

Dalton State Digest

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Celebrating Carolina

In Memoriam: Maria Carolina Duarte Hammontree

“If the world is a glass of odorless, colorless, tasteless room-temperature water, Carolina – by contrast – represented a rare, refreshing, cool, effervescent bottle of expensive champagne. Her enthusiasm and excitement for everything she did was contagious. She enriched our lives with her champagne bubbles,” said Dr. S. Ray Smith, Lecturer of Management, at the Celebration of Life of Maria Carolina Duarte Hammontree on Saturday, October 30, 2021, from 11-12pm in Goodroe Auditorium.

Carolina Hammontree’s unexpected passing on October 21, 2021 was met with astonishment and a deep sense of loss. As a full-time lecturer in the C. Lamar and Ann Wright School of Business where she taught Principles of Management and International Business, she was also an ABD (all-but-dissertation) Ph.D. student in the Learning and Leadership program at the University of Tennessee in Chattanooga.

Dr. Margaret Venable wrote, “Carolina was one of the most passionately positive and kind people I have ever known. To illustrate this point, here is an example of the opening sentence from a recent email: ‘Dr. Venable, I hope you are having a beautiful day.’ It was always a beautiful day when I was interacting with Carolina.

“When I decided to form a new Hispanic Advisory Board, I solicited suggestions of names from several across campus. Carolina suggested some key people.



Later, she asked me if she could serve on this new board. I would not have asked her, knowing how busy she was with her own teaching, dissertation and family. But, since she offered, of course I welcomed her participation.”

Dr. Marilyn Helms, Dean of the Wright School of Business, wrote, “I met Carolina in 2002. I was on the graduate faculty at the University of Tennessee at Chattanooga and Carolina was my student in the MBA

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program, as well as a graduate assistant in the College of Business at UTC. After Carolina graduated in Summer 2004, several professors and I remained in contact with Carolina. She was an outstanding student and deeply concerned and interested in economic and political conditions in Venezuela. When we approached her about co-authoring a research paper based on her observations and insights, she gladly agreed, and our publication, entitled "The Challenge of Venezuela: A SWOT Analysis," was published in the Journal of Competitiveness Review in 2006. I didn't hear from Carolina until 2016. She had married, moved back to the US, and was raising her daughter, Carole. She called and wanted to reconnect, and she came to Dalton for lunch on Wednesday, November 2, 2016. She always gravitated to higher education, and I talked with her about teaching part-time and even considering returning to school to complete her doctorate. She'd already worked on our research project, and I knew she'd have no difficulties with the doctoral coursework, dissertation, or publishing. During our lunch visit, I introduced her to Professor Jamie Connors, who was in the Ph.D. program at UTC and to then business Dean, Dr. Larry Johnson. Professor Connors helped Carolina with the PhD enrollment process, and Dean Larry Johnson hired her to teach international business and principles of management. She started teaching in January of 2017 and was a natural from the first day. Carolina then joined the business faculty on a full-time basis as an instructor in Fall 2017 and clearly became an energetic favorite with students and a beloved colleague. She easily mentored all our students but was a favorite among our Latina women whose culture and background she understood well."

Indeed, Carolina's positive influences extended far beyond Dalton State College. Mr. Phil Branham, president of B & L Group Inc. in Shanghai, China,

who was a guest speaker in Carolina Hammontree's International Business course, wrote, "[t]he news of her passing was heartbreaking and more so because of who she was as a person and mentor for her students. I started talking with Carolina several months ago, and we had zoom and phone calls about the content and timing of the day we would spend at Dalton interacting with her students. I came to understand the passion and true caring she had for her students. We discussed their backgrounds and needs as people and how to help them for their future as business leaders....

[t]o say I was impressed is not saying enough and then to see her in front of [students] was a highlight for me. Carolina asked me to participate in some research and co-write papers with her. I am sorry I will not be able to do this with her in the future. She was also passionate for the students in South America that participated with Dalton in your programs and always wanted to give them equal time and value. Rebecca and I only knew her for a short time, and she impacted us. I can only pass on my most heartfelt condolences and prayers for her family."

In speaking at the remembrance service, Ms. Jamie Connors, Associate Professor of Accounting and Assistant Dean in the Wright School of Business, stated, Carolina "had the drive, the push to make someone's life matter. I feel honored and blessed to have had her in my life." Dr. Fernando Garcia, Assistant Professor of Management, stated that, Carolina had an "outstanding ability to open hearts and minds," and Dr. Victor Marshall, retired Assistant Professor of Management, stated Carolina was "one of the most enthusiastic, kind,

and caring people I [had] ever met" and was "a pleasure to work with."

Not only faculty, but students spoke with fondness and sincere regret at Carolina's passing. Terry Brown recalled how Professor Hammontree "was always giving, and she always did it with a smile. She loved the work she did." Becky Lopez described professor Hammontree as "an amazing woman and mentor" and how "the energy in the room changed as she walked in. She would inspire you to be the best version of yourself with her kind words of wisdom."

In remembering Carolina, a Dalton State professor and colleague wrote, "Carolina Hammontree brought so much to Dalton State. Her students and colleagues knew she was authentic, caring, and dedicated to excellence as an educator and professional, but most of all, a human being."

The Dalton State community has not only lost an excellent educator and scholar, but an exceptional individual whose passion for others was unmatched.

