

Dalton State Digest

Spring 2022

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Leaving a Legacy

Dr. Mary Nielsen to Retire after a Long Career of Outstanding Service to Dalton State



Tireless energy, dedication, and kindness characterize Dalton State’s now-retiring Associate Provost, Dr. Mary Nielsen. Dr. Nielsen is one of the most knowledgeable individuals on all Dalton State matters, willing to go above and beyond to offer support when needed – and inspiring and encouraging those around her.

Our Dalton State campus was greatly enriched a little over twenty-two years ago when Dr. Mary Tanzy Nielsen came to Dalton State from East Georgia State College on January 10, 2000, as an Associate Professor of English and Reading and Coordinator of the Writing Lab. Dr. Nielsen earned her bachelor's degree in English from Florida State University in 1973, working her way through her graduate programs in English

Education and Reading as a thesis and dissertation editor for the University of Florida Graduate School. After completing her doctoral degree and her dissertation entitled “Images of Teachers in Novels and Films for Adolescents” in 1988, she accepted an English and Reading position at Brevard Community College (now Eastern Florida State College) in Titusville, Florida and she taught there for eight years. Dr. Nielsen left Brevard Community College to accept a position as a Board of Regents' Distinguished Professor at East Georgia State College, where she taught until December 1999.

David Boyle, Counselor for Dalton State’s Student Health Services, reports, “I have many good memories of Dr. Nielsen as we shared faculty work over the years. I always appreciated your listening respectfully and trying to find a way to meet various needs related to the new social work program when I arrived in 2000, especially the extensive Spanish requirements. I know you will enjoy some more relaxed time after retirement, and I am sure that you have a basket of creative things to enjoy. Thank you for your service over the years to DSC and its students.”

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As an Associate Professor of English and Reading and Coordinator of the Writing Lab at Dalton State College, Dr. Nielsen's time was split, with 50% of her time working in the Writing Lab and 50% of her time teaching Reading 0098. Students enjoyed Dr. Nielsen's classes, and select student feedback noted, "Awesome teacher. [I] wish they were all like her!!!!" and "the best English teacher I have ever had. She understands the mistakes that freshman make. She fixes them. She does not punish you for them. She wants all of her students to do well in her class...AMAZING TEACHER!!!" In just three short years, Dr. Nielsen was awarded Tenure on August 1, 2003, and, on July 1, 2004, she began as Interim Chair of the Division of Humanities upon the retirement of the current Chair, Dr. Robert Weathersby. One year later, on July 1, 2005, Dr. Nielsen became Chair of the Division of Humanities.

Of her time as Chair, one Dalton State faculty relates, "I want to thank Dr. Nielsen for all the help, encouragement, and support she has given me during my time here at Dalton State. She was always ready to help me in any way she could, and I'm extremely appreciative of that."

Continuing her professional journey at Dalton State, one year later, on July 1, 2006, Dr. Nielsen was promoted to Professor of English and Reading. Then, on January 1, 2008, the School of Liberal Arts was created, and Mary became Dean of the School of Liberal Arts.

Of her time as Dean, one faculty member added, "As my Dean, Mary kindly

offered invaluable life advice that I took to heart. Thank you, Mary!" Another faculty member wrote, "Thank you, Mary, for your guidance, mentorship, and encouragement over the many years we have worked together. It has been a pleasure."

Several years later, in October 2017, as Dean of the School of Liberal Arts, Mary also served as an Assistant to the Provost and VPAA under then VPAA Pat Chute. Then, on January 1, 2020, the School of Liberal Arts and the School of Science, Tech, and Math merged. Mary then became the Associate Provost under the new Provost and VPAA, Dr. Bruno Hicks.

Of her time as Associate Provost, Aimee Cribbs details, "Thank you for helping me understand the tenure and promotion process and always answering my questions. Best wishes."

Numerous faculty and staff joined across campus to send well wishes to the *Digest* for Dr. Nielsen on her retirement, wishing her happiness and thanking her for her many years of service, with one individual writing of Dr. Nielsen, "You are an inspiration! Your smile and support will always be with me wherever you are. Please come to visit often when you are nearby."

Tami Tomasello, Associate Professor of Communication, agrees,

"Congratulations on your retirement! I've so enjoyed the numerous health challenges we've participated in together and will miss receiving your invitations to join a team, with a promise not to be so competitive."

Another Dalton State member expands upon this same sentiment, "I have been blessed with excellent superiors most of my professional career. Dr. Nielsen is high on this list. Her calm, compassionate, knowledgeable, and disciplined manner is a highly lacking quality in many. I only wish I had more work time with her."

Nancy Avila de Welles, Dalton State's Non-Clinical Case Manager/Social Worker in the Dean of Students' Office, comments, "Congratulations! Enjoy the new adventures of retirement! Hope you can learn tons of new things in this season of your life."

Baogang Guo describes, "Congratulations on the promotion to the full retirement rank of your career! You are the best and will be missed by all of us!" Dr. Kerri Allen concurs, "Thank you, Mary, for all that you have taught me and for the faith that you have had in me. You have been my partner-in-crime at USG meetings, and I will miss you."

Additionally, Dr. Hussein Mohamed specifically added, "Congratulations, Dr.

Nielsen, on your retirement. Thank you so much for all your hard work at Dalton State. You'll be missed by us all. Good luck with the next chapter of your life."

Dean of the Wright School of Business and Sesquicentennial Chair and Professor of



Logistics and Supply Chain Management, Dr. Marilyn Helms, intones, “Mary has been my mentor and a very good friend. She is on time and on task and can find any document anywhere and from any time period. She’s the consummate editor, and I call on her frequently to be sure my writing is clear and my facts are vetted. She’s breaking all records on the Duolingo app learning French. I will miss having Mary and her institutional knowledge and expertise on the DSC campus but know she has so earned her special retirement.”

Dr. Forrest Blackbourn, Assistant Professor of Spanish for the School of Arts and Sciences, former Coordinator for the Honors Program, and new Director of the QEP observes, "as Dean of the School of Liberal Arts and as Associate Provost for Academic Affairs, Mary and I have worked on quite a few projects together. A true leader, she has a commitment to excellence, she empowers others to use their giftedness to advance Dalton State College, and she does so with kindness, grace, and generosity."

Dr. Bruno Hicks, Provost and Vice President for Academic Affairs at

Dalton State, describes Dr. Nielsen “as an excellent teacher who has been invaluable to me, functioning as the DSC historian, with her knowledge of academic affairs, SACS, USG’s many projects, and DSC policies. She is a knowledgeable and giving sage, who will be missed by the community.”



Dr. Margaret Venable, President of Dalton State College, observes, “Mary, you will leave a tremendous hole in Dalton State’s team, but remember you will always be part of the Dalton State family.”

Finally, Mr. Jerry Drye, Associate Professor of Communication in the School of Arts and Sciences, adds, “Mary, may the next leg of your journey be richer and more rewarding than the previous one. Please remember one very important fact as you retire from Dalton State College: Old deans never retire – they just lose their faculties. Good Luck and Godspeed.”

