

# DALTON STATE DIGEST

FALL 2019

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## Creating the Dalton State College Academic Signature

*By Dr. Adrian Epps  
Interim Provost and Vice President for Academic Affairs*

Who is Dalton State? What do we want to be known for? Can we demonstrate how we educate a diverse United States?

As we are now Georgia's first Hispanic-Serving Institution, these are critical questions to think about as our state and nation face and attempt to mitigate numerous educational circumstances around declining resources, inconsistent enrollments, and increased workforce demands. I believe and subscribe to the notion that Dalton State College (DSC) is among the best positioned higher educational entities in Georgia and the United States to demonstrate through evidence how to empower faculty success that will evolve into significant increases in student success.

One of the greatest assets for Dalton State, in my view, is the people who are employed here. Love, passion, pride, and compassion for our school and the students we educate are clearly evident.

As we reflect on the aforementioned realities, an overarching question evolves: Is there, or can we garner, consensus on where we are now and where we want to go?

If so, let's shape our Academic Signature as an institution of higher education. By shaping our Signature, we are beginning the process of defining our identity for ourselves as opposed to letting others do it for us or just letting things happen without direction and intentional efforts.

Starting the process in defining the DSC Academic Signature stimulates us to determine what we want to be known for in the academy, based on our vision and mission. We have our mission and vision well-defined; however, how we get there is a malleable opportunity that can be shaped by faculty.

I have always believed that faculty are the most important group in a collegiate environment and should be engaged in determining the identity of the institution that they serve. We can be intentional about creating the opportunity for synergistic activities by making a collective effort to be proactive about student success.

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## Welcome to the Dalton State Digest – a space to showcase faculty and staff pedagogy and accomplishments.

The *Journal for Academic Excellence* has been replaced by the newsletter, *Dalton State Digest*, as well as a new, peer-reviewed, scholarly journal *Designing Pedagogy*. The journal will open for national submissions for biannual publication beginning in the Spring of 2020.

Our new editorial team consists of Jennifer Randall, Associate Professor of English; Amy Burger, Reference and Instructional Librarian; Susan Burran, Assistant Professor of Biology; Alicia Briganti, Associate Professor of Psychology; Forrest Blackbourn, Assistant Professor of Spanish and Honors Program Coordinator; Megan Vallowe, Assistant Professor of English; and Theresa Butori, DSC's new Director of the Center for Excellence in Teaching and Learning.

If you would like to participate as a peer reviewer for the journal and/or have news, accomplishments, awards, publications, or presentations, please submit to [cae@daltonstate.edu](mailto:cae@daltonstate.edu).

*Designing Pedagogy* publishes scholarly articles on college teaching and learning. *Dalton State Digest* features news on faculty and staff developments from around campus, as well as highlighting faculty and staff achievements each semester. Please see the Submissions Guidelines on pg 11 for more information.

We look forward to increasing the visibility of DSC's accomplishments through publication of the *Dalton State Digest* and to becoming an even more integral part of our teaching and learning community by offering upcoming conference information, best teaching practices, and faculty and staff spotlights to facilitate meaningful conversations and opportunities to best serve the needs of our campus.

Here's to a meaningful and productive year!

Yours in scholarship,  
Your DSD editorial team §

### Farewell from our editor, Barbara Tucker

In 2006-7, President Dr. James Burran saw the need for enhanced faculty and professional development at Dalton State. He charged a committee with addressing that current deficiency on our campus; the committee proposed a Teaching and Learning Center. I was chosen as the first Coordinator of the TLC, a post at which I served for three years.

I found faculty development to be some of the most engaging and exciting work I had done in my career in higher education. Although I handed the reins over to Dr. Kinkead in 2010 so that I could lead the QEP Committee, it was not that easy to give up those duties, and I kept my hand in it. When the opportunity arose to finish my doctorate at UGA, my dissertation focus was faculty development.

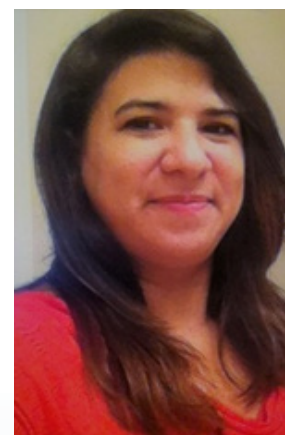
In 2013, we began *The Journal for Academic Excellence* as an official publication under the newly-branded Center for Academic Excellence. For six years, I have been the editor. These six years have seen a remarkable series of articles from writers across the state and even Ohio and Tennessee. Included in

that number are many scholarly articles by your peers on topics ranging from grading through Turnitin to the reactions of students who attend scholarly conferences. The archives are available on the [website](#).