To make a donation in honor of Carolina Hammontree's memory, email foundation@daltonstate.edu or send mail to the Maria Carolina Duarte Hammontree Latina Business Scholarship (at Dalton State Foundation at Dalton State Foundation) 650 College Drive, Dalton, GA 30720. §





Reaffirmation: Returning to What We've Known with What We've Learned

by Barbara Tucker

For many of us, words are friends. They are comforting. I get joy from learning new words or using them in new ways. I even like writing about words, like now.

Reaffirmation is the term SACSCOC uses for the decennial process post-secondary institutions in the Southeast and Latin America go through to maintain regional accreditation. Here at DSC, we are in the midst of being reaffirmed by SACSCOC. When I think about this process, I think about the balance between substantive, institutionally-chosen, meaningful change and compliance; a word with positive and negative connotations. In this time of reaffirmation, I hope that

we can achieve that balance and see the Reaffirmation process as a productive journey to enhance our educational programs and not just a “have-to” to make the federal government happy.

This is the third time I have had a leadership role in a reaffirmation. My first, in 2002, was at another institution in the area. The second was at DSC in 2012, when I was chair of the Quality Enhancement Plan (QEP) Planning Committee. The 2012 experience signaled three firsts: Our first QEP (these became a requirement for reaffirmation for 2007), our first “no recommendations” QEP, and my first QEP immersion.

I mention these resume points simply to say I have a long view of the process and changes in it. What used to be a “self-study” that addressed hundreds of “must” statements in the Principles of Accreditation and was expected to include a wide swathe of the faculty and staff of the college is now a “Compliance Report” written by a smaller group. Likewise, QEPs at the beginning were impressive affairs. Institutions took advantage of the new requirement to invest millions in new programs. Then came the Great Recession; QEPs shrunk to manageability. In succeeding years, student success has become a key theme in addition to, or instead of, finely-tuned student learning outcomes.

Now that we've overviewed the past twenty years of reaffirmation lore, let's shift to what is going on now on our campus in preparation for our site visit on October 24-27, 2022.

Write that date down. Immediately. It will be, as a former VPAA said, “All hands on deck”—all hands aware of the visiting team's presence and the parameters of the QEP.

Prior to the site visit, the Compliance Report will be submitted by early

March. It is the institutional response to the Principles of Accreditation 2018. This forty-page document contains 14 sections such as Academic and Student Support Services, Institutional Effectiveness processes, and Financial and Physical Resources. Each section contains two or more statements the institution must meet; for example:

The institution ensures an adequate number of academic and student support services staff with appropriate education or experience in student support service areas to accomplish the mission of the institution.

This thirty-word criterion is deceptively complex. To substantiate the claim that Dalton State does in fact do this, SACSCOC requires all the transcripts, CVs, and employment records of the faculty and professional staff in the college—and that is not all. Because we have affiliations with eCore, eMajor, and the Georgia Film Academy, we must provide access to the transcripts, CVs, and credentials of those faculty as well.

One of the requirements in Section 7 (7.2, to be exact) is the QEP requirement:

The institution has a QEP that (a) has a topic identified through its ongoing, comprehensive planning and evaluation processes; (b) has broad-based support of institutional constituencies; (c) focuses on improving specific student learning outcomes and/or student success; (d) commits resources to initiate, implement, and complete the QEP; and (e) includes a plan to assess achievement.

This description of the QEP cleanly gives the five criteria upon which the Plan will be evaluated by the site team. The QEP Planning Committee is working through these five standards and has achieved a and b. C is in process, and e will follow; d, of course, (Cont. on page 5)

Wright School of Business Collaborative Online International Program

by Fernando Garcia, DBA, Assistant Professor of Management, and Carolina Hammontree, ABD, Lecturer in Management

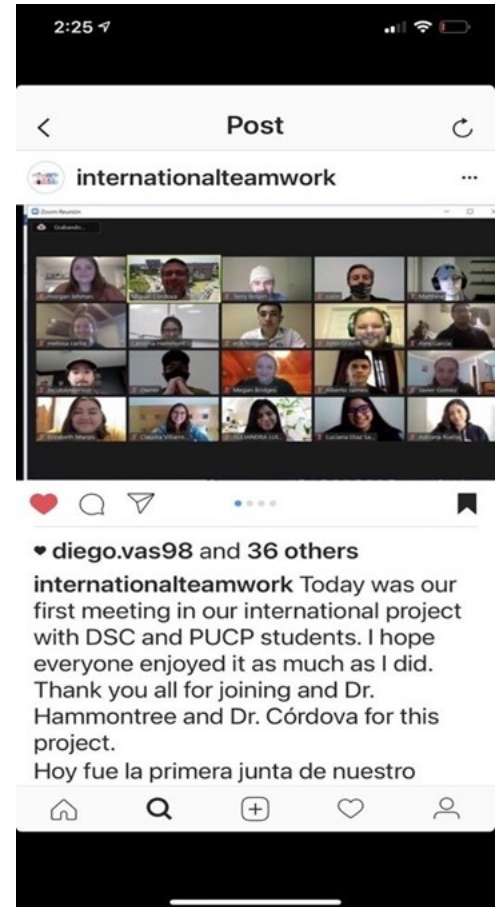
The Wright School of Business (WSOB) at Dalton State College (DSC) is committed to using innovative instructional practices to improve students' awareness of the global environment and international business issues. Technology has allowed us to expand our innovative practices by enabling virtual collaborative relationships with business schools from around the world. Because cultural intelligence is a vital skill for business professionals working in global markets or as part of internationally-diverse teams, the WSOB is constantly searching for new ways to enhance our students' global mindset. International partnerships with business schools from Latin America have opened new opportunities for online international collaborations. Business faculty and students can now learn with peers from other countries including Peru, Venezuela, Panama, the Dominican Republic, Mexico, Argentina, and Chile. Our Spring 2021 Undergraduate Collaborative Online International Four-Week Program entitled "Doing Business in Peru" was a partnership between the WSOB and Peru's Pontificia Universidad Católica del Peru (PUCP). This program was implemented at no cost for students or for either educational institution.

