



Dalton State Digest

Spring 2021

Vol. 2, No. 2

All in It Together

by Dr. Barbara G. Tucker

Despite the title, this is not an article about the campus' response to COVID-19. As with almost everything nowadays, our current public health challenge touches upon the subject of this piece, but only indirectly.

Let me take you back to a time before the pandemic, when we could freely pack the Goodroe Auditorium to listen to a presentation, without masks and literally inches away from each other. It was November of 2019, and at 8:00 a.m.—yes—we faculty and staff gathered for a presentation from Dr. Tristan Denley, Executive Vice Chancellor for Academic Affairs of the University System of Georgia.

I remember three things from that long-ago, awfully-early-for-a-Friday- morning meeting: Dr. Denley's slight British accent, modulated from living in the Southern U.S. for many years; his spectacular, almost psychedelic graphs and charts with rising bubbles and multicolored overlapping circles; and one word, Momentum.

After that meeting, many of us left wondering whether this new Momentum "thing" would make a difference in our often-discussed retention and progression problems or be just another answer to one of higher education's intractable problems.

This was our introduction to the Momentum Year and the Momentum Approach for retaining and eventually graduating freshmen. We learned the Momentum Year entails five key elements. Students should:

Start out their college careers by making a purposeful choice in a focus area or program; Complete nine hours in courses in their major or a discipline closely connected to it; Complete Area A English and Math; Take and complete 30 hours in their freshman year; Receive training and practice in Mindset Theory so that they develop a growth mindset.

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At that juncture, the campus as a whole began to enact these pillars of the Momentum Year, which provide support for the whole structure of the Momentum Approach. By acclimating students in their first year to taking a full schedule and developing growth mindsets about their academic abilities, by creating clear pathways (program sheets) with milestones and definitive schedule suggestions, and by allowing them significant exposure to what they (or think they) really want to study, the students get a start that, theoretically, can accelerate their progression—gain Momentum. Thus, certain aspects very common to our students can be avoided:

1. Changing their majors in the junior year rather than their freshman year, thus avoiding a lot of fall-through and misplaced credits (also avoiding financial aid barriers).
2. Believing failure in a subject indicates college is “not for them.”
3. Not being able to progress because English and math foundations are unfinished.

Of course, there was skepticism. Mine fell on the requirement of thirty hours in the first year. I strongly believed at the time—and still do, but perhaps less strongly—that many of our students simply are better served if they are limited to just four vital courses in their first semester. They can then learn to study, manage time and understand “the ropes” of college life. I’ve been in this game long enough to have evidence and have looked at enough DWF rates to support my belief. I figure, too, students can go to summer school and make up that one three-hour course. On the other hand, I see the argument for fifteen hours, mostly because some student can manage it quite well and we wiser folks might not know who those students are until they try.

Despite individual pockets of skepticism, various units of the college community began to plan and



implement the Momentum Year and Approach. Chairs improved or created pathways. These have been vital advising tools for the faculty in my department. Although not a direct part of the Momentum Year program, English and math faculty’s work on their freshman classes through Gateways to Completion has intersected with the Momentum Year to assure higher success rates in Area A foundation courses. The professional advisors work with students for somewhat meatier freshmen schedules.

If the Momentum (Freshman) Year involves five pillars, what about that whole house, the Momentum Approach? It is, in Dr. Denley’s words, an extension of the first year. The students would continue to take full (15-hour) course schedules, follow the pathways (which means the courses would have to be offered accordingly), grow one’s academic mindset and engage in experiential education through courses that meet the criteria for High Impact status.

The Momentum Approach relies heavily on mindset theory, a topic I’ll come back to. At this point, I think it unlikely you as a faculty or professional staff member has been oblivious of one or more of these Momentum Year factors. If nothing else, you’ve received emails about book groups and faculty learning communities about mindset theory. However, hearing about and receiving emails about something does not mean full awareness and definitely does not mean commitment or that overused word, “buy-in.” Perhaps twenty to thirty percent of staff and faculty really

connect with the Momentum Approach in their work. Seventy to eighty percent may not feel like “we’re all in it together” because we don’t know what “it” really is.

If you’ve read this far, now you do. Awareness has been reached for you. The next step is to investigate further so that you can decide to utilize Momentum Year and Momentum Approach factors in a personally appropriate way. It may simply mean advocating to students about experiential education or encouraging them not to drop Chemistry or Psychology due to a bad test grade. It may mean saying, “Hey, did you know about tutoring in that subject?”

One thing I’ve learned on this campus in 17 years is that a message has to be repeated to our students multiple times before it’s really heard and acted upon. In this way, the students are not much different from us faculty and staff. We all have to hear or be exposed to at least some messages more than once in our loud, confused, chaotic world. Yes, we can argue one announcement should be enough, but let’s be honest. It’s not. It’s just not.

Therefore, we can say, “The students heard about tutoring, or mindset, or something else in Orientation, and it’s on the Stall Wall.” But it’s a different matter for one of their four or five instructors, towards whom they hold a mixture of awe, fear, affinity, disconnection and at times, disdain, to say, “You know, here’s the number for the tutoring center” or “There’s a great math lab over in (Cont. on page 3)

Sequoyah. I've heard it's really helpful." If nothing else, we took the time to speak to the student.

Yes, we're all in this together. Some of us are rowing the boat, some are passing out refreshments, some are directing the tiller, some are passengers and some might feel they are bailing out the water. You might not feel an urge to be highly involved in another initiative. It's not like we haven't been through a once-in-a-century event for the last twelve months.

BUT.

You now have the knowledge about what's being done for students to gain Momentum and maintain it, and you can send them in the right direction with an encouraging word.

Meanwhile, back at the ranch...what is this mindset theory all about and how does it fit with Momentum?

It's safe to say there are some misconceptions about mindset theory. First, it's not an attitude. It might affect attitude, but mindset theory is about beliefs. Second, it's not a generalized idea about "I can be successful in college" (that's self-confidence) or "I can do math or public speaking well" (that fits under Alfred Bandura's concept of self-efficacy). It's not self-esteem, or locus of control, or even motivation. All of these constructs or theories touch upon, overlap and intersect with mindset theory, but are not the same entity.

Mindset is, according to Yeager and Dweck, "implicit theories about personal attributes that guide individuals in making predictions and judging the meaning of events in one's world" (2012, p. 303). That definition from the scholars behind mindset may surprise you. What you may have heard are the terms "growth" and "fixed" mindset. Growth mindset (incremental theory) is the belief that intelligence is a malleable quality that can be cultivated,

not a fixed trait (by effort, correct learning strategies, etc.). Fixed mindset (entity theory) is the belief that intelligence is stable and not changeable in a significant way. The promise of mindset theory, if a theory can have a promise, is that students with growth mindset will work towards mastery in learning rather than performance (a grade). They will seek resources, understand "failure" is temporary and surmountable, ask for help and be resilient. Interventions that alter the students' mindsets can be introduced into the classroom. Finally, alteration in the students' mindset will lead to higher achievement. Research also points to the likelihood that low-income and first-generation students benefit more from such interventions (Yeager et al., 2019).

Since the publication of *Mindset* in the mid-2000s by Carol Dweck, Professor of Psychology at Stanford University, the term has led to a "growth" industry in itself. As with any academic work that is co-opted by the popular press, her work and that of her colleagues and former graduate students has been misinterpreted. The two most well-known of these colleagues are David Yeager of UT-Austin and Angela Duckworth of Grit and "10,000 hours of practice" fame. (However, there are many others conducting research in this area of knowledge.) In 2015 Dr. Dweck had to set the record straight that her findings were not just about "praising effort rather than talent," and the 2016 update to the original book addressed such erroneous views.

