are designed for students in a major to take the course together, you are able, as an instructor in your discipline or major program, to meet them at the beginning rather than in the second or third year. Thus, you can begin to inculcate the values of your discipline and program earlier and establish relationships with those who will be your students in upper division courses or your advisees. (I consider this the primary one.)

You can rest assured that teaching Perspectives will be on the list of Student Success activities when we move to the revised faculty evaluation standards.

It will expose you to literature, research, and experiences regarding the important topic of pedagogy, engaging first-year students.

You will meet new colleagues across campus.

Perspectives introduces students to academic learning, inquiry, and engagement at the college level. These courses are based on a theme chosen by the instructor (Cont. on p. 18)

# Fulbright Update

by Ray Smith

Mykolas Romeris University in Vilnius, Lithuania invited me to facilitate a university, executive staff training session to follow up on a previous “Reimagining the Vision, Mission, and Core Values” of the university that he conducted with them in October of 2019. While in Lithuania, I also conducted leadership workshops for the Lithuanian office of Western Union as well as the current MBA class of the university.

Additionally, the university invited me to participate in a special event to honor Vytautas Landsbergis, the first duly elected chairman of the Supreme Council of the Republic of Lithuania, which formally declared the re-establishment of Lithuanian Independence from the former Soviet Union. Vytautas Landsbergis, now 91 years of age, is a musician and poet, and the university



honored him by naming a part of the university after his legacy.

While representing Dalton State College and the University System of Georgia, I had the high honor and pleasure of spending time with Mr. Landsbergis and the President of the university, Prof. Dr. Inga Zaleniene.

Previously, I served as an invited guest of the university under the auspices of the Fulbright Scholars’ program. Mykolas Romeris University conferred upon me,

by recommendation of the president of the university and a vote of the university senate, Affiliated Professor for a second, five-year term.

At DSC, I teach in the Wright School of Business and serve as the Fulbright Liaison. If any faculty or senior staff member of the college would like to find out more about Fulbright possibilities, please contact me or plan to attend one of my monthly information sessions hosted by Roberts Library. §

(Cont. from p. 3) also have several VR games already downloaded on the VR lab computer that are installed and ready to play. And as noted earlier, the lab has two BNext VR headsets available for experiencing VR. Faculty can also request that we bring our portable VR system to their classroom.

Faculty and students can reserve the VR lab via the VR Libguide, <http://libguides.daltonstate.edu/vr> or by emailing the library staff. Faculty are welcome to bring their entire class to the VR lab for a tour or for a class session. If faculty or students have any recommendations or requests about VR at Dalton State, they can email me at [dobrown@daltonstate.edu](mailto:dobrown@daltonstate.edu).

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# CETL Fall Update: Building Indestructible Systems and Structures

by Marina Smitherman



*"We shape our Buildings; thereafter they shape us" -Winston Churchill*

Fall 2022 has been a busy semester for us all, and CETL has been no exception. We kicked off the semester with Fall Development Day, which saw us exploring the concept of Bandwidth, or the cognitive capacity to engage in the task in front of you with our keynote author, Cia Verschelden. Fall Development Day engaged our entire campus community, which was a great way to kick off the academic year, and the feedback showed that our study of unique individual values was particularly useful. We also learned that many of us experienced Adverse Childhood Experiences, which it seems would aid our ability to connect and empathize with students with similar experiences. From this session stemmed a group interested in reading and discussing Cia Verschelden's book this year in a group led by Brian Hibbs. Thank you to the presenters from our campus including Kim Hays, Angie Nava, Brooklyn Herrera, Forrest Blackbourn, Elizabeth Hutchins, Melissa Whitesell, and Aimee Cribbs, who offered us sessions on inclusive excellence, student success work through grants, and working with first year students. Aimee Cribbs and I hosted a "What can CETL do for you" session, which provided some brilliant ideas on ways we can move this project forward together.

One of two major projects this Fall was getting our CETL physical location on the second floor of the library ready and open for us all to use. Thanks to the hard

work and support of Robert Reeves, Elizabeth Chadwick, Melissa Whitesell, James Davis, Scott Bailey, Bruno Hicks, and so many more amazing folks from our campus, the location for the CETL space has had walls removed, sheet rock put up, electric sockets moved, glass walls and windows installed, walls painted, furniture delivered, and logos put up. One day we even caught Amy Burger constructing side tables just to be supportive. Robert Reeves has worked hard alongside the major campus visits we had this semester from the BOR and SACS to make sure our project kept moving forwards, and Elizabeth Chadwick has been kindly assisting with our myriad of orders large and small. The librarians have all been incredibly welcoming, given that this could have been viewed as an invasion of their space. Thanks to Amy Burger, Angie Nava, and Elizabeth Chadwick, books were ordered for the library area and have been kindly catalogued by Lee Ann Cline so that they can be checked out for extended study. We are currently putting the finishing touches to a beautiful space for us to meet and collaborate on teaching, learning, and supporting student success, which is something we all do whatever our job title. We will be hosting our first interactive workshop in this space on Thursday December 1 between 1-3pm focused on transparent assignment design. Within this space, we will have a recording studio, a library, a learning community room, and a lounge space that will be staffed and open throughout the day for anyone to collaborate on teaching and learning. Winston Churchill said that "we shape our buildings; thereafter, they shape us," which is our sincere hope for this beautiful space.

Our second major project was the Student Success Symposia that was held

most Fridays through the fall, led by Bruno Hicks, Tammy Byron, Elizabeth Hutchins, and Melissa Whitesell with individual departments to explore how we can address rates of student persistence with a view to stabilizing our budget long term. This has led to 1-1 work for CETL with faculty across all departments and with individual departments or schools to refine curricular and teaching approaches with a target of improving our student persistence through specific programs.