This fall marks another transition as I hand over the reins to a group of faculty who will lead these publications forward.

It is hard for anyone to give up something that has been a part of their lives for six or more years, and, for me, it is just about impossible. So, I will be helping them in the transition with proofreading and suggestions and definitely submitting an article or two for peer-review. I hope that you will, too. In my discussions with faculty over the years, I know you are doing fabulous, cutting-edge teaching with application to other disciplines.

Please join me in congratulations to the editorial team on their new endeavor, and join me in supporting the journal through reading, dissemination, and submissions. §



### Greetings from CETL!

Greetings, I am Theresa. I am delighted to join you as director of the new Center for Excellence in Teaching and Learning.

I have been working in Centers for Teaching and Learning/Distance Education for over 10 years. I moved with my 14-year-old son to Dalton from Athens, GA, where I had been the instructional designer and Quality Matters (QM) coordinator at UNG Oconee. Before that, I moved to South Carolina (from WI) to work at Anderson University, where I served as the Assistant Director of Instructional Design.

My passion is distance learning; in fact, my specialization is in instructional design for online learning. I've worked with most major LMS systems you may know - Blackboard, Moodle, Canvas, and Brightspace D2L.

The mission of centers across the nation is to help faculty be successful in their teaching and career. Please plug into CETL for opportunities to learn from me, your colleagues, and speakers. Some of my favorite topics include active learning, course design, online teaching, Quality Matters, collaborative groups, flipped classrooms, rubrics, formative assessment, screen-recording, video editing. The list can go on and on . . .

Since arriving in July, I've visited with many extraordinary folks and have gotten to know our beautiful campus. I want to thank my new colleagues for their warm welcome and for sharing of their time, knowledge, and support! I look forward to getting to know you and sharing in a terrific year of learning ahead.

Theresa Butori, PhD  
Director of CETL §

# The DSC Signature, cont.

Once the DSC Academic Signature is agreed upon, we should aim to keep the following key characteristics as guiding principles as we operationalize the Signature:

- It undergirds the essence of who we say we are and what we are striving to achieve academically for students, faculty, and staff.
- We cultivate consensus among faculty, staff, and administrators initially and existing students to some extent. Students should be reassured that their degree programs will not be affected. Ideally, we will improve the overall quality of their academic experiences and successes.
- Our signature stamp draws people, resources, and opportunities to DSC. We become more attractive the more we demonstrate who we are to the external community.
- Ideally the signature makes everything that we do academically even better. We should be open to innovating, taking risks, and studying our efforts. Then, we tell the DSC story.
- Ownership of the signature involves all stakeholders being clear about the components of the signature that they value, take responsibility for, and hold in high regard.
- The signature is sustainable, even as there are changes in people and resources.

- Reward structures recognize and support successful interpretation and representation of the signature.

It is important to note the aspects of the college for which the DSC Signature is not a substitution. The DSC Signature is not the college's strategic plan, marketing plan, or branding effort.

Preferably, the Signature remains focused on faculty successes that eventually yield positive outcomes for students. However, it is important to go into the strategic planning process with an agreeable framework that represents who we aspire to become academically. Having an agreeable starting point about the Signature should aid us in determining the agreed-upon goals, objectives, key indicators, and targets of the college's strategic plan, which guides the strategic efforts of Academic Affairs.

I would be remiss if I did not take the time to thank all of those involved in helping us get to this point in our discussions and work in developing the DSC Signature. The open-mindedness and willingness to explore this opportunity are truly appreciated.

At the time of this letter, the committee and administration are in the process of receiving feedback and additional suggestions on the proposed DSC Signature and the naming of the new school or institute. It is clear that the focus of the Signature will undergird our focus on teaching. The real work will start in the spring as we begin operationalizing the signature effort.

Lastly, whenever an organization's most influential resources directly impact outcomes, in our case the faculty and staff, but do not have some meaningful level of congruency with their beliefs and values about the teaching and learning environment, results can yield confusion, frustration, and disengagement, possibly affecting morale.

Often in education, we are more reactive than proactive. We hope that restructuring Academic Affairs around a desired signature will position DSC to be proactive in addressing system-led initiatives, responding to accrediting agencies' requirements, and influencing how our constituents perceive us over time.

During the initial committee meetings, there was consensus that a majority of our broader constituents still see us primarily as a junior college or as a place to start college with the intention to transition elsewhere. It is time for that to change, and it is up to us to write and tell our own story as opposed to others scripting it for us.