In Fall 2020, several of our faculty engaged in a mini-course and short course on mindset offered by the University System. I participated, and I have read Dweck's book and quite a bit of research on mindset. The USG course helped clarify some of the fog, but it also avoided the overpromising of mindset theory as a silver bullet to eliminate all student academic problems—which it is not, and Dweck and her associates never intended to

say it was.

In the course, the attaining and use of a growth mindset was joined with finding a clear-cut purpose and feeling a sense of belonging in the institution as three legs of a stool for aiding academic and personal success for students. Mindset theory is clearly important because through it, we can educate students on brain-based learning strategies, time management and resource allocation, and prepare them for responding to both success and failure.

That is my argument: know mindset theory, utilize it, but use it in conjunction with what else we know works with freshmen—their making personal connections, their having a sense of purpose and their belief that what they study in classes contributes to their overall purpose and goals.

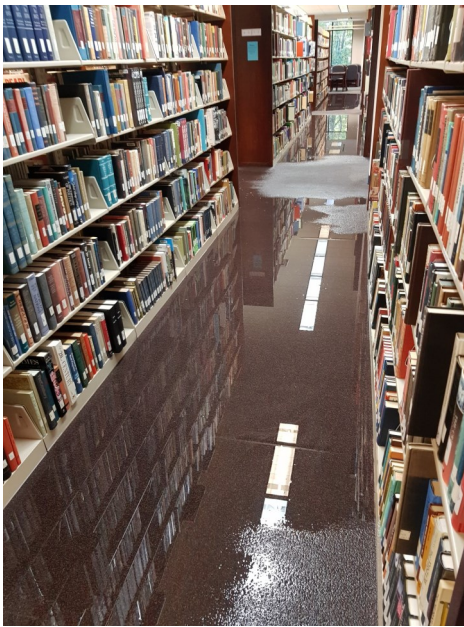
To view Dalton State's video on the Momentum year, created by Amy Burger, you can visit this link: <https://youtu.be/I916VT-Mdrc>

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Yeager, D., & Dweck, C. (2012). Mindsets that promote resilience: When students believe that personal characteristics can be developed. *Educational Psychologist*, 47(4), 302–314. <https://doi.org/10.1080/00461520.2012.722805>



and turn off the water, so the resulting damage was limited. Unfortunately, the following weekend, another pipe burst in the empty building. Because there was no one there to realize what was happening, this flood pervaded much of the second floor with standing water, and the first floor suffered significant damage. Many of the library’s ceiling tiles, some walls, 40 computers, and all of the carpet must be replaced. Fortunately, a limited number of library books were damaged, but the extent of the work required meant that the library had to relocate to temporary offices.



Roberts Library Update

by Amy Burger



With Roberts Library’s robust online collections—we own more ebooks than we do print books, have over 200 databases that provide access to millions of articles—and extensive virtual services, we’re able to help with research and citation through email, text, chat, or virtual meetings—patrons can make full use of the library at a distance. While this has been the case for years, it has become even clearer in recent semesters that the library is much more than a building.

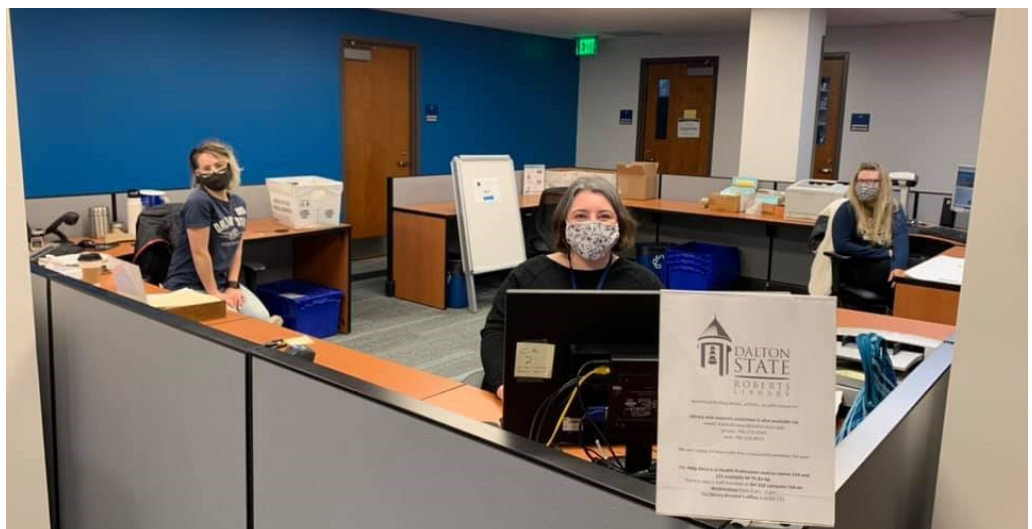
The School of Health Professions and the Wright School of Business generously offered temporary spaces in their buildings for the library to provide in-person service points, which was much appreciated, and provided the opportunity to work alongside colleagues we previously hadn’t seen as

often, something we enjoyed when Roberts Library hosted our colleagues from Gignilliat Memorial Hall and from Sequoya Hall while their buildings were renovated. Sharing spaces with other departments, both as host and as guest, has given us the chance to get to know our colleagues across campus a bit better.

The connections built across campus and the increased awareness of our virtual offerings represent opportunities found within these recent challenges. We’ve learned that we, like our mascot, are adaptable. Like the greater roadrunner has expanded its range, so have we. By summer, though, we hope to be back to our original habitat, and we look forward to seeing you there. §

Our virtual collections and services increased in use starting last spring when the college suddenly shifted from in-person to online classes and services. In fall, the library building reopened for service, but a series of unfortunate events late in the semester forced us back almost completely online.

Here’s what happened: one afternoon in mid-November, a water pipe on the second floor of the library burst, flooding part of the first floor. Because the building was occupied, plant operations was able to respond quickly



Same Storm, Different Boats

by Misty Watson

I believed my career in newspapers had prepared me for anything.

I had seen the worst of humanity, the worst of Mother Nature's destruction.

I covered everything from high school football to presidential candidates to the 2008 bombing at the law firm on Cuyler Street to the Peacock Alley fire in 2011 – a week from my due date with my daughter, might I add – and a whole lot in between.

I never wanted to leave newspapers, but thanks to the Recession and the increase in digital media, I saw no other choice to make a livable wage but to walk away before the ship sank. It had already sprung a few leaks. So, in 2014, I left my job as a photographer, reporter and columnist and joined the world of higher education.

I jokingly and lovingly refer to this as my grown-up job.

Surely there is no way this job would be as demanding as the newspaper life had been. I could slow down and enjoy spending time with my daughter (who is now 9 for those of you who used to read my newspaper columns and have kept up with her all these years). I had normal hours. No more working weekends and holidays. I could finally go back to school. I'll finish a master's in communication from Purdue University the last week of April.

I had a positive work/life balance for the first time in 20 years.

And you know where this is going by now...then the pandemic struck.

Our lives were completely flipped around. I felt like I was riding a looped-

de-doo roller coaster for the first time again, but this time, the screams were not out of excitement.

I was a single mom juggling crisis communications on behalf of the college, virtual learning for my daughter, my daughter and I both being cut off from the social circles that help us thrive, figuring out how to be an extrovert who suddenly never left the house and being a student for the first time in 15 years.