Thank you, Dr. Nielsen, for your many years of dedication to Dalton State faculty, staff, and students, and for your love of the Dalton State community. You have truly cultivated a legacy of care and excellence synonymous with Dalton State.

Dr. Nielsen’s last day at Dalton State is June 30th. Join us for her retirement party directly after the faculty meeting in Memorial 101A/B on Friday, April 29, 2022 where we can wish Dr. Nielsen well and celebrate this next stage in her journey. §

Supplemental Instruction

by Cameron Godfrey

“I like that SI sessions make me accountable and encourage me to make time to study,” stated a student in an end of term survey that gauged student satisfaction and effectiveness of SI at Dalton State. As faculty and staff, we encourage students to study effectively and strategically outside of class.

Supplemental Instruction sessions, which are study sessions held outside of a paired course and facilitated by a trained SI Leader, allow students the

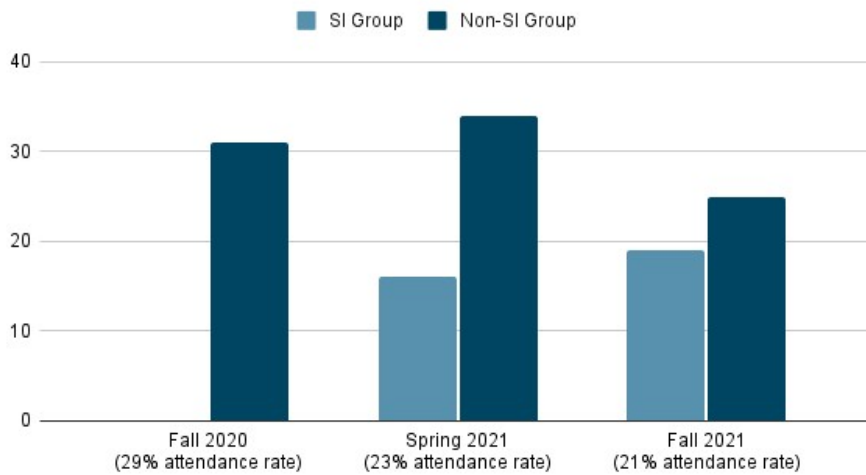
opportunity to engage with the course material, interact, collaborate, and foster connections with their fellow classmates. The sessions also provide the chance for students to build valuable study strategies, which can then be applied to future courses.

Supplemental Instruction sessions offer a unique approach to increasing student success, especially in “gateway” courses that contain foundational concepts that students will use as they progress through their major. The SI program at Dalton State seeks to achieve the goals of the International Center for SI, which are: 1.) to increase retention in historically-difficult courses, 2.) to improve student grades in historically difficult courses, and 3.) to increase

graduation rates of students. Grant funds have been instrumental in building the SI program as it strives to implement strategies and processes to reach those goals.

The U.S. Department of Education awarded Dalton State a Title V grant, which allows HSIs “to expand and enhance academic offerings, program quality and institutional stability.” The grant funds have allowed the SI program to recruit, hire, and train SI Leaders, expand into a newly-reimagined space (LIA 103 and is shared with the new Financial Fitness Learning Center), purchase of technology to aid in delivering and facilitating SI sessions, and resources to aid in collecting data for program accreditation through the

DFW Rates



International Center for SI. We are planning to submit our application for accreditation at the end of Fall 2022.

Collaboration is key in SI sessions. An SI Leader is never to re-lecture or teach new content. Rather, the SI Leader takes the most difficult course concepts already covered and designs engaging activities that allow students the opportunity to work alongside their peers to delve into material and assist one another in synthesizing the infor-

mation. Built into the SI model is Benjamin Franklin's famous quote, "tell me and I forget; teach me and I may remember; involve me and I learn." As SI Leaders guide the sessions and use SI-model facilitation techniques, students can become active learners who then better retain the information. Those students who regularly attend and engage in SI sessions tend to complete courses successfully at a higher rate than those who do not attend any SI sessions.

Since Fall 2020, data collected for Dalton State illustrates a correlation between DFW rates and attendance in SI sessions. As shown on the graph included here, students who attend at least one SI session ("SI Group") over the course of the semester, on average, have lower DFW rates as compared to those who do not attend SI ("Non-SI Group") at all in a semester. Since SI sessions are voluntary, one of the biggest challenges is attendance, and this is an issue that SI programs across the globe face. However, using what we've learned through the pandemic in regards to technology, we have become more intentional in embedding virtual sessions alongside in-person ones. Doing this will allow more students the opportunity to take advantage of SI sessions in our technologically-enhanced, post-pandemic world and empower them to be successful while at Dalton State.

If you are interested in discussing SI or having an SI Leader in one of your courses, please contact me at cgodfrey@daltonstate.edu. §

You're in the Driver's Seat: Taking Control of Your Health and Wellness

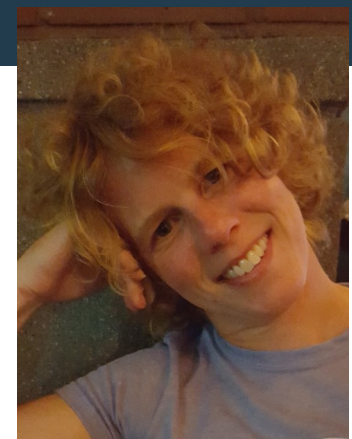
by Anne Loughren

What sets those apart who reach their health and wellness goals from those who don't? We all have choices, we all experience temptations, we are all influenced by others, and we all make excuses. Obstacles are a part of all of our lives. Each person and their situation is different, but there is one common factor that sets those who achieve from those who don't: control.

Think about any time you have wanted something, perhaps to get a promotion, to make a better grade, to lose weight, or to walk faster and further. To reach your goal, you had to take control and be in the driver's seat. You had control

over where you were going and how you were going to get there. You sacrificed and compromised. You set boundaries, and you put you first. Discipline, resourcefulness, flexibility, and commitment drove you. Your focus was unmatched. You were in the zone.

Becoming a healthier you and becoming the person you want to be, means you must stop taking the path that is less bumpy, shorter, and quicker. Avoid the path that doesn't require much from you, and start taking the path that challenges you, the path that holds expectations, and the path that requires hard work. This is when you grow, you



progress, and you become the person you want to be.

Get in the driver's seat, and start your health and wellness journey today! Campus recreation can help. §

CETL Blossomed in Spring 2022

by Marina Smitherman

One of the things I love about being engaged with CETL is that, despite decades of teaching and experiences in educational development, I still learn new things each semester from discussions with our incredible group of colleagues here at Dalton State. I wanted to share some of the new and exciting teaching and learning innovations that we have explored in CETL this Spring 2022 semester for those who did not have the opportunity to participate.