William Ernest Henley said it best in "Invictus:" "I am the master of my fate, I am the captain of my soul." The timing is right for us to proactively be the masters of Dalton State's fate while being captains of Dalton State's soul.

Thank you for being a part of a wonderful team! §

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## ***Increasing College Access and Retention for Youth Experiencing Foster Care or Homelessness***

***By Dr. Jami Hall  
Dean of Students***

Dalton State has 21 students who self-identified as either foster care, orphans, or wards of the court, according to FAFSA.

Embark Georgia, housed in the J.W. Fanning Institute for Leadership Development (a unit of the Office of Public Service and Outreach at the University of Georgia), believes in increasing college access and retention for youth who have experienced foster care or homelessness.

In September 2019, the Dean of Students' Office was awarded a mini grant for \$42,449. Funds received through the Embark Special Project and Initiatives Request will be used to establish and implement programs at Dalton State College (DSC), home of the Roadrunners, to better identify and support students who have experienced foster care or homelessness.

Dalton State currently has six actively-enrolled students identified as part of the Independent Living Program (ILP), and 17 recent students who are not currently enrolled.

Moving forward, we anticipate this number to grow as we improve our identification process. Unfortunately, services specifically for this sub-set of students are currently not offered at Dalton State, and, as we are aware that, ["according to most recent research, less than 10 percent of foster youth graduate from college."](#) Therefore, we are excited that these funds have already given us the opportunity to assist one student with housing, and we look forward to the difference it will make in more students moving forward.

Should you have a student in need, please let us know via a [CARE Team Referral](#). §



I decided to implement a high impact practice in my THEA 1100 (Theatre Appreciation) class in the spring of 2019. I was teaching two sections that semester, so I decided to try one with the HIP to contrast with the traditionally-taught course.

Because this class already had some group work and collaboration, I thought I would go further and use the Collaborative Assignments and Projects practice. I found it to be very easy and seamless to work these high impact practices into the class.

My traditional class work included chapter tests, two group projects, two play reviews, and participation. The changes I implemented were to assign groups the second day of class. The students would remain in these groups for the whole semester. I created a “contract” of sorts that each member would sign, basically saying that they would be responsible and be a team player. After each lecture, I handed out study questions from the lecture for the individual groups to answer together.

As for their chapter tests, I would have each student take the test. Once everyone was finished, I would have 5 of the test questions for them to answer as a group for a possible 5 extra credit points.

For the play review, each group would decide which play they wanted to see and when they would all attend – not as a group – but when they could each see the play. They would each take a different facet of the review, such as acting, directing, set design, and direction, and each student in the group would write on one specific focus. The students turned in one review and used color coding so I knew which student wrote which section.



## Comparing a High Impact Practice Class with a more Traditional Class

By Kimberly Correll

Assistant Professor in Communication and Theatre

Students received individual grades for their part. Traditionally, for the group projects, I would switch up the groups, but, with the HIP class, the groups stayed the same the entire semester.

After comparing my two classes, I found that the grades were far superior in the HIP class. The students were far more engaged in the lectures, excited about their projects, and the test scores were much higher. As for the final grades, in the

HIP class 92% made an A and 8% made a B. In the traditional class, 46% made an A, 33% made a B and 20% made a C.

I am very glad I implemented these practices. I feel high-impact practices make students work harder and become more accountable. Students understand the material far better, and these practices create a better learning atmosphere. §

**“In the HIP class, 92% made an A and 8% made a B. In the traditional class, 46% made an A, 33% made a B and 20% made a C.”**

### Faculty Shifting to “Student Hours”

Replacing the phrase “office hours” with “student hours” is a change that has gained traction. First mentioned by Dr. Venable at the Fall 2019 Faculty meeting and as a change being implemented by such professors as Dr. David DesRochers and Dr. Kim Hays, both Associate Professors of Biology.

Tony Holland, Dean of Instruction at Wallace Community College, mentioned how adjusting one word such as “office” to “student” can better aid students in their

academic journey, when he visited Dalton State to present strategies to increase learning and retention on October 18th.

Hays first implemented the idea after reading such works as Small Pond Science, a blog over how scientists research. DesRochers’s syllabus now identifies office hours as student hours for students to, “hang out, ask questions, and talk about cool biology stuff.”

According to the Chronicle of Higher

Education, “[s]ome students think ‘office hours’ means the time during which the professor shouldn’t be disturbed. Cultural gaps like that don’t just make first-generation students feel like outsiders — they get in the way of their success.”