As it turns out, my years at the newspaper may have taught me how to be a strong writer, how to tell a story both through words and photos, how to remain calm and collected even as the world crumbled down, how to listen to all sides of an issue and remain objective, and how to handle crises, but it didn't teach me how to handle a sustained crisis. I could cover any tragedy you could think of with compassion, but I always got to walk away from it.

There was no walking away from the pandemic.

My work and home life blurred into a chaotic mess. I would open my work laptop at 7 a.m. Close it at 7 p.m. Then pick up my school laptop until 11 p.m. My daughter spent much of this time alone in her room connecting with people on her iPad.

I know we all struggled in some way during the last year.

I like the saying that we are all weathering the same storm, but we're all in different boats. My boat was sturdy. It wasn't anything grand, but it held up OK. It took on a little water. The sails had to be repaired – more than once. Some of you fared better and some of you, worse.

We kept moving. One small step at a time. But we did.

When I was asked to write this, I was told "write about what you want the campus to know."

I wrestled with topics that included:

- Why the Oxford comma has to go. (AP style all the way! Come argue with me about it over a taco lunch.)



- The tritest phrases in our language right now. (Stop using "unprecedented" and "innovate." And "first annual" should never be in your vocabulary, unless you're telling someone why something cannot be a "first annual" event.)

- When to contact me. (If a member of the media contacts you, contact me immediately. Or if you want to contact the media, contact me first. Basically, media = Misty. If you know of a good story, contact me! If you know of a good photo op, contact me!)

- What I actually do on campus. (Communications manager is such a small phrase for oh, so many tasks.)

But I settled on this. Maybe you're tired of hearing about the pandemic. I know I am. Maybe you're sitting here nodding your head saying "me too. I feel this." Maybe you are scratching your head asking, who is this Misty Watson person and why does she want to eat tacos with me while

(Cont. on page 8)

Serving as AmeriCorps VISTA During the Pandemic

by Kelsey Simoni

Service of my AmeriCorps VISTA Campus Resource Advocate position began at the beginning of July 2020 in the thick of the pandemic. The environment for this start date was wildly different than when the original grant for the 4 full-time AmeriCorps service positions was written. My specific position was created to serve as a first point of contact in helping the campus community. The pandemic has amplified the need to help Dalton State students, and I have observed the various ways it has affected lives as a member of the CARE team and as one who conducts exit interviews before a student fully withdraws.

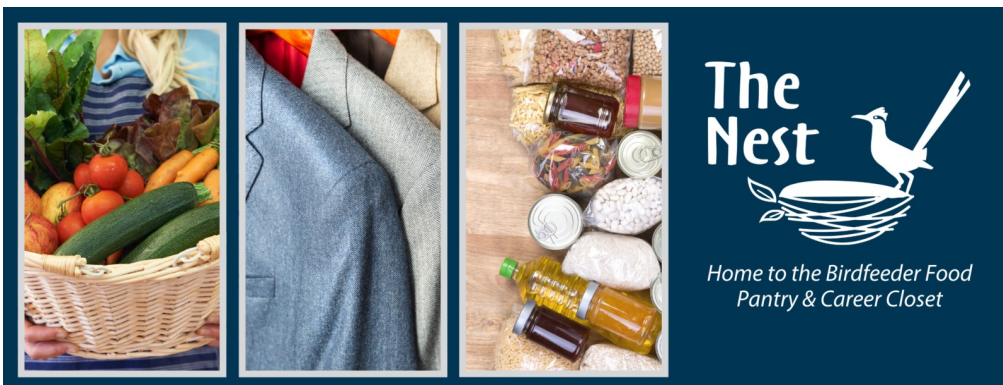
During CARE team meetings, we encourage students to utilize as many free campus resources as possible to assist in their success during their time at Dalton State. The Nest is one of these

resources, and I oversee its staffing, stocking, and social media presence. I also work with communicating and coordinating with donors. This new Nest space is the marriage of the Birdfeeder student pantry and the Career clothing closet. Moving into the bigger space has allowed for expansion of inventory both in the Birdfeeder and the Clothing Closet. The new refrigerator and freezer enable us to expand our food options for students who utilize the pantry, including fresh produce from the campus garden. On our social media, we provide a recipe of the week that includes ingredients currently available in the pantry. We also share tips on food substitutions, safe storage and how to stretch your food dollar. Students are now able to use the rapid food request form to submit their grocery needs. A Nest student worker then packs the groceries for them and

will send an email notification once the order is filled, to enable quick pick-up. Various life skills workshops will be held in the Nest once it is safe to do so.

Working with students on the CARE team has illustrated the wide variety of resources we need to share with students to assist them during their time at Dalton State. These resources can be ones found on campus or those found in the community. These community resources along with tips and tricks have been compiled in the *Don't Break the Bank Guide*. This guide is updated regularly and in real time.

Please feel free to share the following links with students who might need them: [Rapid Food Request Form](#) for the Birdfeeder Student Pantry in the Nest [Don't Break the Bank Guide](#) §



Education, by the Numbers by Sharon Hixon

Ranks	Assistant Professors = 7 Associate Professors = 3 Full Professor = 1
Years of P-12 teaching experience in public schools	Maximum = 32 years Minimum = 0 Average = 11.9 years
Years of P-12 teaching experience in private schools	Maximum = 5 Minimum = 0 Average = .63 year
Years of experience in P-12 administration	Maximum = 5 years Minimum = 0 years Average = .63 year
Years of experience teaching in higher education	Maximum = 25 Minimum = 5 Average = 11.55
States in which faculty have taught	AZ, GA, MD, MS, NJ, NY, OK, WV
Countries in which faculty have taught	China, France, Spain, US
Languages spoken fluently	Chinese = 1 SoE member English = 13 SoE members French = 1 SoE

A Dean's Perspective on Health Professions

by Gina Kertulis-Tartar



When I first came to Dalton State, one of the things that would always make me smile was catching snippets from my colleagues' classrooms as I walked the halls of Sequoya. Sometimes I had the fortune to catch a piece of information new to me, laughter from a classroom, or questions from engaged students. What I always heard was the passion of the faculty members.

After I moved into the School of Health Professions, I quickly realized that I had a lot to learn. At first glance, it may seem that what many of the Health Professions faculty members do is different than is typical across campus. But that is not true. What they do and why they are here is the same as it is for all faculty members. They teach students. They participate in professional development and perform service. They are dedicated to their students, programs, and disciplines, and perform at levels equal to faculty across campus. In short, they pour themselves into their programs and students.

It is true that in many ways the programs in which they teach in are not like most other programs on campus. They can have oddly complicated workloads, seemingly strict requirements for students, clinical and field practicum hours, competency-based requirements and inflexible faculty-to-student ratios, just to name a few of the differences. Almost all of these are results of national accrediting bodies' and/or state licensing boards' requirements. To add to the fun, each program and accrediting body is

different in their requirements and standards.

These standards guide us in the credentials of the faculty members we hire, how many faculty members we must have in a particular course or skills lab, what the faculty teach, how they must evaluate materials, the manner in which skills have to be assessed, hour requirements for students and/or competency-based assessments. The faculty in these accredited programs must prove their successes not only through the typical campus review and evaluation processes but also to outside accreditors and State boards through annual reports, self-studies, and site visits.