One major achievement this semester is bringing on board Assistant CETL Director Aimee Cribbs from the School of Education to expand what we can achieve, so our combined time will get us to ¾ time spent on this project, which is exciting! Aimee earned her Ed.S. in Curriculum and Instruction and Ed.D. in Teacher Leadership from Piedmont University. Her Ed.D. program was specifically designed for teachers aiming for pedagogical leadership with a goal of "wanting to help teachers be the best they can be." She has experience leading professional development at the school and system levels in Gilmer County and was the 2010 Gilmer County School System Teacher of the Year. Aimee says this about what she brings to the work we do; "After 20 years in Georgia's Title I schools, I feel I have a unique insight into our DSC student population. I understand how their needs were met during their K-12 years and how that translates into the post-secondary experience. I love teaching, but I love Dalton State just as much. Our faculty and staff are all amazingly hard-working and committed to teaching and learning." We are grateful to have her expertise as we move forward.

We also have seven faculty fellows this academic year who kindly stepped up to

offer development programming throughout the year focused on different topics and delivery formats; two of these are supported by the HHMI Inclusive Excellence grant, and the other five by Academic Affairs. They will also have opportunities to learn and establish together best practices in delivering top class development. Thank you to our 2022-2023 CETL fellows as follows:

- Alicia Briganti –Microlearning and High Impact Practices.
- Aimee Cribbs – Scholarship of Teaching and Learning
- David Brown – Instructional Technology
- Kim Hays – Inclusive Excellence
- Ryan Hoffpauir – Engaging Pedagogies
- Brian Hibbs – Scholarship of Teaching and Learning
- Angie Nava – Social Justice

Pints & Pedagogy has been a fun aspect of our programming this fall, which has featured innovations from several of our fellows. Meeting at Dalton Brewing Company, we have had great discussions surrounding active learning, led by Angie Nava, Kylie Berry, and Jeff Stanley and Perusall, led by Alicia Briganti, Aimee Cribbs, and Sarah Mergel. One session started at 4pm and ended at 7:30pm, which shows that we all appreciate the opportunity to see colleagues across campus and rebuild the community that we have lost as we have grown, and certainly since the pandemic changed the way that we work. Our final Pints & Pedagogy on December 1 focuses on Transparency in Learning and Teaching following our inaugural workshop in our CETL space 1-3 pm, which, if applied, can benefit both students and faculty alike. Clearer assignments for students results in easier grading for us as well as greater levels of achievement!

CETL has piloted several ‘bite-sized’ development opportunities over the last year like Pints & Pedagogy that have a low time-commitment, focus on new topics, and include a community-building component to support colleagues with less time than they would like for development, which is common for us all. Some of our approaches like Pints & Pedagogy, our podcasts, and virtual Speed Date were innovative enough to be accepted for presentation at the national Professional Organizational Development or POD conference by Aimee Cribbs, Alicia Briganti, and me in November 2022. At a conference of over 800 participants, our session on these strategies drew a crowd of well over 100 for a great discussion. We have had interest from surrounding institutions in adopting these as well.

We also began Transformative Teaching Community of Practice groups this fall, which pairs 5-7 colleagues across the disciplines who meet regularly for discussions with no pre-defined topic. This allows these communities together to explore a fluid range of different areas of our work: pedagogy, technology, wellbeing, leadership, career development, and beyond!

With the upcoming changes to the Faculty Evaluation Manual bringing with them an expectation for research, CETL will be launching a year-long program focused on the Scholarship of Teaching and Learning. As an undergraduate teaching institution, engaging in the evidence-base for teaching and learning intentionally will benefit us all. A pilot group will be guided through the process of working on a SOTL research project, focused on an area or intervention of their choice from exploring evidence-based research, conceiving a project, developing an aspect of teaching and learning based on interest, speaking at conferences, and publishing results. Watch for applications advertised mid-Spring for the next academic year.

One focus area for development for anyone teaching Hybrid or Online courses is Regular Substantive Interaction, also known as RSI. This training is a new federal requirement that it is important for us to address. CETL is working with Fellow David Brown and the Online Education Committee to update our policies in this area to reflect this change, and we worked collaboratively with a colleague, Laura Carruth, and the Teaching and Learning Regents Advisory Committee to design a Georgia View course to offer comprehensive training in this new expectation. The good news is that whilst RSI training is now a requirement, it also represents great teaching online and is something we should all do anyway in online and hybrid courses to engage our students.

Whilst the CETL space has a few finishing touches to put in place, we are planning a teaching tip exchange holiday celebration at the end of the semester so that anyone interested can explore our new space. Keep an eye out for your invitation. As always, if you would like to offer programming for colleagues, if you have suggestions as to what you like to see offered, or if you would like to get involved, please reach out to us at any time at [cetl@daltonstate.edu](mailto:cetl@daltonstate.edu). Happy Holidays!

Our beautiful CETL space is ready to welcome you in Spring 2023! §





# Student Engagement: Whose Job is it, Anyway?

by Barbara Tucker



What happened?

Since this was not a controlled experiment, we can't know for sure. It could be any number of factors. But, we do know that one class was engaged, and the other was not.

But why? Who was responsible? Was it just some mystical happenstance, random occurrence?

We are not the first to ask this question. And, it was definitely one we asked during the planning phase of the Quality Enhancement Plan. Our QEP, PACE, builds on Perspectives, Advising, Campus Resources, and Engagement—and the E is really the controlling concept of the P, A, and C.

However, the overriding question is, "OK, so they go to the Peer Education Center or attend a Day of Service. Is being there, showing up, the same as engagement?"