To plan and organize this program, the faculty organizers identified key business areas related to our joint teaching goals and selected entrepreneurship as the focus of this program. Next, we established the program learning outcomes. The research questions included: (1) What challenges do you find in doing business in Peru? and (2) How might these

challenges prompt or constrain local and regional supply chains that serve foreign investment in Peru? To facilitate this collaboration, we synced a spring 2021 international business class with a business class offered in Lima, Peru.

The program's primary goal was to offer students an international and multicultural environment to improve and expand their global mindset. To achieve this goal while enhancing the learning experience of our students, we created a simulated business working environment with the following assumptions: The DSC business professor and students work for an international corporation called DSCGlobal. This company is planning its global expansion in several international areas. The DSC business students are members of the team responsible for evaluating DSCGlobal's expansion in Peru. The Peruvian professor and students work for a consulting company in Peru called PUCPInternational; the Peruvian team's mission is to support the American investors in developing an in-depth analysis of Peru and identifying business opportunities and challenges when doing business in Peru. The DSC and PUCP professors represented the Chief Executive Officer (CEO) of DSCGlobal and PUCPInternational, respectively.

The professors prepared their students for the project during the first two weeks of classes. Both professors were international guest speakers in each other's classes. Our embedded DSC librarian, Ms. Amy Burger, was also invited to support all students during their literature review and to help access global business databases. After



the first two classes of the program, the professors divided business students into teams of eight. Each team had American and Peruvian students representing both organizations (DSCGlobal and PUCPInternational). The professors designed an ice-breaker activity where all participants introduced themselves. This activity helped them create positive relationships and facilitated their learning experience during the program. The professors delivered a project agenda to each student, provided detailed directions and goals for each virtual meeting, and scheduled virtual meeting times.

Global partnerships with business schools in Latin America, technology for

virtual class meetings, low-cost implementation, and out-of-class collaboration made this virtual program an impactful international learning experience. This strategy allows faculty to offer a unique international experience to students in their own country. In addition, this program can assist faculty with: a) strengthening their global network, b) customizing international business projects based on the learning outcomes, c) engaging in joint research projects with foreign researchers, d) innovating their teaching approach, and e) internationalizing their curriculum.

We live and work in a global village. Our business graduates will likely be conducting business with suppliers and customers from foreign countries. Therefore, these international partnerships will help our students enhance their international business and multicultural skills. The WSOB is educating the future business leaders of our community. Through this program, our students will enhance their international leadership skills and understand the many challenges of overseas business, specifically in Latin

America. Additionally, since DSC is a Hispanic Serving Institution (HSI), learning and collaboration with Latin American universities aligns with our unique HSI mission. Partnerships with Latin American Universities bring more diversity to our institutional culture, thereby extending the reach of our internationalization efforts.

This Spring 2021 collaborative program was an excellent international learning experience that had a positive impact on over 80 participants. During the first session where the Peruvian and American students met, some instantly created an Instagram account, and others started using "WhatsApp" to communicate. They keep their friendships after the program, thereby increasing their international professional and social networks. Additionally, during this program, some students used LinkedIn to post their learning experiences during the program and the impact on their professional lives. Once the program ended, the professors created and administered a survey to both the Peruvian and American students to measure the impact of the international

experience. After organizing the data (individually and collectively), reviewing the transcribed database, coding, and organizing emerging themes, we now understand the impact of this program. Emerging themes included: a) Empathy in understanding global perspectives, b) Knowledge of global issues c) Connection with international peers, and d) Belief in this activity's application for workplace skills. Moreover, many students showed interest in learning Spanish as a second language. During Summer 2021, both institutions organized a program entitled "Meet & Talk," where Peruvian and American students can meet and talk to practice a second language with native speakers.

In summary, this online collaborative program has created opportunities for increasing our online international collaborations, for improving our students' global mindset, for internationalizing our curriculum, and for expanding faculty and students' international network. The results of the survey showed a positive impact on students' global learning experiences. §

(Cont. from page 3)

will be worked out in a detailed budget of new, existing, and in-kind funds.

Where You Fit In

Lest the words "compliance," "requirements," "assessment" and other higher education jargon distance you from the reaffirmation process, let me quote the Principles of Accreditation one more time. The beginning of the Principles of Accreditation states:

SACSCOC supports the right of an institution to pursue its own educational mission as inherent in fundamental values of institutional autonomy; . . .

It is easy to classify SACSCOC as another outside organization setting up hoops to jump through. In reality, reaffirmation is

about showing the world we are aligned with our mission, with what we say we are. We display the accreditation notice because we have to, but we should also do it proudly because it means we are who we purport to be. Our faculty are high quality and exceed expectations; we assess and improve on what we do in the classroom, co-curricular programs, administration, and fiscal affairs.