Amy Burger and Ray Smith presented an excellent session in January focused on building emotional resilience. They included a demonstration of why people's past experiences may impact understanding of, and response to, difficult situations, explaining how individuals meet difficulties with differing amounts of resilience to hard times. Amy Burger and Ray Smith included some very helpful indices for assessing and developing our own levels of emotional resilience, which was so timely given everything that has happened over the last two years.

Also in January, we held a CETL Speed Date where our six CETL Fellows each presented different innovative teaching and learning strategies for engaging students in gateway courses. These presentations were offered to rotating small groups of participants in a short hour and a half. Alicia Briganti presented on the use of the exciting, free and easy-to-use tool Perusall to engage students in a social-media fashion with each other over reading material. Aimee Cribbs presented on guiding students in rubric centered self-reflection on progress towards their goals. Angie Nava presented on the use of freely available online quiz tools for formative assessment. Kim Hays presented a method for providing

students choice and autonomy in the way they approach final projects. Matt LeHew presented on ways to engage students in classroom discussions. Finally, Amy Burger shared strategies on helping students build emotional resilience. Participants indicated in the feedback that they liked the format and the strategies shared, so CETL Speed Date could form a part of our CETL traditions if our preference for bite-sized development opportunities in teaching and learning remains after this academic year.

In February, we had our major speaker for Spring semester, AAC&U Fellow Cia Verschelden, who presented a three-hour virtual workshop on material from her book *Bandwidth Recovery: Helping Students Reclaim Cognitive Capacity Lost to Poverty, Racism, and Social Marginalization*. She discussed the major reasons that various "differentisms" and past experiences reduce cognitive capacity and a variety of strategies we can use to counteract and support that with our teaching. To say that this session was impactful is an understatement. During the session, Verschelden shared her definition of an equity-minded intervention as a strategy that benefits students who need it and doesn't harm students who do not need it. This definition rang true for me as it is easy to look at each class as a whole when we implement strategies to support student success. It also strikes at the heart of treating each student as an individual as they come to us and also any resistance we may feel in choosing interventions to provide benefits for a few of our students rather than the whole group.

Participants took away a variety of positive outcomes from this workshop. One indicated that "being cognizant of everyone's bandwidth including your

own makes learning easier." Another said that "it gave me ideas of how to decrease uncertainty in my students and provide more bandwidth." One participant highlighted key strategies she shared: "I really loved the life story activity in 20 slides and definitely plan to include that in perspectives along with the values activity." Another participant provided a summary feedback comment: "The whole concept of cognitive bandwidth (and what increases and decreases its availability) is helpful to better understanding and effectively addressing student needs in the learning environment." Cia indicated a desire to work with a larger group of our faculty and also with our students, given our applicability for her work, so we may see her back to share more of her excellent advice on campus in fall.

We had four Chancellor's Learning Scholars for the final iteration of that USG program prepare and lead learning communities this spring. Jeff Stanley led a group focused on the philosophy of education, Elizabeth Hubbs led one focused on Teaching with Empathy, Carl Gabrini led a session entitled "Distracted," and Catie Clinard led a session focused on transparency in learning and teaching. These groups have engaged 8-10 faculty each and have been valuable opportunities for educational development supported by the USG over the last four years. These USG learning communities will be picked up by CETL next year, so, if you have a topic for a faculty learning community that you would like to run in the next academic year, please email cetl@daltonstate.edu.

Aimee Cribbs presented at "Pints & Pedagogy" in February on using the AAC&U rubrics with students as a formative way to help students set

professional development milestones. VALUE rubrics were developed for design and redesign of courses and assessments. It had not occurred to me to share them directly with students for them to self-evaluate their progress towards career-ready team-work or writing skills, for example. These rubrics are available in the CETL Georgia View site, to which everyone has access.

During our Transformative Teaching Conversations every other Tuesday, we have discussed different aspects of creating an inclusive engaged classroom. This included discussions about how we respond to changes in student engagement and how we address unconscious biases in the classroom, along with critical aspects of the classroom experience that get students most excited about course content. We also shared our own teaching successes, which is something we rarely get the opportunity to do, and these included engaging students to persevere through difficult circumstances.

Kim Hays, Chris Manis, and I have been involved in the HHMI Inclusive Excellence 3 grant. Consequently, twenty eight STEM faculty participated in a six-week online course focused on Inclusive Teaching Practices in STEM, followed by a six-week faculty learning community – and this same group will participate in a symposium designed to focus on adoption of these practices into gateway courses, as a means to promote increased student success.

During our Roadrunner Faculty Academy and also during a meeting of the HIPS Implementation Fellows with David Brown, we explored the possibilities for implementing the use of virtual and

augmented reality for engaged, immersive learning experiences. Faculty in the School of Education are already using the program Mursion for future teachers to practice classroom management scenarios, and there is clearly a world of immersive experiences that we can consider integrating into our classroom practices using the incredible setup at the new VR lab in the library. More information on that can be found at <https://libguides.daltonstate.edu/vr>.

Bold Talks was an incredible event this year organized jointly between the faculty development committee and CETL. This Hyflex event had 32 participants in the room and almost 40 online. One of the fantastic things about this event was that we had talks from members of staff and full-time and part-time faculty, which demonstrated beautifully that we all teach students in one capacity or another. It was a wonderful day and truly fantastic to see so many colleagues in person again.

At the 2022 USG Teaching & Learning virtual conference, there were recorded presentations on academic mindset, active learning, teaching with technology, and the scholarship of teaching and learning. All of these were very high-quality offerings from presenters across the USG, and, if you did not have the opportunity to participate, we have links to the recordings on the CETL Georgia View site for you to catch up on later. They also offered several live virtual opportunities to discuss the material with the presenters, which was a nice aspect of this conference design, along with several in-person sessions on April 1st – with prominent authors in teaching and

learning. There is no news yet as to whether this great teaching and learning conference will remain virtual for 2023 or whether it will be back in-person, but CETL will let you know when we know!

On Tuesday April 12th, Matt LeHew and I launched a Thank-a-Teacher program. Pat Horton kindly helped us launch by posting a link on the Georgia View homepage for students to request a certificate to be sent from CETL, with words of gratitude from the student included. It is an understatement to say that we were overwhelmed with over 100 requests in the first 18 hours. These went not just to faculty but also to advisors, those involved in testing and supplemental instruction, and it was overwhelming and uplifting to see so many of our students spontaneously choosing to express gratitude to people that had made a difference in their lives this semester. CETL will continue to run this program the last four weeks of every semester and over a shorter period during the summer. What is striking when you read student feedback is that frequently students are thanking people for taking an interest and showing concern for them as individuals in their own situations. What we do to go above and beyond does not go unnoticed by our students, even if it does not feel that way sometimes.