This is the time for you to stop reading and think about this question. Come back and read the following, which addresses the topic of Engagement and that particular question from the literature.

High-Impact Practices (HIPs) as commonly defined by the Association of American Colleges and Universities (AAC&U) are a good starting point to defining engagement, but there are other activities or experiences that can be added for a more expansive list of experiential learning activities. Also, some HIPs are not normally accessible to first-year students (e.g., internships or undergraduate research). We can include leadership on campus, collaborative artistic or community projects, formal mentoring by a junior or senior student, study away/abroad,

membership in an honors program, days of service, civic engagement, and job shadowing. Research supports the value of experiential learning, especially for low-income and minority students, (Kilgo, et al., 2015), which can lead to higher rates of graduation, academic success, readiness for the workforce, and student satisfaction with their college experience.

Obviously, simply requiring students to attend events or be physically present does not ensure they are engaged by them intellectually or feel connected to the campus because of them. I would argue, however, that it does establish the conditions for engagement; it is a more than necessary, if not sufficient, contributor. Consider three points.

First, a scholarly definition of engagement, by the people who began the conversation. "Student engagement represents the time and effort students devote to activities that are empirically linked to desired outcomes of college and what institutions do to induce students to participate in these activities" (Kuh et al., 2009). Kuh and associates went on to say that while the concept is simple, the sources of motivation for engagement are complex.

Second, Astin (1999) based his theory of engagement on this definition: "the quantity and quality of physical and psychological energy the student invests in the college experience." Astin turned the focus away from resources provided to the student, subject matter, faculty "stardom," and pedagogical technique to the motivation and behavior of the student. Astin admitted that his theory is similar to the tried and true "time on task." One of the qualities of High Impact Practices is that they include significant (Cont. on p. 14)

We have all had these two experiences, if we have taught any length of time.

Day 1: We go into class for a typical presentation on Concept A, which we have taught many times before. We love Concept A, have a plan for teaching it that has worked well over several semesters, and it's foundational to much of the discipline.

The students could not be any more lethargic. Their response is a mixture of fatigue (time of the semester, time of the day), their own personal situations, and not having read the assigned material. The experience is worse than the pulling teeth cliché, and it's exhausting.

Day 2: We are teaching a new concept, perhaps in a new class. We are not sure how the presentation and the exercises/applied learning experiences will go over. Something clicks; they want to talk to each other, they stick around after class, and everyone is willing to participate. And, they ask questions that shows they opened the textbook.

# Social Work Wins National Award *by Tammy Rice*

The Dalton State BSW program was recently announced as the Council on Social Work Education (CSWE) Community Partnership Award winner. The Community Partnership Award honors the contributions of social work departments and students in advancing community partnership action. Community partnership actions are central to advancing social and economic justice, which is intrinsic to social work education. Community partnerships enhance social justice work by engaging in meaningful reciprocal collaboration. These activities also develop connections between theory and practice in real-life contexts toward promoting social, economic, and environmental justice competencies. Each year, one program nationally is selected from BSW, MSW, and Doctoral programs across the nation. Dalton State was chosen to receive the award for its work on the senior class Capstone for 2022.

I applied for and received a Morehouse School of Medicine Prevention Research Council mini-grant. The Prevention Research Center is one of a network of academic research centers funded by the Centers for Disease Control and Prevention to achieve local and national health objectives focused on gaining knowledge about the best methodologies for solving the nation's obstinate health problems. The PRC funds grants to organizations, including the Morehouse School of Medicine Community Engagement Course and Action Network (CECAN). CECAN seeks to provide training and technical assistance to participants from Historically Black Colleges and Universities (HBCUs), Hispanic Serving Institutions (HSIs), public health and medical practitioners, students, and multi-sector partners in community engagement efforts. There are currently four institutions represented in CECAN: Dalton State College (School of Health Professions), Fort Valley State University, Georgia

State University, and Savannah State University.

The grant allowed the BSW program to complete a community needs assessment for the Housing Authority of the City of Dalton. The purpose of the grant is to assist in instructing BSW students in community-based interventions and to introduce Community Based Participatory Research at the undergraduate level.

The BSW Program has an established relationship with the HOA-Dalton, specifically with the Beechland Place community. Social Work students across cohorts and various courses in the curriculum are engaged in service-learning activities at Beechland. The HOA-Dalton, in particular Beechland, is home to many underserved and at-risk community members. A community needs assessment was essential to determine the focus of future partnerships with HOA- Beechland. No formal needs assessment had been implemented in the Beechland Community or across the HOA-Dalton by any entity in over ten years.



Across the 2021-2022 academic year, activities of the assessment process were integrated into the senior Social Work 4201 and the 4401 and 4402 Capstone courses. The students learned about community-based interventions in SOWK 4201 while simultaneously studying the community needs assessment process and preparing for the actual assessment in the capstone course. This included conducting initial literature reviews, creating the needs assessment instrument, and completing all documentation related to and securing approval from the DSC Institutional Review Board. In addition to working with BSW faculty, the program invited Morehouse School of Medicine faculty members to visit with the students and provide instruction on needs assessment processes, implementation, and dissemination of community assessment data. The MSM faculty provided the social work students with a cross-professional perspective on how public health experts conduct and utilize community data.

The yearlong endeavor concluded with the students completing the community needs assessment. This included holding a two-day event in the community during which students conducted needs assessment interviews. This was followed by a week of door-to-door canvassing in the 150-unit Beechland Community. During the two-day event, the BSW program was joined by students from the Dalton State LPN program to offer educational activities for the children in the community. This inter-professional collaboration allowed the children to be engaged in meaningful activities while their adult family members completed the assessment. After completing the needs assessment, students evaluated the data and presented the needs assessment results through individual poster presentations at the DSC Undergraduate Research Symposium.