Several programs (Nursing, Medical Laboratory Technology, Radiologic Technology, and Respiratory Therapy) are judged based on the graduates' pass rates on their national licensure examinations. The rates that are officially reported are only the first-time pass rates for the graduates in that particular calendar year. Graduates that pass the exams on subsequent attempts are not included in these rates. Often what these particular programs are judged on, especially at quick glance, are these rates. Good or bad. This is the "industry standard" for many healthcare programs. It is quite common for me to receive questions about our pass rates from members of the community and from potential students and their families. Our current pass rates are high (94% - 100%). However, low pass rates can result in accreditation issues or a probation status with State boards. Although our faculty members do not "teach to the test," they must be mindful of these standardized exams. The world typically never sees the average pass rate for any given class on our campus, but the average pass rates of our graduates on these national exams is on display for anyone to view.

In an effort to stay up-to-date with the

latest technologies, trends, treatments and protocols, and to maintain cultural competencies, professionals in healthcare fields, including faculty members, are required to complete continuing education. This is invaluable for our students who require the latest trends and techniques in order to enter their careers as safe and prepared professionals. This is our ultimate goal.

The faculty members in the School of Health Professions know they have this great responsibility to their professions and to the health and wellness of the public. What they do here on campus has far-reaching effects. They know they are preparing students to make critical and life-changing decisions for clients and patients. They take students who are timid, hesitant and often frightened and transform them into emerging professionals. I have the privilege to witness these transformations. It is nothing less than spectacular. I have seen new students who were afraid to speak to a simulated client/patient transformed into skilled, calm and confident graduates.

I have had the privilege to observe some of the Health Professions faculty members in the classroom, skills lab, and simulation lab. Every time I do so, I am inspired. I leave wishing I was still teaching in order to use the passion I witness from them in my own class.

Of course, I hear parts of the Health Professions lectures as I pass by classrooms. Now I catch all sorts of information that is new to me, laughter from a classroom, and questions of engaged students. What I still always hear is the passion of the faculty members. And it still makes me smile. It also gives me a sense of comfort knowing that our future health professionals are being taught here at Dalton State by faculty members both inside and outside the School of Health Professions who are passionate, dedicated educators and professionals in their fields. §

What My Students Teach Me: Empathy is My Most Important Tool

by Kimberly Hays

Many of my students are shocked when I tell them that I have no formal teaching training. Sure, I was a student for a long (long, long) time and I taught labs in graduate school, but I never had someone teach me how to design a course, develop a syllabus, or decide on a teaching philosophy. I was plopped in the deep end when I began teaching and, like many of us, just had to figure it out. I knew there were some things I didn't want to do as a teacher, but I also felt that as a young(ish) first year, female faculty member that I had to prove myself.

I made so many mistakes. So, so many mistakes. In the beginning, I was inflexible and overly strict. I thought if I showed an ounce of humanity in the classroom that my students would not respect me. But, I surprised myself, and they surprised me. It didn't start in the classroom, but often in the hallways or my office. When conversations steered away from the content of the class and moved toward a student's fear of failure

or their lack of motivation or the boy who broke his heart and he didn't trust anyone else but needed to cry. Those students in my first faculty job changed my life. They showed me that the most valuable pedagogical tool I bring into the classroom is not rigor or expectation; it is empathy. Empathy—the ability to understand and share the feelings of others.

“Feelings? FEELINGS?!?” I can hear some of you saying this already. Please, stick with me. The value of empathy is not that we are lowering standards or giving a student a free pass. The value of empathy is that we are SEEING our students for the complex humans they are. We are seeing them not as a student ID number, name, or GPA, but we are seeing a human with experiences, trials, joys, and struggles. We are seeing them as someone just like us.

So, how does this translate to teaching? Leaning into empathy (I get that this comes more naturally for some people!) and showing our humanity to our students makes us a team. We are in this together. This class, this project, this degree. We are in it together. So how does that help? I have found that it means a student can email me and say, “I am having a bad mental health day today, and I won't make it to class” instead of going AWOL or making up a story. It means that when I see the stress bearing down on my class, I can

extend a deadline by a few days. It means that I can add celebration of their progress alongside my constructive criticism. It means students share the joy of an engagement or new job well down the road.

But, trust me: empathy is not some magical cure for high fail or drop rates, retention, or faculty burn out. Empathy is hard. Empathy is exhausting, and sometimes you just don't have it In you that day because you are having the bad mental health day. Empathy is shedding tears over a student who attempted suicide. Empathy is feeling overwhelmed by the enormity of need some of our students experience. Empathy requires boundaries to protect our mental health and our time.

Empathy is hard and messy, but it is the thing I can always fall back on in the classroom. I can listen. I can ask. I can follow up. I can help create a culture of care in the tiny bubble that is my classroom. It is hard, but I promise you, empathy in the classroom is so, so worth it. §



(Cont. from page 5) debating the Oxford comma?

No matter where you are or what you've endured in this last year, I want you to know that you are part of a campus community that cares. I've been in a lot of meetings this last year with people making hard decisions, being tossed around as different advice came down, as plans changed, as we had to scramble to adjust, but they never lost sight of the people who make Dalton State such a wonderful place to work.

You may have felt lonely, but you were never alone. Even if, at times, it didn't feel like it, people had you in mind. It was so easy this last year to be suffocated by the isolation and to get lost in the chaos that we may have lost touch with just how strong our campus community is, just how compassionate they are and just how supportive they are.

I appreciate all you did to help me through an incredibly trying year. I appreciate the patience, the grace and the understanding you extended to me when I was caught in a whirlwind of all I was juggling.

Embracing an Empathetic Pedagogy: Encouraging Radical Hope

by Matthew LeHew

Encouraging Radical Hope

Kevin M. Gannon's *Radical Hope: A Teaching Manifesto* may be one of the most accessible introductions to critical pedagogy ever written. Gannon attacks the "jaded detachment" (p. 3) that can easily overwhelm even the most enthusiastic faculty by prescribing a focus on praxis, empathy, and equitable teaching. Writing with directness and clarity, Dr. Gannon wastes no time challenging internalized conceptions of teaching, learning, and the role of an educator.

Why shouldn't we ensure that the education we offer emphasizes not only knowledge but also civic responsibility? Gannon drives home the point that simply "introducing knowledge into the public sphere and then abdicating any role in what happens to it afterward is at best highly problematic; at worst, it's wildly irresponsible" (p. 16). Reading these arguments closely, one begins to question the role of "rigor" in the classroom: does an inflexible demand for such a thing encourage or impede learning? Before reading this book, I would argue the former. No longer.

The book's publication shortly before the COVID-19 pandemic made Gannon's arguments remarkably prescient. We've all seen how such a disruptive externality requires that we rethink many of our core assumptions about teaching. "Neutrality" is often a false pretense in the classroom, and our reliance on the legalese and warning

statements in our syllabi can be a crutch that prevents us from claiming accountability for our end of the learning bargain. To recognize teaching as the act of radical hope that it should be, we must be intentional about inclusivity, about compassion, and about rejecting the notion of an adversarial relationship between an educator and their student.

Rethinking Grading

And, the single biggest step that one can take to embrace such an empathetic pedagogy is to subject the very notion of grading to a critical microscope. When research tells us that grades shift students to extrinsic motivation, become internalized measures of self-worth, and inhibit learning, why would we stick to them as if they had been refined over millennia rather than developed barely over a century ago? Grades are, ostensibly, only good for standardization, and they even fail at that—despite our attempts to mitigate our bias with rubrics and other measures.

While wrestling with how to equitably grade amongst a shift to remote learning during a pandemic, I discovered Jesse Stommel's writings regarding ungrading. Having previously adopted alternative grading systems—namely specifications grading—I was eager to hear about anything that could reduce my students' stress and help me enable deeper learning. Over the past two semesters, my expectations have been exceeded.