Reaffirmation of accreditation is, however, more than proving we have good processes, hire the right faculty, and have financial integrity. It is an institutional learning process. Since my area is the QEP, I am particularly aware of what we are learning here. We are learning that individual units at DSC are doing amazing work—that other units don't know about. We are learning to talk across those units and silos. We are

learning that we share frustrations and passions, and we are learning that others have different but equally important—or just differently expressed—frustrations and passions. We are learning about best practices with first-year students that we are already enacting and that could be improved. We are learning about other institutions. I think we are learning to develop an experience for first-year students that will help prepare them for higher learning, self-directed academic choices, and a greater sense of belonging and community.

DSC goes through reaffirmation of accreditation because we have to. However, as an educational community, we can make it much more. §

Dean of Students Office Secures Mini-Grant to Further Support Students through Financial Literacy Initiatives

by Sammi Carter

Financial literacy is a considerable challenge facing students' ability to move toward college completion. From Spring 2018 to Fall 2020, 31% of Dalton State students indicated financial concerns as the reason for their full withdrawal from college in exit interview data. In a recent campus-wide survey, 78% of students indicated that they receive financial advice from their families. The lack of positive financial mentors and education may result in many students failing to complete college due to their financial choices.

Through a collaboration with the Believe Greater Dalton Education Partnership, Dalton State was awarded funds from the Georgia Partnership for Excellence in Education's College Access Grant. Dalton State was previously awarded this grant in Spring 2021, which purchased 500-lifetime licenses

to online module-based curricula through the National Financial Educators Council. A previous award from Georgia Partnership for Excellence in Education, along with the Title V (Developing Hispanic-Serving Institutions) Grant, allowed for the opening of the Financial Fitness Learning Center (FFLC) in fall 2021. The FFLC is located in Lorberbaum Hall room 103. The newly acquired funds will allow for the expansion of educational resources, community offerings, and further awareness of the recently opened FFLC and available resources.

A collection of events and workshops for students and their families will provide assistance with applying for financial assistance that alleviates the burden of paying for educational expenses out-of-pocket. The first event is our upcoming FAFSA night. Assistance



will be provided in both English and Spanish through a partnership with the Latin American Association to ensure that students and families receive information in a format with which they are most comfortable. This event will take place on November 9th from 5 to 8 PM in the FFLC, Lorberbaum Hall room 103. In addition to these programs, the grant will provide a bilingual library of resources for financial wellness, submitting scholarship applications, and more. §

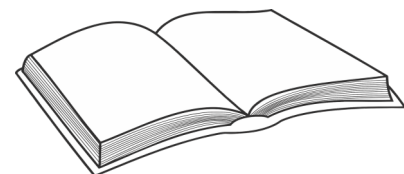
From "Literature to Life: Interleaving Read-world Applications in the Literature Classroom" presented at the Spring 2021 Virtual Bold Talks on February 26, 2021

by Leslie Jane Harrelson

The tension between teaching literature and presenting its relevance is recognizable to many teachers trying to instill in their students the importance of their subject to students. I recommend integrating the concept of interleaving from James M. Lang's *Small Teaching: Everyday Lessons from the Science of Learning* to relate the lessons

of literature to real-life situations. Practical application is a compelling motivator for students. When students are taught how to use Medea and The Odyssey as places to interrogate and scrutinize their own choices and to gain insights into their lives, the interleaving can create engaged, lifelong learners. Using an interleaved, practical ap-

proach to connect course content to students and their lives can increase students' connection to Dalton State College as a place of lifelong-learning and strong positive feeling. §



CETL 2021-2022: Finding Our Traditions

by Marina Smitherman

“People working together in a strong community with a shared goal and common purpose can make the impossible possible,” said Tom Vilsack.

When I joined the faculty at Dalton State fourteen years ago, we were a much smaller community with half the current number of students and far fewer employees. Though we were a commuter campus, everyone knew everyone, and joint staff-faculty-student events ensured that we all interacted on a frequent basis. Around graduation, groups would gather to celebrate, and departments found multiple opportunities to socialize throughout the semester. In short, we were connected as a teaching and learning community.

In my first semester at Dalton State, I quickly realized that my students were not prepared to be successful. I had been ruminating over the reasons and how to solve this when two things happened. Firstly, a colleague noticed I needed help and asked if I wanted to grab lunch. She spent an hour-and-a-half talking it through with me and sharing teaching and learning techniques she knew from experience would engage my students. The following week, our CTL Director Barbara Tucker put on a workshop focusing on the dos and don'ts of college teaching, and I realized that there was a whole world of pedagogy out there that I had not needed to connect with until now.

What was so easy at that time - supporting and mentoring each other in teaching and learning - is much harder in our current circumstances. We have grown, and our core mission and vision

have changed several times. We have added student opportunities like Greek life and athletics and become a residential campus, but we have also become increasingly siloed because of such rapid growth and change over a short time. Through this pandemic, we have worked remotely, making informal or formal gatherings more challenging. What was once easy became much harder as we grew, now requiring intentional opportunities for faculty to get together to share their teaching and learning achievements and challenges for the overall health and success of our community.