As Dalton State serves many first-generation students, when professors make small, yet significant changes, like “student hours” over “office hours” professors can help to eliminate student barriers and equity gaps. §



# Open Educational Resources: Now More than Ever

**Dr. Barbara Tucker**  
*Chair, Department of Communication*

According to a nationwide study of higher education faculty in 2018 (n=4100), Seaman and Seaman (2018) found that 54% of faculty stated, “they were that they were generally unaware of OER (“I am not aware of OER” or “I have heard of OER, but don’t know much about them”)” (p. 7).

## **Are you in that 54%?**

What do you know about Open Educational Resources (OERs), their quality, and how the University System of Georgia Board of Regents supports adoption of OERs?

First, what technically are OERS? They are not “free textbooks.” The William and Flora Hewlett Foundation offers this definition:

“OERs are teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use and re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or techniques used to support access to knowledge.” (Hewlett Foundation, 2015)

Seaman and Seaman (2018) go on to explain, “Many faculty members have heard and used all three words in the term, and often assume

that they know what OER means, when they may only have a vague understanding of the details. Some confuse “open” with “free,” and assume all free resources are OER. Others confuse “open resources” with “open source,” and assume OER refers only to open source software.” (p. 7)

Second, are OERs of comparable quality to traditional publishers’ textbooks? Yes and no. This answer depends on the discipline, the availability of ancillaries, how often the OERs are revised, the true “openness” of the OERs (whether individual faculty can remix, revise, or “contextualize” them for her or his own classes), and how the teacher actually teaches. My own personal research suggests that students in the access environment may have more difficulty in navigating the OERs due to their digital nature and lower degree of academic readiness. Teaching outcomes vary based on students, instructors, discipline, context, and research design; however, the general parity between traditional textbooks and OERs is fairly well established (Colvard, Watson, & Park, 2018; Fischer, Hilton, Robinson, & Wiley, 2015; Grissett & Huffman, 2019).

Ultimately, the main question you are probably asking is, Why should I even investigate the use of OERs? There are four main reasons:

- 1.** You should, as a faculty member in your discipline, know what OERs are out there, even if just for your own knowledge purposes. If nothing else, they can provide supplementary material for students that is almost always cost-free. There are several repositories online with OERs and other resources. Using OERs does not mean you are starting from scratch and creating your own textbook—while some instructors do create their own, although starting from scratch is not necessarily the best or most reasonable way to proceed. MERLOT, GALILEO, OpenStax, and the Lumen Foundation are just a few of the sources for OERs in a wide variety of disciplines. OpenStax is the best place to start for those in the social sciences, mathematics, natural sciences, and business. These are complete textbooks written by respected professors in the disciplines, and the organization is sponsored by Rice University.
- 2.** If you teach dual-enrolled students, you will save money for the College. DSC now must pay for dual enrolled students’ textbooks. This is, of course, a sizable amount of money. Using OERs will eliminate this cost.
- 3.** You are likely to see lower DWF rates in your courses; students have access to the materials from day one and do not have to put off buying a \$300 textbook, a delay that could affect their success.



4. Finally, there is money in it for you if you apply for an Affordable Learning Georgia Textbook Transformation Grant. By doing so, you will join almost fifty other DSC faculty who have been a part of Textbook Transformation Grants over the last five years. You will also be adding to the millions of dollars we have saved Dalton State students—\$3.65 million, to be more exact—in that time. Grants range from \$4800 to \$20,000 or more, depending on the size of the projects; by size, I mean the number of students and faculty affected.

Here is the official announcement from the University System for Round 15 of the Textbook Transformation Grants. Applying is not difficult, but you cannot procrastinate; the Provost needs to know ahead of time. If you have any interest, please contact Barbara Tucker at [btucker@daltonstate.edu](mailto:btucker@daltonstate.edu) or 4411. I am the Campus Champion for OERs, meaning I'm here to help you with ideas and the application. Many of your colleagues have received these grants and can also help you.

For more information about Affordable Learning Georgia and the vast amount of work being done in the USG on this issue, visit the [Affordable Learning Georgia website](#).

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Seaman, J. E. & Seaman, J. (2018). *Freeing the textbooks: Education resources in U.S. higher education, 2018*. Retrieved from <https://jwel.mit.edu/assets/document/freeing-textbook-educational-resources-us-higher-education-2018> §



### Library Happenings By Amy Burger

Roberts Library is one of the busiest buildings on campus, with students coming in daily to use computers, find resources, and study individually and in groups. Staff check out materials and help students with technology, and the librarians assist students with research projects as well as various class assignments. Faculty and staff are frequent visitors, and community members visit as well.

The library hosted several events this fall. We kicked off the school year with a superhero-themed open house. The new Roberts Readers book club, for which we held two meetings in September, has been popular, and we plan to continue offering this program with different book selections every few months. In mid-September, the library collaborated with LASO to host a mariachi event featuring Dr. Ellie Jenkins and a local mariachi band.