(Cont. next page)

# The Importance of Faculty Service

by Carl Gabrini

I am reminded daily how important it is to give back to the community, to help others in need, to show kindness and empathy to others, and to be a good steward with what I have received. One of the ways I act on this is by serving on one of the United Way of Northwest Georgia's (UWNWG) Community Solutions Committee panels. This volunteer activity fills three important needs. First, it aligns with the new AACSB 2020 accreditation standard number 9 on societal impact; second, it fulfills a service activity in my annual goals plan; and, third, it meets a real community need.

The AACSB's 2020 accreditation standards include a requirement that business schools demonstrate how they make positive societal impacts. This relates to their standard numbers eight and nine. Originally, through standard eight, the AACSB intended this to be fulfilled through faculty scholarship, whereby schools would encourage faculty to publish research that met a critical social need at the local, regional, national, or international level. The AACSB added standard nine to expand the scope of societal impact to include

all types of activities engaged in by faculty and their schools. The AACSB promotes a message that "business schools are to be a force for good in society."

Prior to it being part of our accreditation standards, I focused on finding a community service activity that utilized my expertise in financial management and contracts administration and offered meaningful service to the community. After evaluating different opportunities, I chose to volunteer with the UWNWG. The community solutions panels offer me the opportunity to participate in the annual funding process for nonprofits in the community. My responsibilities as a panel volunteer include reviewing agency requests for proposal, annual budgets, past budgets to actual reports, reviewing annual audit reports, and interviewing agency management on issues related to service delivery, costs, and internal controls. Through this process, I learned firsthand about nonprofit board operations and management decision-making.

The UWNWG annual fund-raising drive provides financial resources to

organizations that fulfill important educational, health, and social services in our community. UWNWG recruits volunteers to serve on panels covering six different program areas, including everything from basic needs, adult and child daycare services, youth mentoring, specific health needs, and abuse prevention and intervention services. Each of these program areas is assigned a set of nonprofit agencies offering services that fit within the definition of the program area. The goal of the panels is to provide the UWNWG board with recommendations on how best to allocate the funds raised.

I feel privileged to live in Dalton and serve on the faculty at Dalton State College. I am finishing my fifth year of service with the UWNWG and had the honor of serving as chair of the basic needs panel this year. This activity has given me the opportunity to learn about our community and its residents along with the agencies that serve so many of our needs and the many members of our community that volunteer their time as well. It also strengthens the connection between our college and our local community. §

(Cont. from previous)

This high-impact collaborative endeavor provided BSW students with a unique opportunity to engage in community-based research. Community-Based Participatory research is typically not taught in social work programs outside of doctoral-level studies. The project allowed students to integrate the knowledge and to learn from their communities' courses with a real-world endeavor. The Community Needs Assessment will be shared across Dalton/Whitfield County and will inform future activities of the BSW program



and other community-based organizations and funding sources. The community needs assessment has revealed ways the program can continue working with Beechland

community residents to address individual and collective social, economic, and environmental issues.

I received the award on behalf of the program at the Council on Social Work Education's Annual Program Meeting in Anaheim, California in November. §



# Sorrow, Support, and Survival: How the CARE Team is Making a Difference

by Jami Hall, Elizabeth Hutchins, and Andrea Roberson

Tragedy. Tragedy is a word many of us are not fond of. When thinking of the most memorable tragic event that impacted us as a nation, many of us revert to the September 11 attacks, known as 9/11. Yet, as college administrators, many times the Virginia Tech shootings that occurred on April 16, 2007 are just as prevalent and pivotal in our minds. This singular event, which left 32 dead, has significantly changed the way colleges and universities deal with mental health challenges and behavioral interventions with enrolled students. Due to this unfortunate tragedy, our day-to-day jobs, and our heightened level of the need for perceived safety, will never be the same.

Shortly following the tragedy at Virginia Tech, the University System of Georgia (USG) mandated that all USG schools implement some form of a Behavioral Intervention Team (BIT) or Campus Assessment, Response, and Evaluation (CARE) Team to be proactive and communicative when it comes to early signs of struggles students may be exhibiting and/or facing.

Initially, in the early stages of formation, Dalton State College's Team was known as the Incident Review Committee (IRC). Referrals came in via email or word of mouth, making it difficult to put puzzle pieces together if a student had multiple referrals. IRC operated like this for several years after officially getting off the ground and running. However, in 2016, the IRC went through an overhaul of its purpose, policies, and procedures, and the development of Dalton State College's CARE (Campus Assessment, Response, and Evaluation) Team was introduced.

Over the past six years, Dalton State's CARE Team has seen a marked increase in the number and type of student

referrals. We assessed, evaluated, served, and supported 253 students in FY 21-22. This number is double from just two years earlier. Moreover, the evolution of student issues has become more complex. Many of our students have complicated lives, which lead to disruptive circumstances. Students' emotional support needs have changed, and learning how to cope has become a joint effort. Members of the CARE Team guide students in dealing with factors such as mental health stability (anxiety, depression, cutting, etc.), financial constraints such as a lack of healthcare, cultural obstacles, and relationship complexities.

To further educate ourselves about important issues, members of the CARE Team have recently engaged in several professional development opportunities. In Spring 2022, each team member earned professional certification from Florida State University in College Student Wellbeing, Trauma and Resilience. Topics included the effects of trauma, which were reinforced by our guest speaker during the Campus Development Day in August, guiding principles for working with students in trauma, creating an inclusive campus culture and positive adaptation in the face of adversity. Resilience tools such as journaling, mindfulness activities, and grounding were shared.