Our opportunities to connect with our colleagues to discuss teaching and learning have changed over the years with fluctuating levels of commitment and resources. At times, we have had active opportunities to come together as a community for development in teaching and learning through first, the Center for Teaching and Learning (CTL), then the Center for Academic Excellence (CAE), whilst at other times our opportunities to engage with each other have been less expansive. When we look at the impact that the pandemic has had on our student success outcomes, it becomes clear that, as a community, it is critical for us to reengage and work collaboratively together again on meeting our critical vision of providing a transformative education for all of our students, regardless of these changing circumstances.

Today, we have leaders who appreciate the value of our continued professional development in teaching and learning who are committed to investing in this as a critical way to achieve our mission, vision, strategic goals, and success for our community. Dr. Hicks has asked us to work collaboratively to build an active Center for Excellence in Teaching and Learning (CETL) where we can intentionally create these opportunities to share and support each other in this critical work that we do. Building an active CETL at our institution is an

indication of our commitment to providing a transformative education for all our students, regardless of their level of preparation. If we do this right, in a systematic and sustainable way, we can establish what we want to see as teaching and learning development traditions to ensure that these precious opportunities remain a part of our academic year.

To that end, we are going to spend this 2021-2022 academic year identifying what we would like to see as our faculty development traditions by offering a diverse array of programming, by gathering input through detailed needs analysis from all stakeholders, and by building a physical space that facilitates these crucial interactions for us as a community.

We have a dedicated group of individuals who have kindly agreed to step up and serve as CETL Fellows and help offer programs and work to build the Center. Each one of these individuals brings with them dedicated expertise in an area of teaching and learning focus for our work this year as well as collaborating as a group to build the infrastructure for an active center. A huge thank you to Amy Burger, Alicia Briganti, Aimee Cribbs, Kim Hays, Matthew LeHew, and Angela Nava for stepping up to drive our work this year. As a CETL leadership group, we took the time to articulate our values in this work.

CETL Fellow Community Values – Our Goals Are to:

Create a supportive teaching & learning community

Share teaching & learning techniques that are relevant and easy to implement

Model best practices during the development sessions we lead

Help employees become scholarly in their teaching and learning

Focus on Inclusive Teaching Practices

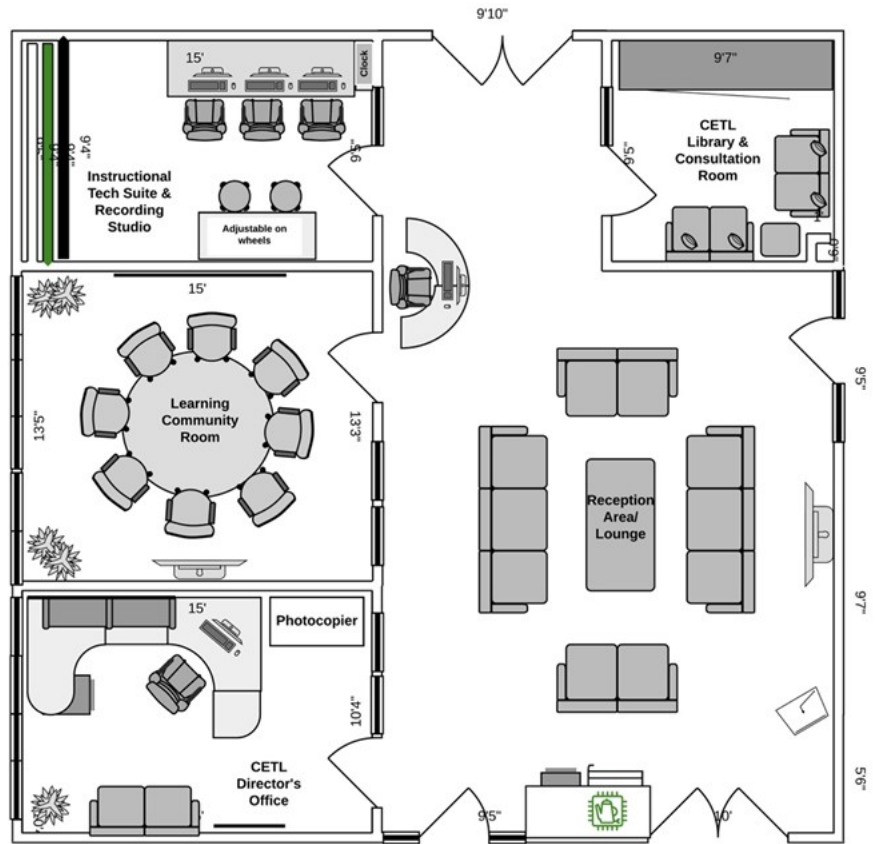
which are broadly relevant regardless of discipline

Connect employees to resources to help us all be successful

This is a highly collaborative project, so we will be working to garner input for needs assessment from faculty, staff, and students. We will be hosting a symposium to bring all of these groups together to get everyone around the table to see what we want and need to build together and to come up with an action plan with the understanding that we all want to see students being successful. We are working intentionally with many committees across campus. CETL will be working with the Faculty Development Committee to organize the Bold Talks event this year. The Committee on Excellence in Teaching and Learning will be providing input on our vision, mission, and our ongoing needs assessment. We are working with the Student Success Committee and SGA on a student needs assessment. The CETL publications committee will be working on the *Digest* and also in developing and launching an online scholarly teaching and learning journal entitled *Transformative Teaching*, which will feature articles from institutions like ours that successfully work with underprepared students at primary undergraduate teaching institutions whose work is truly transforming lives. We have a representative on the JEDI committee to facilitate events focused on inclusivity programming.