For faculty, the library hosted a grant workshop series, and, for students, we hosted Grad School 101 with guest speakers from DSC and UTC. Alumnus Vance Stafford returned to speak at an event for Coming Out Day. We finished October by hosting the Literary Spooktacular. In November, DSC professor Barbara Tucker and DSC alumnus Sherry Patterson were guest authors for two book talks. We will celebrate the end of the semester by offering our Stress-Free week with free coffee, cocoa, de-stress activities, and holiday festivities.

In addition to our programming, we are continuing renovations to the building. Throughout October and November, Plant

Operations employees have worked to build study rooms and a classroom on the first floor. In early November, the advisors moved their offices to the library's second floor, home of the new DSC Advising Center. §

### Request for Proposals for Round 16

### USG Affordable Learning Grants

Applications Due Jan. 13.

The deadline for applications for the next round of Textbook Transformation Grants is Jan. 13. Projects have a maximum final semester of spring 2021. Read the request for proposals [here](#).

To apply for a **Standard or Large-Scale Textbook Transformation Grant**:

- Read the [Request for Proposals Document](#).
- Read the [Weighted Rubric for Peer Review](#).
- Fill out the [Word version of the Application Form](#) and keep this form for your records.
- Complete the Online Application Form as your final application: [Online Application Link](#).

To apply for a **Mini-Grant for Ancillary Materials Creation and Revision**:

- Fill out the [Mini-Grant Application Form](#).

# Tips for Using Video in Class

By David Brown

Lecturer in Management Information Systems

Using video in class can be an inexpensive way for faculty to enhance student learning. Fortunately, videoing is now easy and affordable for both faculty and students. Faculty can use inexpensive webcams, cameras in laptops, phones or check out a digital camera from the library. High-quality webcams with built in microphones are the most recommended option due to their low cost and ease of use.

## Videoring Lectures or Guest Speakers

Using a webcam to record is one of the easiest and least expensive methods to record lectures and guest speakers. Webcams usually include built-in microphones and often come with a free tripod. If an “unwired” connection is needed, faculty can use either a phone or digital camera. Most current Smart phones and iPhones have enough storage for multiple videos. Faculty also have the option to check out a digital camera from the library if they don’t have the funds to purchase one. Digital cameras are more expensive than webcams but offer the option of recording without wires.

## Video Planning

Proper planning is crucial to ensure quality video and audio. It is important when videoing that faculty always keep the microphone as close to the speaker as possible to ensure accurate automatic captions. YouTube and Microsoft Stream



are two free options for automatic captions, while Camtasia provides automatic captions if you have the funds to purchase the software. Doing a practice run when creating videos is crucial to determine if there are any audio or video issues in the room. It is also a good idea to have a written script to use to ensure crucial information is not left out of the video.

## Editing Videos

Once a video is created, faculty can use the free built in Video Editor in Windows 10 to edit the video. For more advanced video editing, faculty can use free online tools like Handbrake, Shotcut or Kizoa. Adobe Premiere and Camtasia are options for video editing for those who have money available in their budget.

## Video Storage

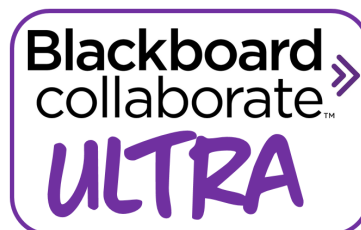
Video storage is also now inexpensive for faculty. GeorgiaVIEW and Microsoft Stream offer free storage for DSC faculty. GeorgiaVIEW can now handle large videos, though research shows that short videos are much better for student retention. YouTube also offers storage and the option of automatic captioning videos.

## Video Screencasting

If demonstrating how to use something on a computer, faculty can easily create how-to videos with free screen capture sites like Screencastomatic. With Screencastomatic, faculty can record what is happening on a screen along with audio without having to download a program or log into the website. If using Screencastomatic, faculty must add their captions or upload the video to YouTube to use the automatic captioning system.

## Live Video Options

Live video options for DSC faculty include Collaborate Ultra, Facebook Live, and YouTube Live. Collaborate Ultra is an external learning tool in GeorgiaVIEW and offers the choice of limiting attendees to only students in your class. Facebook Live and YouTube live could be used if a larger non-student audience is desired.



## Compressing Videos

Although GeorgiaVIEW can handle large videos, using smaller videos is recommended when possible to keep the short attention



span of students. If you have to use a large video, you can use a video editor such as the one in Windows 10 to break up the video into multiple parts. Handbrake is a free online tool that can compress videos to a much smaller size without losing quality. Video compression reduces storage space and decreases upload and download times due to the smaller file size.