Additionally, several key members of the CARE Team completed the Comprehensive School Threat Assessment Guidelines (CSTAG) training. The CSTAG model was developed by Dr. Dewey Cornell, a forensic clinical psychologist with the University of Virginia, and his colleagues in 2001. Originally known as the Virginia Student Threat Assessment Guidelines, the model is an evidence-based program that "has been extensively examined

through field tests and controlled studies that demonstrate its utility and effectiveness" in conducting threat assessments of students.

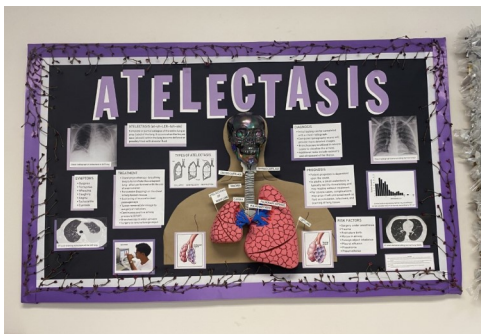
Previous and ongoing professional development through NaBITA (National Association of Behavioral Intervention and Training) has supported and will continue to support our team with best practices and standards, along with advanced training on a variety of assessments such as the SIVRA-35 (Structured Interview for Violence Risk Assessment) and the VRAWW (Violence Risk Assessment of the Written Word). Our commitment as members of the team to advance our knowledge and evaluate our campus practices enhances the types of support required by our students and prepares us to support each other in common issues such as compassion fatigue.

Maxient, our tracking software, allows us to make connections, determine patterns of reporting, verify issues of concern or behavior, and manage our incoming referrals. Categories and data inform how the team moves forward, what professional development is needed, and, overall, increases our knowledge base. Identifying trends of behavior or common issues can improve our interactions and enables us to gain a better understanding of our students' mindset in any given semester.

Categories such as "mental health concern," "personal/family medical issue," and "generalized stress" have all increased. However, since FY 19-20, Dalton State student referrals have tripled in the category of "death of a family member/friend" and "grief" and are nearly four times the amount in "financial concerns." The "relationship complications" category has doubled over this time as (Cont. p. 16)

# Rad Tech Class of 2023 Health Professions *by Holly Miller*

Each year, second year students in the Radiologic Technology program produce bulletin boards that are relative to radiologic imaging and patient pathology. The students are randomly placed in small groups. Each group plans the bulletin board with information about a patient pathology that can be diagnosed with radiologic images. The boards are required to have a title, a 3-D model, statistical data, and normal and abnormal pathological images with anatomy denoted. The goals of the bulletin board projects are two-fold: 1.) exhibit creative thinking in the pursuit of researching a pathological condition; and 2) work as a team member with other students, each with a different role in producing the board with a common goal in mind. Both goals enable the student to experience working with other people towards a common goal, which is to provide a united team endeavor to care for and x-ray patients; and to practice critical thinking in order to x-ray patients who do not present with ordinary circumstances. The bulletin board projects are graded on a scale of 100 points. These grades are included in the RADT 2104 Radiologic Seminar course in the Fall semester. Below are samples of student work:



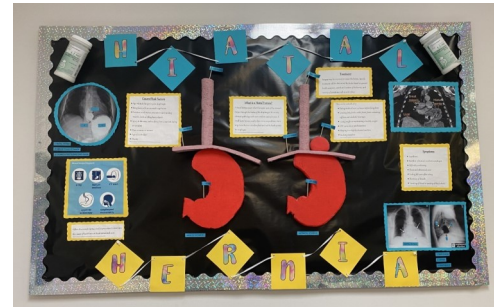
Atelectasis is the partial or complete collapse of the entire lung or a section of a lobe. It occurs when the tiny air sacs (alveoli) within the lung become deflated or possibly filled with alveolar fluid. There are three types of atelectasis: collapse by air, compression

by fluid or obstruction by a tumor. A chest radiograph is performed to give the first diagnosis of this issue. A CT scan can be used for follow-up in order to show more detail of this respiratory problem. Treatment includes chest physiotherapy, percussion of the chest to loosen mucus and, in more severe cases, surgery.

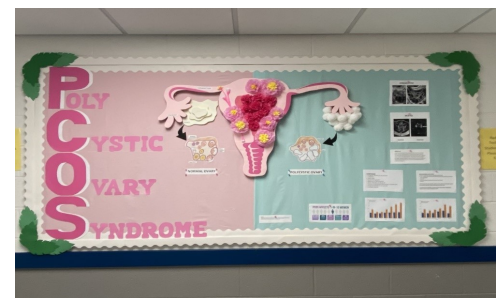


Endometriosis is a disease where tissue, similar to the inner lining inside the uterus, develops outside of the reproductive system. There is no way for the body to naturally expel this tissue during menstruation, which can result in irritation and scarring. This disease can be very painful and can cause infertility in women. Sonography and Magnetic resonance imaging (MRI) are two modalities that provide diagnostic imaging for this disease. Sonography can detect cysts associated with endometriosis and can detect the disease in the ovaries. MRI helps in surgical planning by providing details about the size and location of endometrial implants. Both modalities can detect peritoneal implants, adhesions, endometriomas, and irregular endometrial tissue associated with this disease. Endometriosis occurs in 1 out of 10 women of child-bearing age, affecting 176 million women worldwide. Unfortunately, there is not a cure; however, there are treatments to relieve the symptoms and prevent endometrial tissue from growing back, which will allow women to become fertile. To raise awareness for endometriosis, we wore yellow for this

project in support of the women in our community who suffer from this debilitating disease.