Keep an eye out for CETL emails launching several programs over the next few months. Alongside the faculty academy and the faculty learning communities already running on *Funds of Knowledge* by Brian Hibbs and Deb Richardson and *Distracted* led by Carl Gabrini, we will be relaunching a thank-a-teacher program, two faculty learning communities focused on inclusive teaching practices, a workshop series, and a couple of informal opportunities to connect: "Pints and Pedagogy" held

CETL Floorplan



at Dalton Brewing Company, and "Teaching Conversations" held virtually for now. Teaching employees can also reach out for just-in-time help with classes by requesting a confidential classroom observation paired with an individually tailored consultation. This is a great way to get specific advice tailored to your own unique classroom approach. Then, as conditions improve, we will be offering more in the way of in-person workshops and focused longer-term programs in our areas of greatest need.

One of the most exciting aspects of this current work is having been given approval and redesigning a beautiful space on the second floor in the library as a dedicated CETL. This will serve as a space for us to come together to discuss the ups and downs of our roles as teachers and collectively support each other in finding solutions along with connecting to available resources. This bright, light, and cozy space has the perfect layout for a teaching and

learning center with purposeful spaces that will support each of our key activities. Working closely with Academic Affairs, Fiscal Affairs, and Melissa Whitesell, the CETL fellows and I have envisioned a space that will serve as a hub for the teaching and learning on our campus and a space and place to openly discuss, share, and explore what great teaching looks like on our campus.

Within this space, we will have a sizeable lounge area to take time out from our crazy schedules to connect with colleagues; a dedicated learning community room for those wishing to discuss a book, a journal article, or other resources with colleagues; a library stocked with teaching and learning resources that can be checked out of the library; and a combined recording studio and instructional technology suite that can be used to record a webinar or a podcast, a lecture or a video, and where we can go to get training and help individually in

(Cont. on page 10)

Meet the CETL Fellows 2021-2022

The CETL Fellows, pictured below (from left to right by row) are:

Amy Burger, Librarian/Part-Time Instructor of English– Dalton State Digest & Transformative Teaching journal, monthly workshops

Angela Nava, Lecturer in Criminal Justice – Peer Observations, Inclusive Teaching Practices, Faculty Learning Communities

Alicia Briganti, Associate Professor of Psychology – HIPs Implementation, Honors programming

Matt LeHew, Assistant Professor of Communication – Thank a Teacher, Peer Observations, Assessment Strategies, Instructional Technology

Aimee Cribbs, Assistant Professor, School of Education – CETL Assessment, Peer Observations, Inclusive Teaching Practices

Kim Hays, Associate Professor of Biology – Inclusive Teaching Practices, Faculty Learning Community, Instructional Technology



Living Our Dalton State Values

by Elizabeth Hutchins and the Strategic Enrollment Planning Retention sub-committee

As members of the Dalton State community, our Values Statement should guide and direct our institution. The statement establishes the standard by which we make decisions and define our culture.

Take a minute to review the statement. Are you considering our values in the decisions you make at Dalton State? Is student welfare at the heart of your interactions?

Here is what some of our Dalton State students had to say:

Opportunity and Access for All

“Dalton State College affirms its commitment to Opportunity and Access for All by offering a variety of classes at night to nontraditional students like me.” -Graduating Senior, English major

“The commitment to serving minorities and first-generation students. As a well-respected and affordable institution, it gives access to students like me whose family never finished college nor can pay for mine.” -Student in the Wright School of Business

Excellence in Teaching and Learning

“The professors are well knowledgeable

in their field of study and provide students with different perspectives on career fields. The professors make sure the students understand the material; however, they also challenge students, so they are well-prepared once they enter the work force.” -Student in the Wright School of Business

Diversity and Inclusion

“The culture of my college (Dalton State College) is a diverse community with strong organizational values that strive to meet the individual social, cultural, and linguistic needs of the community served.” -Junior from the School of Health Professions

Commitment to Service and Collaboration

“Throughout each semester, Dalton State hosts several service projects that the Dalton State Community can participate in to either advance the community surrounding the college or outside the community. There might also be speakers and job representatives that come to the college in order to engage with the Dalton State community to help advance and create collaboration within our community.” -Student from the Wright School of Business

Respect and Collegiality

“The culture of my college is a warm, welcoming culture. It's a very positive university and they want what is best for their students. They do their best to provide a quality experience, which I feel is important to the overall college experience.” -Junior, Organizational Leadership major

Culture of Accountability

“Before taking an exam, some professors at Dalton State require you to read a statement saying that you will not cheat on the exam and that all of it is your own honest thoughts and work. You then provide your signature as a way of agreeing to the statement and holding ourselves accountable.” -Student in the Wright School of Business

Consider your actions as a member of our Dalton State community, and commit to making a change that better aligns your actions with our Values statement.

Student retention can be impacted by each of us working together and making a commitment to our core values. §



aspects of instructional technology. Our lounge will be equipped with AV technology so we will also have the facility to rearrange furniture in this area to hold workshops for between 20-30 people with the option of offering hyflex events where those who choose to can join in the fun virtually. These initial working plans, shared below, are currently a work-in-progress and, as a group, we welcome ideas for the

development and use of this space.