Recordings and materials from Spring 2022 programming are available on the CETL Georgia View page. If you would like to offer development focused on teaching and learning or have any suggestions as to how CETL can best support you in the work that you do, please email cetl@daltonstate.edu. §



TRANSFORM **BOLDLY**

Digital Accessibility: Easier and More Utilized Than Ever Before

by David Brown



Dalton State's Section 508 LibGuide serves as an important tool to ensure that digital information is accessible. This helpful guide includes a

syllabus template, captioning instructions, as well as resources that can assist DSC employees in ensuring that their digital content is accessible. DSC employees also have access to Microsoft Office and Adobe Acrobat, both of which have read aloud features and built-in accessibility checkers. Most Dalton State computers also include the latest version of Microsoft Edge, which now includes a built-in read aloud feature. Furthermore, Dalton State's Learning Management System, GeorgiaVIEW, includes an accessibility tool called docReader that reads aloud digital information. In addition to these tools, new advances in accessibility have also helped simplify the process of making information accessible.

Recent advances in Artificial Intelligence (AI) have led to improvements in accessibility features, such as automated alt text for images and improved captioning for videos. Alt text is a way to describe an image in cases where the image contents may need clarification. Alt text is a description of an image that allows a screen reader to read the description out loud for users. To comply with accessibility guidelines, all digital images should include alt text. A new added AI feature in Microsoft Office 2019 now gives users the option to automatically generate alt text of an image instead of the users having to manually type in their own description. Users can simply click the "Generate Alt Text" button, and a description is

generated automatically. For example, a picture of a bench in a park with trees in the background can now have an automatic description generated without the user having to type the description. While the new AI tool in Microsoft products has made creating alt text easier, it has also revealed limitations for the accuracy of AI, especially regarding facial recognition. Microsoft has thus limited descriptions of people in images to their characteristics and not personal identity. For example, an image of a person in a PowerPoint image will generate alt text that simply describes what the person looks like and not who the person actually is.

Captioning accuracy in Microsoft Teams, Microsoft Stream and YouTube has also improved with new AI features. When speech in audio isn't clear, AI features can now ascertain what the person "probably" said instead of guessing at what they may have said. Editing captions has also been simplified in these programs as well. Despite these advances, it is still important for a speaker to stand within a few feet of the microphone to improve captioning accuracy. While GeorgiaVIEW will not automatically generate captions for videos, it will show captions in videos that already exist. Users can also add captions to a GeorgiaVIEW video by uploading an .srt file along with the video.

A great source for captioned videos that also includes transcripts is the Galileo database Films on Demand. Films on Demand includes thousands of commercial free educational documentaries and movies that come with both captions and transcripts. YouTube includes millions of captioned videos and now automatically captions any newly uploaded videos. Users can

restrict a YouTube search for only captioned videos by selecting "Search only Captioned Videos" in their search options. DSC employees and students also have access to Microsoft Stream, which includes hundreds of captioned videos created by DSC faculty.

Recent studies show that students, regardless of whether they have a disability, are now relying on accessibility features for learning. In a recent study, the majority of all students, regardless of disability status, reported that they preferred captions when viewing videos for class (Spina 2021). Studies also confirm that students retained information better after watching videos with captions compared to watching uncaptioned videos (Spina 2021).

Accessibility has indeed become more simplified due to recent AI advances. Accessibility features are also increasingly utilized by students regardless of their disability status. If you would like more information about accessibility, visit the Section 508 LibGuide found at <http://libguides.daltonstate.edu>.

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§

Wright School of Business Using Innovative Techniques to Support the Success of Our Students

by Carl Gabrini

Students choosing to major in accounting embark on a challenging academic path. The first semester junior is expected to enroll in ACCT 3100, Intermediate Accounting I, and ACCT 3300, Tax Accounting and Reporting I, along with other courses in their general business core. Many of our students begin their junior year having taken their principles of accounting courses some time ago. Even those students coming straight into the major from principles find the rigor of these first accounting major courses a challenge. The first intermediate accounting at many schools is considered a weed out course because of the challenge. The accounting faculty at Dalton State recognized this situation several years ago and began planning to address it to increase the proportion of students who choose accounting successfully complete the program. This past year, we replaced advanced accounting, focused on accounting for consolidated business entities, with a third semester of intermediate accounting to align our program with others that are spreading the increasing volume of material covered in the sequence over three semesters rather than two.

Three years ago, to help students get off to a good start, I began to offer what I called an “accounting bootcamp” in late July and early August. It was informal and often attended by four to six students. We would meet up in the Teams room in Gignilliat Memorial Hall to review concepts and work problems intended to clear the cobwebs and help students get off to a good start in their first semester in the major. Since the bootcamp was informal, I did not track anything associated with

participation or outcomes. In 2021, the Wright School of Business (WSOB) leadership added their support to the accounting bootcamp. The result of their support was an expanded agenda, a greater reach to students, and access to some funding from our generous stakeholders. Nichols Cauley sponsored the event with funding that allowed us to offer students breakfast, lunch, and refreshments for a new six-hour format.

The new format included a morning and afternoon session. Students were invited and told they could participate in any module or modules they wished. The morning included presentations on the accounting profession, licensure and certification, the WSOB accounting program and faculty, and an alumni panel. This was followed by lunch and an opportunity to meet informally with the alumni panel members. The afternoon session focused on the more traditional review of accounting concepts and problems. Fourteen students attended various portions of the bootcamp along with five alumni panel members. I administered a post-attendance survey online and received six responses. Students responding to the survey rated the experience at 4.17 out of 5. All six found the bootcamp useful with the most popular modules

being the overview of the certified public accounting exam and the alumni panel. One student suggested “possibly provide different time slots for students that cannot attend daytime events.” Students provided their overall impressions of the bootcamp. One student offered the following assessment: “Great start to the new school year to jog the memory.”

Planning is underway for the 2022 edition of the WSOB accounting bootcamp. The plan is to offer it in two formats: an in-person session that focuses on introducing students to the major, the profession, and the certification and licensure exams. We also want to invite alumni to participate in a panel session since it was so popular in the 2021 bootcamp. This live, in-person format will be broadcast live and recorded for airing over my YouTube channel. The second session will be an asynchronous accounting review workshop. We will use GeorgiaView, enrolling students that will work through a checklist of recorded video sessions and review assignments culminating with a review quiz and survey of the sessions. Our plan includes following up on the students after they complete their first semester to determine whether students continue to see value in their

participation. We are committed to supporting student success, always being vigilant to identify new ways in the literature and through attendance at teaching and learning events. I am very thankful to Dalton State College, my colleagues, and the USG for providing numerous opportunities to participate in events intended to enhance our teaching and support our students. §



Stories Connect the Theory to Real Life

by William H. Taylor, II



We all have stories from our experiences that will relate to the theory we are trying to teach our students. Stories may also interest the student in pursuing the career to which the story relates. The stories may give the students benefit of our mistakes so that they can be bold in their careers and avoid those same mistakes.

Think of a story that had a profound effect on your career. Boil it down to a small bite. The students will eat it up. Not only are the stories instructive, but they provide variety in the class period that may help hold the students' attention. Once you have their attention, they can learn.

I am a new adjunct in the Wright School of Business. This is my second semester teaching Environment of Business. I have taught off and on since 1982, but I am not as up to date as I should be in the latest teaching methods.