## Video Assignments for Students

Students can now use a new GeorgiaVIEW feature called Video Note to create and post short videos in the Discussion area of GeorgiaVIEW. Students can also upload videos to the Assignment area in GeorgiaVIEW. If you require students to turn in videos to the Assignment area of GeorgiaVIEW, it is recommended to require them to use a standard file type such as .mp4, .wmv or .mpeg. While GeorgiaVIEW can accept just about any video file type, faculty may have difficulty opening less common file types on their computer for grading.

## Summary

Video can be an inexpensive way to enhance the learning experience for students. Recording video can help both current and future students. Dalton State faculty and students now have storage and editing options that make videoing easier than ever before. §

## **Spotlight on USG Chancellor's Learning Scholars Faculty Learning Communities at DSC**

**By Dr. Alicia Briganti**  
**Associate Professor of Psychology**

Want to implement new and improved pedagogical strategies in the classroom? Interested in collaborating with faculty? Curious to understand more about student mindset and learning challenges? Consider joining a Faculty Learning Community.

Faculty Learning Communities (FLC) were first introduced at Dalton State during Spring of 2019. Each learning community is a cross-disciplinary group from each of the schools across campus and the library. Members represent varied level of positions—Adjunct Professor, Assistant Professor, Associate Professor, and Librarian—and represent teaching experience ranging from a few months to decades. One particular benefit of these varied groups is that the diversity of fields and experiences led to discussions of ideas that could apply in many fields. Members found benefit in continued discussion past the usual ending time of learning community meetings because members were so engaged in the process. An ancillary benefit was the development of new friendships across the sometimes-insulated schools at Dalton State.

Spring 2020 Faculty Learning Communities are set to begin soon. If you have not signed up, there will be future opportunities with different communities and focuses in the 2020-2021 academic year.

### **Last year's Faculty Learning Communities (FLCs) included:**

Alicia Briganti & Leah Howell, as USG Chancellor's Learning Scholars, facilitated a FLC focused on the topic of Mindset this past Spring 2019 semester. In general, "mindset" refers to your thoughts and beliefs that shape your behaviors and habits. More specifically, Briganti's and Howell's FLC focused on cultivating a growth mindset, or the belief that abilities can be developed and failure does not mean you are incapable. Their learning community consisted of 8 members from a variety of disciplines and met 6 times during the spring semester. They used Carol Dweck's book *Mindset: The New Psychology of Success* as their main reader and explored subsequent mindset research. This book inspired countless group discussions about how to inspire growth mindsets in students, and it motivated the group to consider their own mindsets and how the

mindsets that they've adopted affect students. They each reflected on how they would use the FLC's lessons to better themselves as educators and how to implement mindset strategies in future semesters. The strategies learned from the book and from group discussions are now being applied to classes taught by the FLC members this Fall 2019. Each member chose some course of action for their fall class(es) in order to encourage students to cultivate and/or maintain a positive academic and growth-oriented mindset.

Jon Littlefield & Lisa Peden, as members of the inaugural class of Chancellor's Learning Scholars at Dalton State, facilitated a FLC on the topic of Small Teaching based on James M. Lang's 2016 book. They were drawn to the topic because of its focus on small innovations—perhaps during the first or last few minutes of a class—to increase pedagogical effectiveness. Rather than focusing on redesigning a class, Lang cites research that indicates a quick review, open ended question, or ungraded quiz can facilitate improved learning across disciplines. The learning community met six times in workshop fashion throughout the 2018-2019 academic year and focused on adopting Lang's techniques in the classroom. They compiled a list of course innovations implemented in their classes.

Molly Zhou facilitated a FLC, consisting of 10 members, also focused on Small Teaching using Lang's book. Small teaching is an approach that seeks to spark positive change in higher education through small but powerful modifications to course design and teaching practices. Each participant focused on a single course in which to implement at least one small change and evaluate its effectiveness.

### **This year's Spring 2020 FLCs will focus on:**

"Transparency in Learning and Teaching (TiLT)," facilitated by Susan Eastman, "The DSC Small Teaching and Brain-Research-Based Practices Faculty Learning Community," facilitated by Molly Zhou, "Brain-Based Learning" facilitated by Alicia Briganti and Leah Howell and another "Brain-Based Learning" session facilitated by Jon Littlefield and Lisa Peden.