As it turns out, ungrading is simple: you don't give grades for any assignment or submission. Instead, you provide qualitative feedback on all work, personalizing your notes for the student and the situation. This dramatically opened up the ways I could approach student feedback, and it changed how students viewed my advice. Rather than feel an instinctive desire to contest areas that I designated for

improvement (because students have grown to associate such feedback with grade reductions), students told me they found themselves appreciating my constructive criticism, wanting to go above and beyond the guidelines for assignments that I had put forward. Rather than my grade being the final say on the matter, students took responsibility for when they would let an assignment be finished. The motivation, now intrinsic, lead to a natural desire for learning.

Alas, we must still submit grades. And, here is where ungrading made me nervous: midterm and final grades are largely determined by the grade each student self-assigns during special reflection assignments. My first thought was borne of institutionalized distrust: in the age of plagiarism detectors and oppressive proctoring software, there's no way I can trust students to be honest in their self-assessment. And yet, when it came time to review grades for five classes at the end of the fall semester, not once did I invoke the right I reserved to lower a grade suggested by a student. In fact, I found that many students—perhaps out of an internalized sense of inadequacy fostered by the standard systems of higher ed—were excessively hard on themselves. I ended up raising grades in many cases, and my overall grade distribution wasn't significantly different than previous semesters.

The final result has been a transformative experience. I can cultivate an atmosphere of trust with my students while encouraging them to take responsibility for their learning. By encouraging them to take that responsibility, I have empowered them to think outside the box and complete assignments and projects in new, exciting ways that I never would have anticipated myself.

(Cont. on page 10)

Dalton State Recognized as Voter-Friendly Campus Thanks to Student Leader Initiatives

by Heather Williams

Students Advocating for Volunteer Efforts (SAVE) is a student led organization focusing on (1) community engagement and outreach and (2) Civic Learning and Democratic Engagement (CLDE). The CLDE team has intentionally worked the past three years to develop and refine a campus action plan to increase voter registration, education, and out-to-vote initiatives. These student leaders are responsible for the brainstorming, planning, logistics, and implementation of their programs. I am often thankful and excited when I think back to the first year of attempting to receive the Voter Friendly Campus designation and having to beg students to join our coalition. Now, three years later, there was a competitive application process resulting in five enthusiastic, passionate, and talented students.

The top success was (1) the ability to be flexible and increase their virtual presence and (2) the quantity of student-led programming that occurred despite campus restrictions and the virtual learning environment. The 2020-2021 coalition, led by Daniel Silverio, was able to successfully host 14 events between August 2020 and February

2021 despite the challenges and obstacles of COVID-19. These events included Constitution Week, a campus wide voter registration drive, a Civic Learning Luncheon, Inauguration Watch Party, and a virtual Meet the Commissioners Event. These programs, and others, engaged 300+ students. The more impressive fact is that these students were able to achieve this level of success with their advisor being on maternity leave. They truly stepped up, took ownership, and excelled in their efforts.

Each year, the coalition tracks their progress by assessing short term and long-term goals. This assessment is then transitioned into an End of Year Report submitted to NASPA's Voter Friendly Campus Committee for review. The committee reviews each report and determines a list of campuses designated as Voter Friendly. This year, Dalton State was recognized for the third consecutive year, making us one of eight campuses in the state to receive recognition.

Looking beyond 2020-2021, the coalition will remain committed to providing voter registration, education,

and out-to-vote initiatives for all local, state, and national elections. Now that the foundations are set, we will also continue to offer a higher quantity of virtual outreach. A goal going into the Fall 2021 semester will be to secure academic partnerships aiming to bridge the gap between concepts learned in the classroom and active civic/democratic engagement.

If you know students who would be assets to this type of work, please refer them to Student Life in the Dean of Students Office! This type of National Recognition is not possible without students who are willing to take on and champion this type of work. If you see any of the students mentioned below on campus, please congratulate them for a job well done.

Daniel Silverio, Seeking BA English

Rafa Avila, Seeking AS in Physics

Ana Rodriguez, Seeking BS Biology

Kristina Almazan, Seeking ASN Nursing

Denice Jaquez, Seeking AS Computer Science §



(Cont. from page 9) I am able to relish the concept of a liberal arts education like never before as I help students self-actualize all aspects of who they are. I again feel like a teacher, not a grader.

It's perfectly understandable to view something like ungrading as a bigger leap than what you would feel is comfortable. Regardless, I believe there is room for all of us to embrace and evangelize the concept of an empathetic pedagogy. Our students should never falter in the belief that we are on their side, that we will stop at nothing to achieve meaningful, transformative learning. By acknowledging and respecting the personhood of and circumstances surrounding our students that fall outside the boundaries of the classroom, we can do far more to enable their future success than a rigid grading system could ever hope to achieve. §

Dean of Students Office Secures Mini Grant to Support Students Through Financial Literacy Initiatives

*by Cameron Godfrey
Supplemental Instruction and
Programs Specialist*

Financial literacy is a significant challenge facing our student population's ability to move toward college completion. Exit interview data from Spring 2018-present shows that 31% of students indicated financial concerns as the reason for fully withdrawing from Dalton State. With 51% and 65% of the student body being first-generation and receiving need-based aid respectively, we felt that it is vital to expose our students to campus-wide financial literacy resources and initiatives that will assist them in their holistic development, allowing them to focus less on the stressors of life and more on completing college.

Through a collaboration with the Believe Greater Dalton Education Partnership, Dalton State was awarded

funds from the College Access Grant. The funds will allow for the purchase of 500 lifetime financial education student licenses through the National Financial Educators Council (NFEC). The Believe Greater Dalton Education Partnership and Dalton State College identified three financial education areas that would benefit students in their journey to college completion, and the topics are as follows: budgeting, planning for a financial emergency, and assessing job offers and benefits. The cooperation between Believe Greater Dalton, Dalton State College, and community experts will offer financial education workshops for our students. Students who attend the workshop series will have access to the online personal finance education program for continued education beyond the scope of the workshops.

Implementation of the College Access Grant will coincide with the mission of the newly approved Dalton State Financial Literacy Lab. The Title V, Developing Hispanic-Serving Institutions, Grant has allowed for the establishment of the Financial Literacy Lab that will be available to all enrolled students in Fall 2021. The Financial Literacy Lab will be housed alongside Supplemental Instruction in LIA 103.

A recently hired Financial Literacy Lab Specialist will manage the lab on a part-time basis with oversight from Brooklyn Herrera, Assistant Director of Tutoring and Supplemental Instruction. The lab specialist and Brooklyn are Certified Financial Education Instructors through the NFEC. The lab specialist will also oversee Peer Money Mentors who will provide one-on-one sessions and classroom presentations pertaining to topics around financial literacy for college students. Session and presentation curriculum will also be provided by the NFEC.

The College Access Grant will work in tandem with the Title V Grant as we strive to increase student retention and cultivate transferable life skills with our students. More, now than ever, it is imperative to provide students with the resources needed to be successful both inside and outside the classroom. §

Honors Program: The Roads Ahead

by Amber Lesicko, Jeff Stanley, and Forrest Blackburn

In all facets of life, you have probably become accustomed to hearing or reading about how this has been such a difficult, strange year. Although the Honors Program has had its share of challenges to work through this academic year, and, although we still have a way to go to arrive at a thriving, developed Program, it's been a pretty good year for the Honors Program at Dalton State. The following is a year-in-review of sorts with updates on what we have been up to on the Academic Affairs and Student Affairs sides of the house.