However, I have almost 50 years of stories from my own business experience. My evaluations from my first semester indicated that many of the student respondents thought that the stories related the course content to real life. So, I will relate with this story:

In my classroom, Memorial 225, there is a quote on the wall from Warren Buffett. It says, "It takes 20 years to build a reputation and 5 minutes to ruin it. If you think about that, you'll do things differently." I drew my students' attention to this wall and said, "Anybody

can sue anyone for any reason in this country. In almost 50 years in business, I have only been sued twice. The first time was dismissed in about a week. The second time was more difficult."

My business was managing physician practices and doing medical billing. One day, two nurse practitioners showed up in my office wanting help with their practice. It takes a couple of months to set up a new client. But, as we got into management, two things began to raise red flags. First, they wouldn't see enough patients in a day to pay themselves what they wanted to be paid, and they wouldn't consider reducing their compensation so that their employees and the other expenses could be paid on time. Additionally, and more importantly, the lead nurse practitioner kept wanting me to approve business relationships for his practice that were in violation of Medicare and Medicaid rules: go to jail stuff.

Finally, after 10 months, I terminated the agreement as I did not want to take the risk of their business practices. Eighteen months later, they sued my company, alleging that my company had stolen money from their company. That allegation is called diversion.

In a suit, you start with discovery where the plaintiff asks for copies of documents. Then come the interrogatories where the plaintiff poses written questions to the defendant, who provides written answers, and then the defendant asks for answers to questions in return. Courts usually direct the attorneys to hold a settlement conference. The plaintiffs wanted \$1.2 million, which was ridiculous in that \$1.2 million exceeded their full charges for the time we were involved.

Next came the depositions. It is always best to have a good attorney on the other side of the table. You need a good attorney, too. But having good opposing counsel means they will know when they don't have a case. They had a good

attorney, whom I knew, and he was on a contingent fee basis, meaning if they didn't recover any damages, he wouldn't get paid.

During the depositions, it became obvious to their attorney that for every issue they raised, we had an explanation that showed that their accusations were completely false and that they didn't even understand the issues at hand. Their counsel made them understand that they would not win in court and should settle for whatever they could get. I did not want to go to court with a jury that wouldn't understand the details of medical billing and would only want to go home as soon as possible. My advice to the students was to never go to court; always settle. (More stories on that advice later.)

We settled on \$70,000; \$10,000 initially and \$2,000 per month for 30 months. The settlement included a non-disclosure agreement (neither party could talk about the case or the settlement) and a non-disparaging agreement (neither party could talk bad about the other party). However, about a year later, we heard stories about the plaintiff telling other medical practitioners that I had stolen from him. I knew that was a risk, and that is why I structured the settlement over 30 months. When we heard the stories, we quit making the payments and I went into damage control. I talked with the people from whom we heard the stories. They all said that the plaintiff is not believed in the medical community as he has bad-mouthed everyone. Even though no one believed him, still our reputation was damaged.

The moral of this story is to know with whom you are getting into business, whether it is a customer, a supplier, or a partner. There are some customers you should avoid. Check them out first. And, always operate your business with integrity. §

QEP: The What, the When, the How—But Not in That Order

by Barbara Tucker

In the last edition of the *Dalton State Digest*, the reason for the Quality Enhancement Plan—as part of the reaffirmation of accreditation by SACSCOC—was explored. At that time, the QEP Planning Committee had been working for about five months, “forming, storming, norming, and performing.” Those four words explain our coming together, understanding the task and environment, the steps of standardizing the work, and the real production of the Plan.

At this writing (March), we have met some major milestones:

1. produced a first draft and submitted it to the Executive Cabinet;
2. begun to present it to constituencies: Faculty Senate, Student Government, and Staff Council
3. sent the Executive Summary and list of prospective Lead Evaluators (QEP leaders from other institutions with similar topics) to SACS for review and suggestions;
4. continued refining the plan to ensure clear and clean actions, assessments based on the four student learning/success outcomes (listed below), and a workable budget;
5. initiated steps for the publicity outreach so that everyone on campus will know about the Quality Enhancement Plan when the SACS visiting team comes on October 24-27 (a date that should be on every faculty and staff member’s calendar).

As you know, Dr. Forrest Blackbourn will be serving as Director of the QEP.

This means that, for the next six years, he will be responsible to oversee the Plan’s implementation, which the help of a steering committee, or the “Quality Enhancement Team” as it will be called. Dr. Blackbourn began his career at Dalton State in January 2017 as Assistant Professor of Spanish and French. Even a quick look at his CV will show multiple roles in committees that span departments (he also teaches literature), and he has built relationships with the Dean of Students Office, Enrollment Services, the library, and Student Services. A deeper look at his career will confirm that he is an excellent choice for this position. He has been faculty representative to the Student Government Association, served on the Care Team, and even attended “Rage Days.” Most importantly, he successfully started and led the Honors Program for four years.

Six years seems like a long time. The Plan will evolve in three parts, with the first of four student learning/success outcomes implemented in the pilot year (2022-2023), two in the first official year, and one fully implemented in the second official year and following years. The four outcomes and measures form the spine of the QEP: from them come the assessment plan, the budget, and actions.

1. First-time AA, AS, and bachelor’s degree-seeking students will, by the end of their first full year of enrollment, exhibit an enhanced ability to understand an important academic issue. Implemented in Pilot Year (2022-2023) and following.

Measure: Students will engage in a written or oral assignment in their Perspectives course that requires providing support of their own perspectives and understanding of

alternative perspectives on an important issue related to theme of the class.

2. First-time AA, AS, and bachelor’s degree-seeking students will, by the end of their first full year of enrollment, engage in processes and resources for registering.

Measure: Students will meet with their academic advisor for advising and registration for the following semester once in their first semester and once in their second semester.

3. First-time AA, AS, and bachelor’s degree-seeking students will, by the end of their first full year of enrollment, engage in the processes and resources for persisting.

Measure: Students will express that they understand their educational plan by the end of the second semester of their first academic year and indicate so on an electronic or paper survey.

4. First-time AA, AS, and bachelor’s degree-seeking students will, by the end of their first full year of enrollment, develop a sense of connection to the campus community.

Measure 1: Students will participate in an experiential learning event (or one of their own choosing) designed for first-year students in the second semester.

Measure 2: Students will indicate involvement in seven engagement activities as defined on the First-year student checklist.

Measure 3: Students will indicate level of connectedness to campus through pre- and post-surveys in the Perspectives class.

(Cont. on p. 17)

What is Career and Professional Development? *by Mallory Safley*



As spring semester ends, many students are gearing up to begin a summer internship, enter the workforce or apply to graduate schools. Dalton State's Career & Professional Development (CPD), a division of the Dean of Students Office, serves our students and alumni through expanding their knowledge and skills by providing them with comprehensive career related resources which empowers them to attain short- and long-term professional goals. This

includes services such as resume/cover letter review, graduate school application preparation, and assistance with job search, networking, interviewing, salary negotiating, professional dress, LinkedIn, and so much more.