Herb Simon said in 1986, “Improvement in post-secondary education will require converting teaching from a solo sport to a community based research activity.” Most of us came to this without formal training in teaching and learning, and, whatever your role on campus, we are united in a desire to see our students be successful. Creating an active,

supportive community around teaching and learning on our campus will benefit everyone. How are we going to find our traditions? Collaboratively together! Ask yourself how you would like to engage in this effort to identify our faculty development traditions and help build an active and sustainable CETL together where we can transform boldly for many years to come. §



Think as a Scientist

*by Hussein Mohamed,
Professor of Biology*

“To have this experience is unbelievable. I’m thankful to have this opportunity at Dalton State. I don’t think I would have gotten this far into the research as an undergraduate at a bigger school. Everything is hands-on here, and you always have a professor willing to research with you,” said Kristen Price, a biology major who graduated in Fall 2018.

In the classroom, we teach the fundamentals and the basic knowledge of the subject; however, involving students in research will polish their college experience by extending their analytical skills, deepening subject-area knowledge, and preparing them for graduate-level studies. During the last few years, Dalton State students have had ample opportunities to engage their minds in research. Involvement of biology students in scientific research at the beginning of their college life could help to acquaint them with research and trigger enthusiasm beyond the science curriculum, leading students to

develop meaningful knowledge and skills that they can apply outside of the classroom (Reinders et al., 2005; Kuh, 2008; Goldhamer et al., 2009; Ramnanan, 2015; Weaver et al., 2017). Moreover, participation in undergraduate research experiences can strengthen students’ interests in pursuing graduate school or their resumes if they are seeking immediate employment (Russell, Hancock, & McCullough, 2007; Boyette-Davis, 2018).

Engagement of students in research can be achieved through the course-based laboratories, service-learning classes, or faculty-mentoring independent research projects (Durso, 1997; Brothers & Higgins, 2008; Cejda & Hensel, 2009; Bangera & Brownell, 2014; Budruk, 2014).

The beginning of an independent research project is the most exciting moment for the students. However, they don’t know how to start, how to choose a faculty to work with, and how to write a proposal. Therefore, it is important that during the first class of the semester, the faculty introduces the importance of the research and tells the students short stories about the major achievements of scientists’ research.

Students showing their interest should follow major primary roads. They need to assess their skills and determine their level of commitment. The process may therefore begin with conducting a library search on the question they are interested in before they move onto the next step, which involves upper levels such as writing a proposal and conducting the experiments. Before moving to the next step, the mentor needs to decide if the student comprehends the basic skills of the scientific methods and most importantly if the student is motivated to conduct research.

Recent studies showed that STEM students participating in formal

research programs far outperform other student populations not engaged in research—based on several key metrics including STEM persistence, retention, and entry into STEM graduate programs and/or careers (Upcraft et al. 2005; Pascarella et al. 2008; Tinto 2012; Awad and Brown 2021).

The role of the faculty mentor is crucial in bridging the intersection between theory (introduced in the classroom) and practice (obtained through mentored research experiences) that improves learning outcomes and an early definition of students’ career goals (Kuh, 2011). Once it is confirmed that the student is ready to start the first step in his/her research journey, the mentor should encourage the student to write a short proposal using what he/she learned. The faculty mentor’s responsibility is to make sure that the student follows the scientific methods, identifies logical flaws of the results, and be appropriately tentative in the conclusions. The most important thing is that the mentor always supports and encourages the student to continue and to overcome the difficulties that the student may encounter during the research period.

Over the last six years, Dalton State students have been engaged in many research topics, and they are required to present their research at the Dalton State Undergraduate Research Symposium, Georgia Undergraduate Research Conference (GURC), or Association of Southeastern Biologist Conference (ASB). Such post-research activities improve students’ scientific skills, the opportunity to communicate with senior researchers, enhance their resumes, and build a relationship with graduate school representatives that could help them when they apply to graduate school.

Next, let me share some examples of DSC STEM research.

(continues on next page)

Cutaneous antibacterial effects of plant-derived essential oils. Presented in Dalton State Student Scholarship showcase (2015).

Assessment of physical and environmental properties for sustainable crop production using field methods and geographic information systems. Presented in Dalton State Student Scholarship showcase (2016).

Morphological and physiological comparisons between yellow toadflax (*linaria vulgaris*) individuals exposed to 2,4 dichlorophenoxyacetic acid. Presented in Dalton State Student Scholarship showcase and Association of Southeastern Biologists Conference, Montgomery, Alabama, 2017 (2017), and published in *J Tissue Cult. Bio. Bioeng.*, Online Access 2018.

Selection of heavy metal hyperaccumulation cell lines using tissue culture techniques as a tool of phytoremediation of heavy metals contaminated ecosystem. Presented in Dalton State Student Scholarship Showcase and Association of Southeastern Biologists Conference, Montgomery, Alabama (2017).

Dirt free farming; feeding a growing population through hydroponics. Presented in Dalton State Student Scholarship showcase (2017).

Tissue culture vs hydroponics as a small-scale tobacco production for phytoremediation. Presented in Dalton State Student Scholarship showcase and Association of Southeastern Biologists Conference, Myrtle Beach, South Carolina (2018).

Phytoremediation of arsenic (iii) oxide and sodium arsenate with *Vetiveria zizanioides*. Presented in Dalton State Student Scholarship showcase and Association of Southeastern Biologists Conference, Memphis, Tennessee (2019).

Currently, eight students are

participating in two STEM Course-embedded Undergraduate Research Experiences (CURE) Grant Programs (2021).

Phytoremediation Of Arsenic by *Vetiveria Zizanioides* in A Hydroponic System.