All faculty members are encouraged to participate in FLCs. Benefits from last year's communities included specific course innovations to improve pedagogical effectiveness, development of a community of cross-disciplinary teacher-scholars, and improved insight into teaching practices. The agreement by Dalton State deans that participation in the learning community represents a 4-point teaching activity highlights the importance of this activity. §



## **Signature Station Competition**

**By Dr. Marjorie Yambor**  
**Associate Professor of Communication**

This year's Broadcast Education Association national conference delivered special surprises. The Student Media Advisors Division recognized me with a plaque for creating the national, peer-reviewed Signature Station Competition. They also officially added my name to the formal name of the award.

I am beyond grateful for both the recognition and the revision. I served on division leadership for six years: two years each as membership coordinator, vice-chair, and chair. It was important for me to leave a legacy for the division, so I designed and developed the Signature Station Competition as a means for student media advisors across the country (and now around the world) to provide peer-reviewed proof of a job well done.

All too often, the commitment involved in managing student media goes overlooked, often discounted or even entirely dismissed in a tenure and promotion portfolio. The Signature Station Competition is a national vehicle to communicate and commemorate the value of faculty managers' effort, investment, and inspiration in running college radio and television stations. The competition launched in 2012, and it is working to the benefit of both faculty who include the awards in their T&P materials and students who include the awards in their resumes. I am proud to carry Dalton State's name alongside mine in this honor. §





# Honors Program Journey at Dalton State

**By Dr. Forrest Blackburn**  
*Honors Program Coordinator, Assistant Professor of Spanish*

Creating an Honors Program at Dalton State College is an important part of the composition of the Institution's current Strategic Plan. An Honors Program at Dalton State provides a variety of functions. Students enrolled in the Honors Program have the opportunity to engage with faculty members in a different way than students who are not enrolled in the Program.

In conversations with faculty members who have taught sections in the Honors Program, I have encouraged them, in development of their curricula, to think "different" rather than just "more."

Unfortunately, Honors Programs often have the reputation of just being harder and having more work. In our curriculum development for the Honors Program, I want us to provide students with a unique experience, rather than just an extra paper to write. That being said, I have been thrilled to hear about the experiences that faculty members have been providing for our honors students. The trends that I have observed have consisted of undergraduate research, leadership in class, and community involvement. So, not only are we providing our students with a unique academic experience, it is also diversified in its uniqueness.

Another function of an Honors Program is to provide Dalton State with visibility to external stakeholders that as a baccalaureate degree-granting institution in the State College sector of the University System of Georgia, we have exceptional students who

we are recruiting, retaining, and for whom we are adapting in order to provide a unique experience to nurture the exceptionalities that they demonstrate.

The Honors Program at Dalton State was launched in the Fall 2018 Semester, and our first cohort was appropriately very small. After having navigated some of the nuances of the program, such as the application, advising, registration, and honors curriculum development, we are transitioning to an opt-out approach to admission to the Honors Program. Students who meet the criteria of a 1080 on the SAT or a 21 on the ACT and who have a 3.5 GPA in high school will automatically be admitted into the Honors Program at the time that they are admitted to Dalton State, unless they choose not to participate. Students must maintain a 3.5 GPA to stay in the program.

The timely scaling of this program will enable us to provide separate sections solely for honors students across the General Education curriculum in the Fall 2020 Semester, as well as recruit and maintain high performing dual enrollment students. Upper-division academic offerings across the campus will be conducted by contractual agreement between the student, the professor, with approval from the Honors Program.

I am very excited about the future of the Honors Program at Dalton State College and am grateful to the administration, faculty and staff, and most of all, to the students, for joining me on this journey. §

## **Governor's Teaching Fellows**

Congratulations to Dr. Victor Marshall, Assistant Professor of Management, and Dr. Alicia Briganti, Associate Professor of Psychology, who were selected to participate in the Governor's Teaching Fellows Program sponsored by the University System of Georgia. Dr. Marshall was selected for the Summer 2019 Symposium and travelled to the University of Georgia in Athens from May 13-24 to participate. Dr. Briganti will travel to UGA six times (for three days each) during the 2019-2020 academic year.

The Governor's Teaching Fellows program aims to increase the quality of Georgia's teachers in higher education by providing faculty the opportunity to learn about innovative pedagogies, including the use of emerging technologies and instructional tools that cater to current students' needs. More information about the program can be found here: <https://ihe.uga.edu/governors-teaching-fellows>.

Dr. Marshall stated, "It really was an excellent, intense, interactive, two-week program. I sincerely appreciate Dean Helms, Provost Chute and President Venable nominating me for the program and the program itself for accepting my nomination." §

# Faculty & Staff Accomplishments

**Dr. Barbara G. Tucker** (top left), Chair, Department of Communication, published her seventh novel, *Long Lost Promise*, in May 2019 (available on Amazon).