Students and alumni can make one-on-one appointments (virtual and in-person options) with CPD to discuss and receive help with anything career related. CPD also regularly conducts classroom presentations and hosts numerous career-focused workshops and fairs throughout the school year. This fall, students and alumni will have the opportunity to participate in events such as Free Headshot Day, Internship Fair, LinkedIn Workshop, Career Meet & Greet, and multiple graduate school preparation sessions leading up to the Graduate School Fair. Details about these events will be posted on the CPD webpage located at <https://bit.ly/DSCareerServices>.

Dalton State is also proud to announce that we are now a Handshake school! Handshake is a career management system (online job board) that is the #1 way college students get hired. Our community employers are all on Handshake (or can easily create a free account), which allows our students and alumni to find the right job, have one-on-one conversations with top employers, and get hired all from the comfort of their phone and/or laptop. Students can complete their profile, upload their resume, and apply for positions. They can also learn about and register to attend upcoming career events at Dalton State and across the other 25 University System of Georgia sister institutions. Thanks to this transition, our students and alumni will be the first to know about full-time jobs, internships, and connections.

This fall, CPD will also be launching Dalton State's first mentorship program, piloting in the (Cont. next pg.)

Helping Students Manage Stress

by Amy Burger

Many college students are juggling their academic workload with family responsibilities, jobs, and other demands. The pressure they feel was further intensified by the onset of the Pandemic. So, to help students more successfully find balance in life, it may help to understand stress and how to manage it.

Stress affects everyone and has both mental and physical effects. Short-term effects of stress include an increased heart rate, muscle tension, the release of adrenaline, and a spike in blood pressure. In the longer term, these effects can have more serious

consequences, such as damage to parts of the brain that affect learning and memory. This is important because, while an institution has the responsibility to teach students academic content, a student's experience during college is not limited to classroom settings, and the value of mental health support has increased in recent years.

So how can we help our students cope with stress? It may help to start by acknowledging that stress isn't inherently bad; it's our response to stress and ability to cope with it that can cause problems. Therefore, helping students develop resilience is one technique that will allow them to improve their ability to perform even in stressful circumstances.

Dr. Ray Smith of the Wright School of Business uses a resilience modeling activity to help students consider their ability to adjust to unexpected stress. He

adds that encouraging students to develop their emotional intelligence can be helpful too. This can be accomplished first through self-knowledge. Smith uses questionnaires about emotional intelligence, locus of control, and psychological capital (PsyCap) in his classes to allow students to determine their areas of strength and opportunities for growth. Other tools that may help include cultivating mindfulness and promoting counseling services.

Dr. Smith and I presented this information in an hour-long workshop in January, which can be found on the CETL GAView page. We were pleased to also offer an overview of the content during the Bold Talks 2022 event. If you have questions or would like to discuss this topic further, please reach out to me or to Ray Smith. §

Can Plants Clean up Toxic Waste? Dalton State Students Challenge to Clean up the Environment *by Hussein Mohamed*

Current remediation methods to clean up heavy metal-contaminated soils include soil flushing, chemical reduction/oxidation and excavation, retrieval, and offsite disposal, all expensive, environmentally invasive, and labor-intensive (Karenlampi et al., 2000). An alternative and more cost-effective approach is phytoremediation, i.e., plants to clean up contaminated environments (Lin et al., 1995; Salt et al., 1995; Terry et al., 2000). Dalton State students took the initiative to study the use of plants to clean up contaminated ecosystems from toxic pollutants in different research projects.

Kristen Price and Melissa Pell (2018) studied *in vitro* breeding methods applied to develop tobacco plant-resistant cell lines to heavy metal stress using the tissue culture technique. The study dealt mainly with regenerating plants that can resist and remediate the contaminated soil with mercury.

Jose Acevedo, Karla Gomez, and Bryan Lopez (2019) studied vetiver grass (*Vetiveria zizanioides*) plants to reduce soil bioavailability and remediate contaminated soil with arsenic as heavy metal. Arsenic accumulation was evaluated throughout the system (drainage, soil, plant roots, and leaves), and the biochemical mechanisms behind the detoxification of arsenic were

identified by vetiver grass.

Currently, Molly Evans, Colton Kelsoe, Michael McClurken, Julianna Trevino, and Lane Moore are studying Vetiver grass (*Vetiveria zizanioides*) for phytoremediation of selenium in a hydroponic system to investigate selenium accumulation and vetiver grass's efficiency in reducing selenium in the aquatic ecosystems.

Carolina Hernandez, Rosalba Hernandez, Yocelyn Flores, Claudia Aguirre, and Maria Salazar are currently screening two economic plants on physiological and biochemical stress. The study's goal is to select salinity and drought tolerance cell lines using tissue culture techniques. The assessment of drought and salinity tolerance of the cell lines is essential for selecting the desirable resistant variants following plant regeneration in the presence of stress conditions.

In addition to the scientific publications, the experience in research is an outstanding opportunity for Dalton State students to gain a set of skills that cannot be gained in the classroom. The main goals are to support research as an opportunity for active and independent learning, promote sharing ideas, emphasize the importance of inquiry and investigation, and connect course

material and fundamental research.

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Lin ZQ, Hansen D, Zayed AM, Terry N (1995) Biological selenium volatilization: method of measurement under field conditions. *J Environ Qual* 28(1): 309–315.

Salt DE, Smith RD, Raskin I (1995) Phytoremediation: a novel strategy for the removal of toxic metals from the environment using plants. *BioTechnology* 13: 468–474.

Terry N, Zayed AM, De Souza MP, Tarun AS (2000) Selenium in higher plants. *Annu Rev Plant Physiol Plant Mol Biol* 51: 401–432. §



(Cont. from previous)

Science, Technology, Engineering, and Mathematics (STEM) departments. Students wishing to participate and be a part of this new resource, either as a Mentor or Mentee, are encouraged to contact Cody Beavers, Coordinator of STEM Mentoring and

Experiential Learning, in CPD. The goal of this new program is to engage, educate, and develop freshmen and sophomores as they are progressing through their degree to help retain and produce more graduates in STEM fields. Though focused on those seeking a STEM degree, all students are welcome to be a part of this mentoring program.

As always, CPD is here to assist our students with professional development as well as connect our students and alumni with career opportunities and graduate studies. You can contact CPD at 706-272-2997 or career@daltonstate.edu with questions/inquiries, job postings, and/or career advisement. §

Human Trafficking: The Effects of Trauma on the Brain and How to Heal

by Natalie Johnson

In the last issue, I discussed the basics of human trafficking, focusing on the 7th Annual Savannah Traffick Jam conference (January 2022). This is a follow-up piece on how the conference went, what I learned, and where we go from here.

The conference I helped plan had four panels: 1.) Mental Health: “Mental Health Diminishes Every 30 Seconds;” 2.) Law Enforcement; 3.) General Public Education; and 4.) Social Work and Educational Professionals.