There have been many exciting academic developments within the Honors Program recently. As many may already be aware, the Honors Program revised its admissions procedures during the 2019-2020 academic year in order to help the Program reach an optimal level. The Honors Program Council determined that certain application

(Cont. on page 12)

procedures were creating roadblocks for students who might otherwise be interested in the Honors Program at Dalton State.

After consultation with various stakeholders on campus in Academic Affairs and Student Affairs, we adopted an “opt-in” admissions procedure, whereby incoming freshmen who met the minimum academic requirements for admission to the Honors Program were invited to join. This new procedure has been resoundingly successful in helping to create a thriving community of honors students on our campus. It has allowed us to implement a number of innovations in the academic programming of the Honors Program, and it has also contributed to the greater success of the co-curricular programming offered by Student Life.

Regarding course offerings, the revitalization of the Honors Program enabled us to offer honors-only sections of core classes in the Fall 2020 and Spring 2021 semesters. Having an honors cohort large enough to offer multiple Honors-only sections of core classes is an important and exciting milestone. It provides interested faculty with the opportunity to make creative adaptations to their core classes for an honors section, and it allows them to work with a motivated group of students. From the student perspective, offering honors-only sections will help to promote engagement, community, and, hopefully, academic success within honors cohorts.

Finally, the dramatic growth of the Honors Program over the past year has led us to re-imagine the pathways, or Honors Program Roads, offered to students at DSC. During the Spring 2021 semester, the Honors Program Council approved the creation of three distinct roads for students of varying needs and aspirations. In addition to our standard track for bachelor’s degree students, we developed a pathway for dual-enrolled students to participate in the Honors Program that is aimed at helping to re-

tain some of our most outstanding high school students. Also, we created an additional path for students seeking an associate’s degree. The idea behind having multiple Honors Program Roads is to provide our student population with as many opportunities as possible to engage with the Honors Program and to pursue the achievements and goals that are right for them.

Another development that has occurred in the Honors Program this academic year has been the co-curricular experiences that have been organized and executed by Student Life. Students in the Honors Program are required to attend at least three honors-designated events each semester; a social event, a seminar, and a day of service.

The Honors Program and Student Life hosted three honors-designated social events this academic year. On the night before the first day of classes in August, we hosted a virtual event entitled “Something to Remember,” in which administrators, faculty, and staff members provided incoming students with their “something to remember” over the course of their studies at Dalton State. A few days later, there was an honors program social that was held on the new patio outside of the Pope Student Center. This event required face coverings, and there was also a simultaneous virtual option offered. In February, we hosted the Inaugural Honors Program Last Lecture, which was modified to a virtual delivery due to a spike in COVID-19 cases. The speaker was Tammy Rice, Assistant Professor of Social Work, Bachelor of Social Work Program Director, and the title of her lecture was “Not at All “Unprecedented.”

The Honors Program Seminars occur in cohorts and focus on student success, leadership, professional development, and personal growth. In the Fall, depending on their classification, honors students were able to attend the following seminars: Navigating Campus Resources, Balancing It All, Emotional In-

telligence, and Involvement and Building Your Résumé. In the Spring, honors students will have the opportunity to attend seminars on these topics: Mistakes and Mindsets, Crossing the Line, Values, and Being an Engaged Alumnus.

Honors students are required to participate in the 9/11 Day of Service and The Big Event. However, students with a class conflict have pursued other opportunities through RoadrunnerServe to satisfy this service requirement. On the 9/11 Day of Service, honors students served their communities at the Campus Garden, the Lakeshore Community Garden, Habitat for Humanity, City of Refuge, Providence Ministries, Junior Achievement, Salvation Army, and the Sexual Assault Victim Advocacy Center in Fort Oglethorpe. As of this writing, The Big Event is still a couple of weeks away, but we are looking forward to empowering our honors students to engage in service to their communities.

The partnership between the Honors Program and Student Life has been vital to creating the beginnings of what will become the honors experience at Dalton State College. This will be an experience that is not simply focused on harder classes and more work, but rather also develops individuals and how they engage and interact outside of the classroom.

Overall, the Honors Program has been through a tremendous amount of change recently, and we look forward to many exciting new developments to come. Thank you for everything that you do to support our program. §



My Little Secret

by Sarah Shope

In the Fall of 1997, I was asked to teach a little course in teaching English to speakers of other languages (TESOL) at KSU continuing education. I say “little” because only four people registered and two dropped. As you know, in that case when one person is absent, it is difficult to pretend you have an enthusiastic class with exciting topics. Nevertheless, throughout the longevity of my teaching career, I had already learned to take what you have and build on it.

That was a long time ago, and much has happened since. Within the following year or so of starting out the program, someone had suggested that I expand to meet the ESOL Endorsement needs of Cobb County teachers. I didn’t even have to try; they just showed up in my little KSU classroom. The course jumped from two students to some number in the 40s. Of course, I had to battle through obtaining necessary accreditation and recognition. Then, to my surprise, UGA contacted me to add a UGA cohort, which I did promptly by going into Campbell High School to offer the new program directly to their teachers. Then Cobb County pulled me in to get their teachers through the entire endorsement process.

Now when I look back on all of that, it seems rather magical, but I also know it was a matter of timing. Things are always a matter of timing! I decided to get out of the politics related to public-school teacher training, and I walked. Within a month or so, I realized that I had walked away from what had become an incredibly stimulating international experience that I couldn’t live

without. So, in 2008, I mustered up the courage to walk into UGA and beg. But, I was met with a warm welcome, and, within a year or so, we had to use the stadium room to contain 50 students who were seeking the new Global TESOL Program certificate so that they could teach anywhere in the world. That was no longer the ESOL Endorsement, but the motivation was still there. Fortunately, I also had a real job teaching English and literature for DSC.

I’m amazed when I consider everything that happened. I learned a few things along the way, and one was to retain ownership of the Global TESOL Program since I had written all of the content. UGA consented. Another important lesson was to update each module of the program every time it runs so that the program keeps up with the changes in the field. A third valuable lesson was to bring in a trustworthy person to do the things that I cannot do, mainly technology. A fourth thing is to bring in guests from everywhere and always invite back former students who now teach everywhere in the world. Though I seldom go anywhere, I am in a powerful international circle. Also, we have the opportunity to confront all

issues of culture and language, including the issues of stereotyping, prejudice, discrimination and racism.

Six years ago, UGA decided to shift the program to online delivery. I did not think that would work, but it did. The modules still have the necessary interactivity and international mix via the Collaborate Ultra and now Zoom. I still have an assistant who knows everything about eLC, which is UGA’s D2L, and she keeps things running smoothly. It is difficult for me to maintain my role as “Sage on the Stage” after medical issues and the pandemic, but the Global TESOL Program is currently full and fabulous. That’s because I realize that it’s the students that make a course, not the teacher. So, I have the best of both worlds, including the peaceful comfort and beauty of the Georgia Blue Ridge Mountains and the international world, and I get to play with linguistics, issues of culture, and materials & methods for teaching English as a second, foreign or other language. When I get tired of reviewing student assignments, I can always stop and watch the deer and birds and admire the trees from the windows. That’s the journey of this one teacher, and it’s my little secret. §



Meet DSC's Wright School of Business

by Marilyn Helms

As a professional school, the C. Lamar and Ann Wright School of Business (WSOB) at Dalton State College educate business majors to work in various fields, including government, non-profit, health care, and the for-profit world of business.