A hiatal hernia occurs when the upper part of the stomach bulges through the hiatus of the diaphragm. It is a very common pathology with over 3 million cases per year. Some of the symptoms are heartburn, backflow of stomach acid into esophagus, difficulty swallowing, shortness of breath, vomiting of blood, or passing of black stools. Surgery may be necessary to repair the hernia. Specific treatment will be determined by the doctor based on general health anatomy, extent and location of the hernia, and severity of symptoms such as acid reflux. A hiatal hernia can be initially diagnosed by a fluoroscopic study called an esophagram with the use of contrast that the patient swallows or a CT scan for better visualization of issue in a 3D plane.



Polycystic ovary syndrome (PCOS) is a hormonal disorder that produces more male hormones than normal among women of reproductive age. Typically, women do not find out till they are trying to conceive and are

(Cont. on p. 18)

# The Latino Community Needs Assessment Project

by *Fernando Garcia*

The Latin American Association (LAA) is a non-profit organization dedicated to empowering members of the Latin American community to adapt, integrate, prosper, and, ultimately, become active, valued members of the Georgia community.

Based in Atlanta, the LAA offers civic engagement, advocacy, economic empowerment, youth services, family stabilization, well-being, and immigration services. To understand the needs of the Latino community, the LAA released a Request for Proposals for analyzing this need.

DSC responded to this challenge as part of its Hispanic Serving Institution role. A Notice of Intent was approved and signed by DSC administrators in November, 2019. DSC was the finalist that LAA selected for conducting this



research project. After several rounds of adjustments to the research project, which required updating our initial IRB approval, and due to the Covid 19 pandemic, the Memorandum of Understanding (MOU) between DSC and the LAA was finally signed in October, 2020.

Although the \$35,000 research project had to be delayed several times due to Covid-19 restrictions, the research team worked around those restrictions to safely complete the data collection using surveys and focus groups.

(Cont. next page)

(Cont. from p. 7)

investment of time and effort by students over an extended period (Kuh, 2017). As Astin noted, involvement uses student time through participation in various outlets on campus that add to the sense of belonging.

Third, in communication and rhetoric, we have a wonderful theory called cognitive dissonance. Essentially, we crave consistency between what we think, believe, feel and do, and inconsistency gives us a “dissonance” that we act to resolve in some way. The theory has many applications, but one is that our bodies and physical/public commitment affects our internal states. Doing creates beliefs and attitudes, especially if other people see us doing it.

So, whose job is engagement? The easy answer is “everyone’s,” but we know there are no easy answers. We can only provide the opportunities to engage, and at some level, as Kuh writes, induce participation through incentives, and motivational theory shows that intrinsic and intangible ones have more enduring power. It is incumbent on first-year faculty—and all instructors—to reinforce the message that students will learn best when they take responsibility for it. It is equally incumbent to structure learning activities in ways that students know how to take that responsibility.

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(Cont. from previous) Associate Professor of Management, Dr. Fernando Garcia, led the research team as the project manager. Project Champions were Dr. Margaret Venable, DSC President, Dr. Bruno Hicks, DSC Provost, and Dr. Marilyn Helms, Dean of the Wright School of Business (WSOB). Researchers from the WSOB and the Social Science department took part in this research project. Dr. Vic Marshall led the quantitative portion and teamed up with Dr. DK Kim and Dr. Natalie Johnson. Dr. Jon Littlefield led the qualitative team and worked with Dr. Carolina Duarte Hammontree, who passed away in 2021.

Project timeline - The project design stage, which included the survey design and the focus groups interview design, began at the end of fall of 2020 and was completed in April, 2021. The design stage included pilot testing the survey and conducting a pilot focus group with DSC students. The actual focus groups, which were led by Dr. Carolina Duarte Hammontree, were conducted during the summer, and the survey administration was completed in October, 2021.

The overall project, which included quantitative and qualitative data analysis and reporting, was completed in November, 2021. The research team presented the preliminary results of the study to the LAA Board of Directors on November 17, 2021. The final report of the research project was submitted to the LAA on December 7, 2021, culminating a long, but productive journey.

Key findings from the quantitative analysis - A total of 1,741 survey responses were obtained using paper surveys and online surveys from the LAA service area (Atlanta metro area and Northwest Georgia). Surveys were administered both in English and Spanish. Surveys were distributed using

links in email messages, using QR codes, offering paper surveys at multiple community events and Consulates from Latin American countries, and using social media targeted ads.

Most responses came from Dekalb, Gwinnett, Whitfield, and Fulton counties. Specifically, most responses came from Hispanics and from the 25-to-54 age group. Regarding Covid-19 effects, findings indicate that Hispanic females were most affected, followed by Hispanic males, Non-Hispanic females, and Non-Hispanic males.

Although the sense of well-being was positively associated with personal income, better conditions in the U.S. versus respondent's prior country, being Hispanic, being male, and the degree of religiosity, the findings suggest that well-being decreased with the negative financial impacts from the Covid-19 pandemic.

Personal income was found to be positively related to being older, being male, having the ability to speak English, but negatively associated with being of African origin, holding a U.S. Visa, being an undocumented immigrant, and being on a Temporary Protected Status (TPS). Results also indicate that, overall, the top three areas of need are entrepreneurship classes, adult English classes, and adult computer classes.

There were key findings from the qualitative analysis - Four focus groups were conducted as part of this study. Two were held at DSC's WSOB, and two at the LAA's Atlanta headquarters. Dr. Carolina Duarte Hammontree was the moderator and conducted all sessions in Spanish. Due to Covid-19 restrictions, attendees were placed in rooms that provided safe social distancing.