My biggest role was helping plan the mental health panel. The focus was on how being trafficked affects mental health, which impacts the type of services and treatment survivors need. The following article is a team effort among those that presented: Faythe Kadona, Vira Salzburn, Maylin Robles, Alexis Mack, Emily Puhala, and myself.

The panel began with Vira (Program Director for Safety and Resiliency Programs) starting our intense session on human trafficking and mental health with a short relaxation and meditation session for about five minutes.

Then we hit the ground running with Faythe’s story: “Growing up as a child I was subjected to multiple traumas before the age of five years old when I was sexually abused by a family member. When I needed my stress response system and HPA Axis (Hypothalamic-Pituitary-Adrenal Axis) to work properly, mine was abnormally functioning, and I was also not able to



form healthy love relationships due to the grooming process from my abuser. As I got older and experienced trafficking at 18 years old and then as an adult, I was not cognitively able to make rational choices because my brain was not fully developed, and I had suffered several mis attempts at mental health medications, which caused more harm than good. Once I was out, I started to go through the process. With the help of God and an excellent doctor, I was able to go through the process of having my body and brain healed from Complex PTSD and having my HPA Axis restored back to the way God created it. Survivors can heal; they just need people who are compassionate, caring, and empathetic...rather than just giving a medication fix....”

So how does trauma affect the brain? That is what my presentation explained. Trauma is an overwhelming event. It takes away our safety. It continues to affect our perception of reality. Most human trafficking victims have experienced multiple types of violence (known as complex trauma) even before they were trafficked, which is one thing that puts them at a higher risk (e.g., running away from an abusive family).

We all have a survival instinct—fight, flight, or freeze (FFF), which is in the amygdala (within the limbic system). When our FFF is triggered, cortisol (our stress hormone) is released throughout the body and the brain. This is normal, as it’s meant to help us survive. What is not normal is for our FFF to be constantly triggered, but this is what happens to children/teens and even adults who have experienced chronic abuse. Too much cortisol being released is called cortisol flooding and can damage the brain.

Through this process, the brain gets rewired to expect danger via complex trauma (think of it as alarm bells going off in your brain non-stop). The brain has now been wired to expect danger; therefore, we don’t just “get over” a traumatic event or events.

Horribly, complex trauma is linked to changes in our DNA, and that’s called epigenetics. Epigenetics examines how stress can modify chemical “markers” on genes, switching them on or silencing them. We do have at least one protective factor against cortisol flooding, which is called “Brain Derived Neurotrophic Factor” (BDNF).

BDNF is a protein located within the hippocampal cells and can protect a

nerve cell from the toxic effects of cortisol. However, if too much cortisol floods into the brain, which is what happens with complex trauma, BDNF cannot keep up and cells die. Cortisol flooding can turn off the gene that makes BDNF, which renders the cells indefensible and subject to brain damage.

Consequently, complex trauma affects multiple areas of the brain. The prolonged activation of stress hormones in early childhood can reduce neural connections in the prefrontal cortex (PFC), which is responsible for logic, reasoning, and empathy (the thinking brain). Continuous trauma can weaken remaining neural pathways to the thinking brain and strengthen neural pathways to the limbic system (the emotional brain), thus bypassing the thinking part, which makes some children less capable of coping with adversity as they grow up.

Everything I have discussed is trauma-informed care. Trauma-informed care refers to understanding how the brain is affected by trauma. When we are educated on this topic, we are more likely to treat those who have been victimized with understanding,

compassion, empathy, and patience. The last thing you want to do is revictimize someone who has been to hell and back.

As a result, victims/survivors don't always behave the way you think they should. Many assume all sex trafficked victims would be grateful to have "been saved/rescued" but many may be violent and hostile, especially towards law enforcement. That's because their brain is wired to expect danger. They've learned to survive through use of violence. They have been brainwashed to believe authorities are not to be trusted and that law enforcement is the enemy. Trauma-informed professionals can best work with victims/survivors because they are less likely to revictimize survivors of sexual violence. This is vital to healing psychological wounds.

Next in our panel was Emily Puhala, who is a forensic interviewer for Coastal Children's Advocacy Center (CCAC). Forensic interviewing is a conversation with a purpose. It follows specialized guidelines based on several decades of research into eliciting the most complete and the most accurate information possible from children generally 3 - 18 years of age. Forensic interviews are

conducted with children who have experienced or witnessed abuse or violence and may be used to assist law enforcement investigations, child welfare inquiries, and prosecutions of criminal acts. Maylin (a trauma therapist at CCAC) and Alexis (counselor at CCAC) then spoke on helping abused children/teens heal through specialized counseling.

This raises the question of "Can a damaged brain heal?" Vira answered that question with a resounding yes, but it takes a lot of work and practice. She discussed the effects of mindfulness and self-compassion on the human brain, especially the brain impacted by trauma. Neuroplasticity of the brain allows human beings to learn new behaviors and begin to make healthier and kinder choices for themselves.

Mindfulness may allow for development of new neural paths. Self-compassion is an antidote to shame and self-judgment, so learning the skills of self-compassion may cultivate connectedness with others, rather than struggling in isolation. This brought the panel full circle—a sex trafficking survivor who was able to heal with the correct/best services to fit her needs. §

Teacher Candidates Present at NYAR Conference

by Aimee Cribbs

Three current DSC SOE teacher candidates travelled to Savannah in March to present at the National Youth Advocacy and Resilience Conference. Secondary education candidates Marie Coffey and Danielle Hardy, elementary education candidate Riley McEntyre, and I shared our experiences from the Sociocultural Perspectives of Diversity (EDUC 2120) course. Their presentation,

"Courageous Conversations: Transformational Leadership through Empathy" focused on best-practices for educator diversity training. The presentation sparked meaningful dialogue with an audience of educators, administrators, counselors, law enforcement officials and others dedicated to supporting at-risk PK-12 students. School of Education professors Jacquelyn Mesco and Janet Johnson also presented at the conference.

Use this link to see the resources the group shared with conference attendees: <https://padlet.com/cribbsa/jv7eq1h1ysc4qlx5> §



Increasing Engagement With App-Based Clickers

by Matthew LeHew

Active participation is a critical part of engaging class sessions, and there is no shortage of tools and software to help us grab our students' attention. One solution many of us have considered (or actively use) is the "clicker," a remote that allows students to make multiple choice selections to questions shown on a presentation screen. Whether used for quizzes, games, or other in-class activities, they afford immediate and valuable feedback from students. However, they aren't without their drawbacks: the remotes can be lost, they require the use of a base station in the classroom, and they only allow for multiple choice responses.

During the Fall 2021 semester, I tested the use of iClicker Cloud in my classes. This software expands on the functionality of the remotes by allowing students to use an app on their phones to interact in class. By utilizing an app instead of a specific remote, I was able to accomplish more with the tool: students marked themselves present

(with an option to use the phone GPS as verification) and were able to type short responses to my questions instead of being limited to a choice. For example, I could ask a question like "What are you most nervous about with the upcoming speech?" and responses would appear on the screen instantly (and anonymously). This allowed for me to see points of concern that I wouldn't normally anticipate in multiple choice responses. Because the responses were displayed anonymously, students who were normally reticent to participate took advantage of the tool to share their concerns.