We offer six Bachelor of Business Administration Degrees in the six most prominent business areas: Accounting, Finance, Applied Economics, Logistics and Supply Chain Management, Management, Management Information Systems, and Marketing. Our largest major is Management, followed by Accounting and then Marketing.

Accounting and Management BBAs are available as day and night programs to accommodate various traditional and adult learners. The job market is strong for Logistics and Supply Chain Management and Management Information Systems; both these BBA degrees are offered exclusively as night programs. Most students either work full-time or have an internship long before they graduate. Marketing and Finance and Applied Economics, majors are offered as daytime programs, attracting traditional college-age learners.

Besides offering minors for our business majors, the WSOB offers minors to other DSC majors interested in entrepreneurship or new venture creation who must understand management, marketing, and business analytics. We also offer a Business for Non-Business Majors minor, specifically for all non-business majors who desire a foundation in business concepts.

Human Resources Management (HRM) and Entrepreneurship are our most popular minors for business majors. Our newest FinTech minor is entirely online and provided as a part of the USG consortium designed to meet the needs of this fast-growing area at the intersection of finance and technology. With more than 80% of all electronic transactions processed in Georgia, FinTech has grown exponentially during the COVID-19 pandemic with online purchases by businesses and consumers.

Given our largely first-generation college students, career guidance is provided early and constantly through their business program. Our website offers expectations for excellence for students along with welcome letters for new students and their families. For freshmen and sophomores who are unsure of their business focus area, we have developed a business program quiz on our website for students to consider, along with a job shadowing where students can spend a half-day (live or virtually) with an industry practitioner to learn more about careers in their major. Community involvement is a vital part of our curriculum and our

students' success. Assistant Dean, Professor Jamie Connors, leads the WSOB internship placement program for juniors and rising seniors and leads the "Wright" club along with the Volunteer Income Tax Assistance (VITA) program. Latina/o students are active in our ALPFA organization, the Association for Latino Professionals for America.

In Gignilliat Hall, home of the Wright School of Business, we have a marketing focus-group lab with one-way glass observation capabilities. In our Finance computer lab, the world's time zones for the various stock exchanges are displayed, providing the "atmosphere" of an actual trading floor. As the legal, social, political, economic, and technological environments are continuously changing, WSOB faculty stay current in their teaching through applied research and community service to businesses and professional organizations. We are proud of our WSOB's international AACSB accreditation by the Association to Advance Collegiate Schools of Business. As part of maintaining this premier accreditation, tenure-track faculty must publish two research articles in peer-reviewed business journals and author



three other intellectual contributions, including conference proceedings and presentations, within a rolling five-year period. The focus on applied and pedagogical research improves the teaching expertise of business faculty. Current business examples are infused throughout class activities and projects, important because textbooks lose their relevance quickly in business disciplines. The textbook for the accounting tax class, for example, changes each semester.

C. Lamar Wright, our namesake, was a member of Dalton State College's first class of students and Dalton State College's first graduating class. Lamar supplied his favorite business quotes, and these, along with their attributions, are shown on hallways and in classrooms throughout Gignilliat Hall and motivate our students.

Our off-campus WSOB classroom in the Dalton Innovation Accelerator (DIA) space in downtown Dalton on S. Hamilton Street is home to the Entrepreneurship Practicum course. Students at the DIA work with nascent entrepreneurs on social media marketing, setting up accounting systems, and assisting with many business formation decisions.

As a part of our professional mission, we encourage students to complete industry credentialing before they graduate. Professional certifications include the Certified Project Manager designation in their project management class, Hootsuite certification in the social media marketing class, and a new initiative to offer Excel certification for all business majors. Classes feature several guest speakers, team projects, case-based learning, and projects for the industry. Recently, students completed a data gathering, analysis, and presentation project for the Chatsworth Downtown Development authority,

addressing new business needs in the area.

Because we are preparing students for career-track positions with the credentials and skills our global employers demand, we infuse area business professionals' expertise into our curriculum. Many work in Fortune 500 firms, serve as part-time faculty and include lawyers, human resources managers, financial planners, entrepreneurs, and computer experts. Their knowledge of current business practices augments classroom instruction, and these professionals assist students with the crucial transition from college student to business professional.

Our international faculty and bi-lingual faculty (we have two Spanish-speakers in the WSOB) have enhanced our students' global education, most recently with a collaborative online international program with the Pontificia University Catolica del Peru (PUCP). We are currently developing a partnership between the Instituto de Estudios Superiores de Administration (IESA) de Venezuela and DSC and have a study abroad program with Odisee University in Brussels, Belgium. Our bi-lingual faculty are also instrumental in communicating with parents and other family members at new student orientation.

Beyond the bachelor's degree, we have options for business majors, including returning to DSC to complete the 150 credit hours required to sit for the Certified Public Accounting (CPA) exam and through CPA prep courses available in the summer. Our newest linkages are with our USG sister institution, Clayton State University. An articulation agreement enables business students graduating from Dalton State's Wright School of Business to easily transition into one of three online master's programs offered through Clayton State University, including business

administration program, strategic leadership development, or supply chain analytics.

Other current initiatives include an entrepreneurship focus area for the Ellijay Mountain Campus to support Gilmer County's tourism businesses. A pilot program is working with high school business faculty teaching in business pathways or leading Future Business Leaders of America (FBLA), Career, Technical, and Agricultural Education (CTAE), and Distributive Education Clubs of America (DECA). Faculty have presented remotely to these business students, encouraging them to consider DSC for their college degree. Brochures have been translated into Spanish for parents, and articles about the WSOB are also published in Dalton's LaVoz Spanish-language newspaper.

Along with teaching students the theory, concepts, and trends in business, we also pride ourselves in teaching the culture and professionalism of business through junior-level professional development classes. Students perfect their resume and cover letter package to participate in networking events, career fairs, and a mock interview for a job in their major. Students complete etiquette training, develop a LinkedIn account, participate in community service volunteering at the Junior Achievement Discovery Center, or participate in the VITA program preparing state and federal returns for students and the community. In summary, the WSOB is emerging as the preferred supplier for area employers seeking graduates prepared for careers with global business enterprises. §



An Amazing Tool for Teaching Interviewing Skills

by Barbara Tucker

In Fall 2020, Mallory Safley, Assistant Director for Career and Professional Development, spoke to my COMM 3301, Communication for Professional Settings, class. I try to have her come to acquaint the students with the services her department offers, since often they are unaware of even the existence of these services.

At that time, Mallory announced the purchase of new software for students to practice interviews. I decided to incorporate this software into the online version of the class. In the f2f version, we have the ability to perform “mock” employment interviews, but that is not possible in an online course.

I assigned my students to conduct an interview through the My Interview Practice program. It was a roaring success. I highly recommend it for capstones or other classes where students are preparing for employment interview.

About My Interview Practice, Ms. Safley states:

My Interview Practice allows students to hone their interview skills in a virtual

format, giving them the ability to practice traditional and field specific interview questions. Another favorite aspect are the training guides that educate students on all aspects of the interview from researching the company, identifying strengths/weaknesses, understanding and answering technical and behavioral questions, and knowing what questions to ask the employer. Students can also share their recorded mock interviews with their trusted mentors, friends/family, professors, and/or Career & Professional Development for honest feedback.

So, what did the students say? Here are a couple of reflections:

The interview simulator is a resourceful tool to help prepare you for an interview.