All sessions were conducted using Microsoft Teams and were recorded. Recordings were transcribed and translated into English for qualitative analysis. Emerging themes from this

analysis included immigration (living undocumented, employment, and health care), language (language limitations and the advantage of being bilingual), discrimination strategies (compensating, ignoring and educating), health care (medical expenses and the relationship between health care and financial status), championing the resources of the Hispanic community (the willingness of those who have succeeded to help other fellow Hispanics).

Recommendations deriving from the qualitative analysis include providing help with learning English, providing information on the rights of undocumented individuals, offering resources for addressing discrimination, offering resources for dealing with college, job, landlord, tenant, employer, and employee, and offering mentoring groups.

The LAA leadership indicated that they plan to use the results of this study when preparing their strategic plan. The LAA also established the LAA-Mohawk scholarship. Five Hispanic students from DSC were selected as inaugural recipients of this award and each received \$ 2,000. The award ceremony took place at the DSC Auditorium on August 16, 2022.

The research team presented the finding to the LAA leadership and leaders of the Dalton community. The research project's launching event took place at the WSOB on August 26, 2022. The findings were also presented to the DSC Hispanic Advisory Board on October 19, 2022. The research team is currently working on four, separate academic papers: an article for AACSB Insights (project's social impact), a case study (pedagogical piece), a qualitative research paper, and a quantitative research paper. §

# Ryan Reece Accumulates Awards in Screenwriting and Film

by Barbara Tucker

Adjunct faculty member Ryan Reece continues to receive recognition for his screenplay and short film "Illation."

Ryan currently teaches dual enrollment English 1101 and English 1102 at Northwest Whitfield High School and Introduction to Screenwriting at Dalton State College.

Dalton State community members and guests can attend a free screening of this short film on Thursday, January 19, 7:30, in Goodroe Auditorium.

Having completed his terminal MFA in Narrative Media Writing (Screenwriting) at the University of Georgia in 2016, Ryan has taken the independent film festival circuit by storm with his screenplay and self-produced short film. With a crew of other filmmakers in the Chattanooga/Northwest Georgia area, he wrote and produced "Illation" in 2020. To date, he has received recognition at the following festivals and competitions for both the screenplay and film:

2022 Official Film Selection: "Illation" – West Virginia Faith & Family Film Festival

2022 Short Film Winner: "Illation" – Christian Georgia Online Film Festival

2022 Official Film Selection: "Illation" – Jacksonville Film Festival

2022 Official Film Selection: "Illation" – First-Time Filmmaker Sessions October 2022

2022 Official Film Selection: "Illation" – Tennessee International Indie Film Festival

2022 Quarter-Finalist: "Illation" – Sunvale Screenplay Contest

2022 Winner: Best Short Screenplay: "Illation" – Hollywood Script Awards

2022 Finalist: "Illation" – Hollywood Just4Shorts Film and Screenplay Competition

2021 Finalist: "Illation" – Texas Film Festival

2021 Semi-Finalist: "Illation" – Haydenfilms 5.0 Screenwriting Competition

2021 Semi-Finalist: "Illation" – Big Apple AGENTS AND PRODUCERS Networking Lab

2021 Official Selection: "Illation" – Open Gate International Film Festival

2020 Award Winner; "Illation" – The TINCAN Magazine

2020 Best Screenplay: "Illation" – Virginia Beach Christian Film Festival

2020 Fan Favorite Screenplay: "Illation" – Virginia Beach Christian Film Festival

2020 Official Selection & Nominee: "Illation" – Virginia Beach Christian Film Festival

2019 Best Short Drama Script, Finalist: "Illation" – Georgia Shorts Film Festival

2019 Official Selection: "Illation" – Georgia Shorts Film Festival

2019 Selected Screenplay: "Illation" – WILDsound Film Festival

2019 October Logline of the Month: "Illation" – storypitches.com

2018 2nd Runner-up, Short Script: "Illation" – God Country Family Film Festival

Ryan continues to teach and pursue a long-held dream of being both a working screenwriter and filmmaker. He states, "I continue to be immensely blessed in my work and am grateful for

the support of the college, my colleagues, my friends, my mentors, my family, and my students. I hope to continue writing and producing films that are meaningful and purposeful in evocative and positive ways."

The Department of Communication, Performing Arts, and Foreign Languages is happy that students who wish to pursue film as a career have two resources, First is the Georgia Film Academy, where they complete 18 hours of state-of-the art education in filmmaking. The second is Introduction to Screenwriting here at Dalton State College, where Ryan's screenwriting students can work through the intricacies of script construction and in-depth workshops on their own original screenplays.

To date, several of Mr. Reece's students have gone on to complete their Georgia Film Academy industry certifications, and one of his students has now completed her MFA at UGA, thanks in large part to the instruction and encouragement she received in Mr. Reece's class. A recent student in the screenwriting class stated, "It's a great course for anyone interested in writing or film. It pushes you creatively and gives you "real world" experience in writing on a deadline and doing a table read. I would love to see the college add more classes in this area."

For those interested, Ryan's film "Illation" is available to view on Vimeo at <https://vimeo.com/735107273>.

A recent podcast conversation and interview about Ryan's film project is also available at <https://rss.com/podcasts/dialogues-with-creators/522110/>. §



# Faculty & Staff Accomplishments



**Kim Horne** implemented her IRB approved Doctor of Nursing Practice (DNP) project in October and November and will next focus on DSC's NURS 1115 Maternity Nursing students. The title is *Assessment of Clinical Reasoning Using High Fidelity Obstetrical Emergency Simulation Among Undergraduate Nursing Students: A Quality Improvement Project*

She has also been asked to present her work at the Georgia Association for Nursing Education (GANE) Nursing Science Symposium to be held on April 22, 2023, at Georgia Highlands College in Rome.