I found the software to be a great way to get students to interact with me, even if it was through a mediated format. Asking "How was your weekend?" at the beginning of a class allowed for interesting and fun responses that I wouldn't normally hear. And the automatic exit ticket feature sent students notifications after class to submit any questions or

concerns about the course material.

The main issue with the software was the cost. With our student population, asking for a \$25 software purchase for one class was a burden for many, leading me to discontinue its use in the Spring semester. The pricing value scales upward for students, however: paying the \$25 to unlock the software for a year allows it to be used in unlimited courses, meaning that students will see the value if more faculty are using it. Additionally, the company has an option for site licensing, which could make it available for all active students.

Whether the software is widely adopted on our campus or not, it speaks to the potential of educational technology to empower our students to participate and gain value from our courses. It's also a reminder for us to interrogate our classroom management processes and identify ways to better serve our students. §

(Cont. from p. 10)

Measure 4: Students will participate in a Convocation during the first week of the semester and/or a year-end celebration of the first year.

Scaffolded targets have been set for each successive year. The QEP addresses student success holistically; that is, in terms of academics, social connection, and self-regulation. The acronym PACE will become our branding tool: Perspectives/Advising/Campus Resources/Engagement. Expect to see that and variations soon.

From 2012 to 2018, DSC's first highly-successful QEP addressed learning support English. Having navigated one, we did go into this one with a clearer vision--and a bigger one, in a sense. This

one will affect almost 800 students per year. Our goal: to engage, inspire, educate, acclimate, and graduate as many of them as we can.

What does all of this mean for you?

Know as much about the QEP as possible, even if you are not directly involved right now.

Speak well of the Perspectives course and other QEP focuses in discussions with students and colleagues.

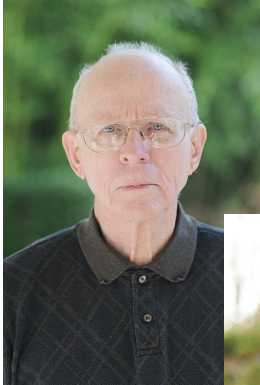
Consider teaching Perspectives in coming years. It's really a lot of fun.

Attend CETL or other professional development that addresses the needs of first-year students. Many of us recognize that today's eighteen-year-

olds are not always like the eighteen-year-olds of the past. But to put it in perspective, none of us lived through a pandemic in our last two years of high school. We should take advantage of any professional development on understanding our current students or on the best practices of teaching first-year college students.

Please feel free to discuss the QEP with Barbara Tucker, Forrest Blackburn, and any members of the QEP Planning Committee: Jenny Crisp, Cecile deRocher, Brooklyn Herrera, Nick Gewecke, Matt Hipps, Leah Howell, Elizabeth Hubbs, Katelyn Humphrey, Elizabeth Hutchins, William Mast, and Sarah Mergel. §

Faculty & Staff Accomplishments



Dr. Robert Clay has published an article: Clay, R. E. (2021). Lesniewski, Tarski and the geometry of solids. *Logique et Analyse*, 254, 131-148.

You can download the published article at https://poj.peeters-leuven.be/content.php?url=issue&journal_code=LEA&issue=0&vol=254



Dr. Jenny Crisp is chairing the Undergraduate Essay Award committee for the South Atlantic Modern Language Association (SAMLA) this summer.



Dr. Susan L. Eastman, Assistant Professor of English, facilitated three discussions for an NEH “Dialogues of War” grant, titled “We are Veterans Too: Women’s Experiences in the Military,” that she and a cohort of scholars were awarded in 2020. She fostered outreach efforts with local veteran centers and organizations to market, recruit, coordinate, and host discussions with local women veterans.



Marilyn Helms has recently published two works. She wrote an article: Hervani, A. A., Nandi, S., Helms, M.M., and Sarkis, J. (2022). A performance measurement framework for socially sustainable and resilient supply chains using environmental goods valuation methods. *Sustainable Production and Consumption*, 30, 31-52. DOI 10.1016/j.spc.2021.11.026

Helms also co-authored a chapter: “Chapter 2: Blockchain Technology and Socially Sustainable Supply Chain – A Valuation Perspective” with Area Aghaei Hervani, Santosh Nandi, and Joseph Sarkis, published in the book *Green production engineering and management* edited by Carolina Machado and J. Paulo Davim, copyright 2022 by Elsevier, Ltd. <https://doi.org/10.1016/B978-0-12-821238-7.00007-5>



Dr. Christian Koch presented his work on The Impact of COVID on Global Financial Markets and the Path Forward at the 11th Annual Engaged Management Scholarship Conference.

Additionally, Terry Brown, a student in Dr. Koch’s investments class (FINC 3210), won the student lead stock competition. His stock pick was Cameco Corporation which produces and sells uranium. The stock was up over +25% for the semester.



Dr. Katherine Hyatt presented a paper at the “Teaching Matters Conference” at Gordon State College on Thursday, March 10th about “Stressors in Higher Education that lead to burnout and solutions to avoid it”

CONFERENCE OPPORTUNITY

SOTL Summit // October 6-7, 2022

SCHOLARSHIP OF TEACHING AND LEARNING SUMMIT

Since 1993, thousands of educators in colleges and universities from across the country and globe have participated in this interdisciplinary conference to share results from their Scholarship of Teaching and Learning (SoTL) projects and to discuss innovative teaching techniques.

Originally known as the Georgia Conference on Teaching and Learning, then the Research on Teaching and Learning Summit, this conference was rebranded as the Scholarship of Teaching and Learning Summit to better reflect the movement and growth of the SoTL field.

The SoTL Summit has adopted a developmental focus to help participants at all levels of SoTL experience grow as teacher-scholars, offering how-to interactive workshops as well as sessions on SoTL projects and cutting-edge topics in pedagogy. We invite you to submit proposals for the fully virtual 2022 Scholarship of Teaching and Learning Summit!



We are excited to announce that internationally acclaimed SoTL scholar Dr. Nancy Chick will present the 2022 Summit keynote address. Dr. Chick is Director of the Endeavor Foundation Center for Faculty Development at Rollins College, Past Co-President of the International Society for the Scholarship of Teaching and Learning (ISSOTL), founding co-editor of *Teaching & Learning Inquiry*, and an incredibly prolific author and editor of numerous SoTL articles, books, and websites.

More information about the keynote address and the four plenary speakers is coming soon!

We are accepting sessions in two formats:

- SoTL Briefs, which report the findings of a SoTL study or a synthesis of research on teaching and learning,
- Innovative Teaching Talks, which share a new or noteworthy teaching idea that has not yet been subjected to scholarly inquiry.

Proposal submission deadline: 11:59 PM EDT Saturday, April 30, 2022

More information is available online at <https://facultydevelopment.kennesaw.edu/sotlsummit/index.php>.

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.