Although it is difficult to watch yourself, it helps to see yourself in that setting to know what you need to work on. For me, it was my nervous gestures. I also realized I am not fully prepared to be in front of my potential boss. The questions were not difficult, per se, but a specific question caught me off guard.

I was asked, “How do you experiment?” There are many ways to answer that, but it was difficult to answer in this setting because I had no background information...but, at the same time, I am glad it was brought up so I can expect the unexpected in the foreseeable future. Altogether, the simulator is a great tool to help you prepare for an interview.

My Interview Practice is a useful product to simulate an interview. I was able to not only see my appearance but watch how I responded and reacted toward each question that was asked. The questions asked weren’t surface level, but made you think about life as well as the job you have applied for. I must admit I was impressed by the simulator; however, it does lack the feeling of emotion. You do not get any laughs or jokes that may arise during a normal interview, nor do you get the true feeling of nerves that come with interviews. You understand that this is not “real” and will not affect your life.

Despite the lack of physical connection, I would still highly encourage people to My Interview Practice and their industry specific tool as practice for their own interview.

You can demo this unique and helpful program at myinterviewpractice.com/organization/dalton-state, and I encourage all professors of students who will soon be graduating to use this program. §

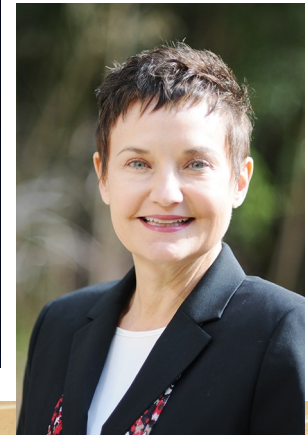
Accomplishment Highlight

In February, **Brooklyn Herrera** and **Elizabeth Hutchins** presented at the 2021 GAWHE annual conference. Their presentation entitled “Not an Easy (but attainable) ‘A’: Adaptability” reflected on their experiences, as practitioners in academic and student affairs, on how they adapted and led their teams to develop and leverage this skill. They shared these practical steps for enhancing one’s skill of adaptability.

1. Empower those who work for you and around you.
2. Be intentional in your communication, your interactions with your team and how you develop mindset.
3. Praise yourself for aspects where you excel while seeking and evaluating areas for improvement.
4. Prepare yourself and other to grow and lead through change before that opportunity arises.

Faculty & Staff Accomplishments

Fernando Garcia, Associate Professor of Management, was recently published in the International Journal of Entrepreneurship and Small Business with co-authors Dr. Raina Rutti (WSU) and **Dr. Marilyn Helms** (DSC) on Feb 11, 2021.

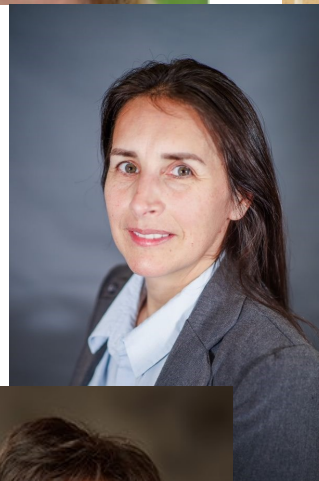


Deborah Richardson, Associate Professor of Nursing, successfully defended her dissertation defense, earning her EdD from the University of West Georgia. The title of Dr. Richardson's phenomenological dissertation study is "Lived Experience of Deferred Action for Childhood Arrivals Recipients: U.S. Nursing Program Graduates' Pathways to Professional Licensure."



Misty Watson, communications manager, will complete her Master of Science in Communication with a concentration in Integrated Communication and Advertising from Purdue University in May. She is also a member of the Phi Kappa Phi honor society.

Ale Velazquez, Benefits and Compliance Generalist, was awarded the credential of SHRM-CP (Society for Human Resource Management Certified Professional) in January 2021. Congratulations to Ale for excelling in a goal she set for herself and passing the rigorous exam. Earning this certification shows the dedication and commitment she has to staying knowledgeable of current policies, regulations and practices within the HR profession. The certification is a long-term investment in one's professional development and requires continued learning to remain certified.



Kim Horne, Assistant Professor of Nursing, was recently accepted into Georgia State College for the Doctor of Nursing Practice degree.



Dr. Han Yu, Assistant Professor of Finance & Applied Economics has been published in the most recent issue of the *Journal of Human Capital* as the lead article. www.journals.uchicago.edu/doi/10.1086/712476

Faculty & Staff

Accomplishments, cont.



Brooklyn Herrera, Assistant Director for Tutoring and Supplemental Instruction, is in her Doctor of Education (Ed.D.) program and was one of the two recipients state-wide for the Louise McBee Scholarship for women in higher education, which was presented by the Georgia Association of Women in Higher Education and ACE Womens Network.

Seven representatives of Dalton State's Department of Communication, Performing Arts, and Foreign Languages presented at the 86th Annual Georgia Communication Association Conference, held virtually. The conference was originally planned to be hosted by Dalton State on February 18-20, but the organization opted for a virtual meeting.



Dr. Sarah Min, Assistant Professor of Communication, engaged four students: Brianna Guerrero, Hannah Addis, Jacob Todd, and Jessica Carrasco from her Applied Research Methods course in Fall 2020 to present "Applied Research Pertaining to Intercultural Communication." Our students did us proud as they discussed their learning about research methodologies that would help them in their capstone course, graduate school, and careers.

Dr. Barbara Tucker, Professor of Communication, presented on the application of Mindset Theory to teaching public speaking.



Mr. Matt LeHew, Assistant Professor of Communication, presented "Grouping Discussion Topics in a Social Media Context," which is related to his Ph.D. dissertation topic. Mr. LeHew also served as moderator and technologist for the conference, and it would not have been a success without his expertise. Mr. LeHew is the webmaster for the organization, and he also presented a "Great Idea for Teaching Speech" on the concept of "Ungrading."

Mathew LeHew, Assistant Professor of Communication, gave three conference presentations this academic year:



- LeHew, M. (2020). Write once, publish everywhere: Developing an efficient workflow for multiplatform OER publishing. Asynchronous lightning talk presented at the Open Education Conference, virtual.
- LeHew, M. (2021). Grouping discussion topics in a social media context. Paper presented at the meeting of the Georgia Communication Association, virtual.
- LeHew, M. (2021). Donate or invest: Reddit posts as gameplay within Destiny 2's Empyrean Foundation event. Paper presented at the meeting of the Society for Cinema and Media Studies, virtual.

CETL Faculty Support

Research and Publication

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- The Digital Academic
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- Publishing Process
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- Mining the Dissertation or Thesis
- From Dissertation to Book
- Finding the Right Fit
- Cover Letters
- Revise and Resubmit

Email Susan Eastman seastman@daltonstate.edu to learn more or for an individual consultation.

Submit to the Digest!

Faculty members and professional staff may submit any of the following:

- Essay of personal reflection of a classroom incident or phenomenon with an evidence- or theory- based approach to interpreting the incident or phenomenon.
- Updates or interviews related to programs, initiatives, or centers around campus.
- Professional accomplishments,
- Upcoming Scholarship of Teaching and Learning Conferences of interest to multiple disciplines.

Submissions should be sent as Word files to journal@daltonstate.edu. All submissions should be accompanied by an image or graphic related to the topic of the submission. Faculty and Staff headshots should only be included with professional accomplishments submissions. Published submissions will appear in the next issue of *Dalton State Digest* and appear on the publication's website. Submissions may be edited for length and clarity.

Special thanks to Misty Watson for the use of photos throughout this issue of *Digest*.