**Tammy Rice** has been awarded a second mini-grant from the Morehouse School of Medicine Prevention Research Council-CECAN. Tammy will utilize the grant to support the senior social work students' learning and research during their capstone course. The class of 2022 capstone efforts will focus on addressing one of the Grand Challenges of Social Work. The grant will specifically allow Hispanic and Latino/a social work students to partner with Coalición Lidres Latino (CLILA) to support their community-based mental health initiative. CLILA is working to address health disparities for Dalton's Hispanic and Latino residents. Students will engage in community-based participatory research and service-learning activities designed to enhance CLILA's impact and reach. Tammy is grateful to the Morehouse School of Medicine Prevention Research Council for their continued support of the social work program and for the ability to allow students to have this unique research opportunity.

Tammy will also be presenting at the Council on Social Work Education Annual Program Meeting in November. Her presentation, "An Antiracist Social Work Program Begins Here," is based on the faculty's work evaluating readiness for the new CSWE standards on antiracist social work education.



**Mallory Safley** was the recipient of this year's "Rising Star" Award at the Georgia Association of Colleges and Employers (GACE) Annual Conference in June 2022.

(Cont. from p. 5)

and will introduce students to college-level research and discourse. This course will help students develop critical thinking skills through integrative learning and encourage academic and co-curricular dialogue between first-year students, faculty, and staff.

In terms of the themes, faculty this semester are addressing the science of learning, biodiversity, teamwork,

humor, investments, wellness and thriving in college life, tattoo culture, being successful in a major, human rights, and much, much more. They are using these themes to engage students and help them be successful in the academic and personal demands of college.

In late December/early January, recruitment for new Perspectives instructors will take place. We will also

begin training for those instructors and developing ways to transfer the learning from Perspectives to all those who teach first-year/gateway courses. Please consider your place in this initiative; if nothing else, please be well informed about what is happening in Perspectives and the QEP in general for purposes of the SACS visit and encouraging first-year students about the value of the course. §

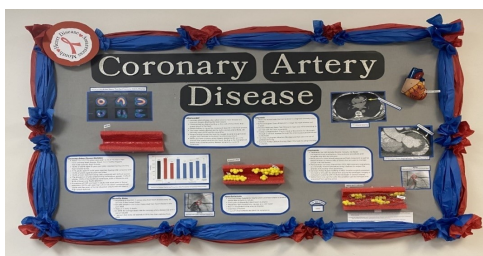
(Cont. from p. 12) well. Perhaps the most telling category is “academic concerns” which has grown over 1000% from 6 to 77. This shocking increase reveals that our students personal, everyday lives and stressors seriously influence, impact, and most times take precedence over academics.

It is the responsibility of all of Dalton State’s campus community to be

intentional in their interactions with students. Referrals made to the CARE Team can make a difference in students’ lives and the overall health of our campus. We have learned, if a student is not mentally well, they cannot be academically well. In order to ensure the well-being and safety of our students, please submit your concerns via the online CARE Referral Form.

CARE Team Members: Dr. Jami Hall (Chair and DoS), Dr. Elizabeth Hutchins (Academic Advising), Andrea Roberson (Disability Access), Jenny Guy (Counseling), William Mast (Conduct), Nancy Avila De Welles (LCMSW), Ailani Pineda (Ameri-Corps VISTA and JEDI Advocate), Elicia Walker (Public Safety), and Erik Elakman (Faculty Representative). §

(Cont. from p. 13) infertile. Ultrasound, CT, and MRI can be used to diagnose PCOS. Ultrasound is the modality of choice for diagnosis. There is no permanent treatment for PCOS, but medication and exercise can reduce the symptoms of PCOS.

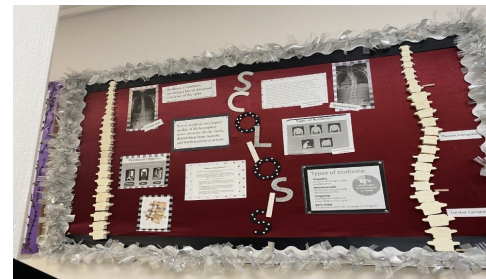


Coronary Artery Disease is a disease that is categorized as plaque buildup from calcium in the coronary arteries. These arteries supply blood to the heart. CAD is one of the most common heart diseases in the US and kills over 650,000

yearly. This disease is often diagnosed using nuclear medicine stress tests that check the blood flow to the heart when the heart is under stress. Cardiac catheterization using fluoroscopy equipment is also used to check intravascular blood pressures. Treatment often includes stent placement to restore blood flow within the artery using fluoroscopy equipment along side an interventional cardiologist. If there are blockages in multiple arteries, coronary artery bypass grafts (open heart surgery) may be indicated to restore blood flow.

Scoliosis is the abnormal lateral curvature of the spine. Severe scoliosis can impact quality of life by putting more pressure on the heart, diminishing lung capacity, and even limiting physical

activity. There are different types of



scoliosis including idiopathic, congenital, neuromuscular, and early onset. The most common type is idiopathic which makes up 80% of people that are diagnosed. Idiopathic means that there is no known cause or underlying condition. Treatments can include using a back brace and performing certain stretching exercises. In more severe cases, scoliosis can be treated with surgery. §

**CONFERENCE OPPORTUNITY // Southern Regional Faculty & Instructional Development Consortium  
Auburn, AL // March 8-10, 2023 // proposal deadline 12/15/22 @ [www.srfidc.org/call-for-proposals.html](http://www.srfidc.org/call-for-proposals.html)**

**SAVE THE DATE // Bold Talks will be held Friday, March 24**