Dr. Tucker will also serve as Dalton State's representative for the Regents' Scholarship of Teaching and Learning Award. The two winners from USG institutions will be announced in late November.

**David Williams** (top middle), Assistant Professor of Marketing, co-authored a [quest editorial](#) for *Qualitative Market Research: An International Journal*.

**Kim Horne** (top right), a new nursing faculty member at Dalton State, completed her Masters in Nursing Education from Wilkes University with a 4.0.

**Dr. Adrian Epps** (middle left), Interim Provost and Vice President for Academic Affairs presented "High-Impact Signature Work in Advanced Placement" at The College Board Forum at Washington DC on November 6, 2019, where expert AP Capstone™ teachers and the AP with We Service program teamed up to share insights about new high-impact practices that boost the first-year momentum aligned to college engagement and success.

Dr. Epps also served as the Chair-Elect College Board Academic Assembly. Members of the Council which leads the Assembly are elected by delegates from 6,200 member institutions. The Chair Elect serves a 2-year term on the Assembly's Leadership Team before assuming the role of Chair of the Assembly.

**Dr. Catie Clinard** (middle right), Assistant Professor of Psychology, was awarded the [Outstanding Young Alumni Award at Austin Peay State University](#) at the school's homecoming awards banquet on Nov. 9th.

Dr. Clinard also presented "Implementing Collaborative Learning in Introduction to Psychology" at the Research on Teaching and Learning Summit at Kennesaw State University on Oct. 18th.

**Dr. Marina Smitherman** (bottom left), Professor of Biology and Chair of the Department of Life Sciences, will serve as Dalton State's representative for the Felton Jenkins, Jr. Hall of Fame Faculty Awards. The three winners, one from each sector, will be announced in late November.



**Dr. Susan L. Eastman** (bottom middle), Assistant Professor of English, published the following:

"How to Tell a [True War] Story': Tim O'Brien, Mark Twain and Meta-Fiction." *Midwestern Miscellany* vol. 46, no. 2. 2019, pp. 38-45.

"Review: Ghost of a Person Passing in Front of the Flag by D.F. Brown (Bloomsday, 2018)." *Journal of Veterans Studies*, 20 Sept. 2019. <https://journal-veterans-studies.org/>.

**Dr. Baogang Guo** (bottom right), Professor of Political Science, attended an international workshop on Chinese political governance held at the Academy of Political Education in Tutzing, Germany, September 11-13, 2019.

Dr. Guo also presented his paper, "The Development and Modernization of the Party-State System in China," on October 2.

Dr. Guo also guest lectured on "Regime Resiliency and Political Legitimacy in China" at the Perimeter College Dunwoody Campus of Georgia State University as part of the GSU's Confucius Institute's Distinguished Lecture Series.

# Conferences

**AAC&U's LEAP** (Liberal Education, America's Promise) initiative at the USG Teaching & Learning Conference in Athens, GA, from April 7-9, 2020. Four different session types are available (posters, 6-minute scripted talks, informal roundtable conversations, and fully interactive sessions), each possible to designate as part of the LEAP strand of the conference. Collaborative proposals are welcome.

Submission deadline is December 2, 2019. Click here for details: [Call for proposals and submissions portal](#).

**2020 Winter Conference** at University of Georgia: "Engaging the Future: Purposeful Teaching for Real World Learning" from January 18-19, 2020 at the Georgia Center and Hotel in Athens, GA.

January 18-19, 2020 | Georgia Center and Hotel | Athens, GA

Registration for the Winter Conference is open now! [Click here for details](#).

**Interdisciplinary STEM Teaching & Learning Conference** in Savannah, Georgia on January 31, 2020.

[Click here for more details](#).

**The Online Journal of Distance Learning Administration** fifth-annual conference sponsored the University of West Georgia. Monday, February 10, 2020 - Wednesday, February 12, 2020

[The Call for Proposals is underway](#).

Pursue your passion for pedagogy at the **Teaching Professor Conference** May 29-31, 2020 in Atlanta, Georgia.

[See the CFP](#) for more details.

**17th Annual Southeast Coastal Conference on Languages and Literatures** on April 9-10, 2020 at the Embassy Suites and Hampton Inn & Suites in Savannah, GA.

[See the CFP for more details](#).

**Teaching Matters Conference**, focusing on "The Inclusive Academic: Strategies for Maintaining Balance in a Changing Academic World" at Gordon State College, on March 12 and 13, 2020.

For more information and submission details, [click here](#).

## 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 on 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 [cae@daltonstate.edu](mailto:cae@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.