Selection Of Salt and Drought Tolerant Cell Lines of *Trifolium Repens* L. (White Clover) Using Tissue Culture Techniques

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Words Matter: All of Them

by Kim Hays

“Words matter, and the right words matter most of all,” said John Birmingham.

The words we use when we speak to our family, friends, colleagues, and students carry weight and have the power to uplift and tear down. I don’t think any of us would disagree with that. It was not until this summer, however, as I participated in an online course via the National Science Foundation (NSF) – funded Inclusive STEM Teaching Project (www.inclusivestemteaching.org) – I began to realize the power of the words I use in my syllabus and course policies.

The opportunity to participate in the course came via a Howard Hughes Medical Institute Inclusive Excellence (HHMI IE) grant application. Our DSC STEM team was selected as a finalist in the HHMI IE funding cycle and awarded a small grant to begin the work of inclusive teaching with the ultimate goal of a course redesign of the “gateway” courses in our STEM majors. These courses

are where we see struggling students change their majors or abandon their pursuit of a degree. The HHMI funding allowed us to recruit a cohort of STEM faculty to serve as DSC HHMI Inclusive Teaching Fellows and launch a yearlong project that will allow us to focus on these courses. Two other team members and I were trained as facilitators in the NSF STEM Inclusive Teaching Project and set out to complete the online course and facilitate an on-campus learning community of our fellows group. All participants in the fellows’ program completed the MOOC and participated in a learning community this fall. We will continue our efforts in spring with a symposium that will allow us to analyze the data related to student success in these courses, student demographics, and student input as we seek additional funding from HHMI to pursue complete course redesign with an inclusive teaching focus.

Like many of us, I never learned how to build a syllabus and began with syllabi inherited from colleagues that have been edited and re-worked as my teaching has changed. During one module on inclusive teaching practices, the Inclusive STEM Teaching Project forced me to look at my syllabi and other course documents with a critical eye. I

was challenged to really look at the language and policies I include and the message they send about the inclusiveness of my classes and the sense of belonging students may find there.

I began this task with a syllabus I found online, and I’ll be honest – it was pretty bad. Nowhere in this syllabus did I find language about students’ potential for success, but only doom, gloom, and all the things they could do to fail the course. As a first-generation college student, that syllabus would have terrified me and I thought “Surely, mine can’t be that bad.” Well, when I went to my own syllabi with a critical eye, I was not proud of some of the things I found. Was it awful and irredeemable? No, but I also realized that if my syllabus was the first thing my students saw, I was not putting forth the message I wanted them to see. Additionally, I dug back through my syllabus archive looking at language and policies, especially around missed classes and labs, and make-up work. I found sections from three different courses that just did not set the tone I was after. They included:

“If you miss class, you are responsible for obtaining material, announcements, and assignments given in class. Remember, you cannot make up missed lecture questions. My slides are available on GAView. Attendance in labs is mandatory, and no make-ups are available.”

“Make up exams will only be given in the case of a documented (doctor’s note, accident report, etc.) absence.”

“One of the challenging aspects of the course is the volume and detail of material to be covered; if you fall behind, it will be difficult to catch up.”

While none of these examples is overly harsh or unreasonable, they did not set the tone that I wanted to set for my classroom. In addition to learning, I want my classes to be a place that helps build a students’ sense of belonging, where they are (Cont. on p. 15)

Applying the Information Literacy Framework

by Amy Burger

Information is increasing exponentially in both quantity and availability, meaning the value of information literacy is growing too. Being information literate can help with activities ranging from online shopping to selecting a candidate to support, but it's also important in an academic context. While librarians have long championed information literacy, it has taken on new significance for Dalton State College students and faculty, as part of the redesigned core curriculum outlined by the University System of Georgia (Denley).

Information literacy, as defined by the American Library Association, is “a set of abilities requiring individuals to ‘recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information’” (“Information Literacy,” 2021).

Details about the abilities associated with being information literate are outlined by the Association of College and Research Libraries (ACRL), who published their Framework for Information Literacy for Higher Education in 2015. This Framework is made up of six “frames,” “based on a cluster of interconnected core concepts, with flexible options for implementation” (“Framework,” 2021). You may find, as you read further, that information literacy is already integrated into your course.

The ACRL’s definition of each frame, along with suggestions for incorporating it into class content through assignments and activities, follows:

Authority is constructed & contextual

Information resources reflect their creators’ expertise and credibility and are evaluated based on the information need and the context in which the information will be used. Authority is constructed in that various communities may recognize different types of authority. It is contextual in that the information need may help to determine the level of authority required.

An in-class activity for this frame is a discussion based on a question: how is authority established in your academic discipline? Alternatively, ask about students’ own hobbies. For another activity or assignment, students could learn about the distinction between popular and scholarly content.

Information creation as a process

Information in any format is produced to convey a message and is shared via a selected delivery method. The iterative processes of researching, creating, revising, and disseminating information vary, and the resulting product reflects these differences.

For this frame, consider teaching about the information cycle. Using current events, students can observe how quickly information is available on social media, followed by newspapers and magazines, compared with the amount of time it takes to produce academic research.

Information has value

Information possesses several dimensions of value, including as a commodity, as a means of education, as a means to influence, and as a means of negotiating and understanding the world. Legal and socioeconomic interests influence information production and dissemination.

This frame offers a variety of possibility for classes. Topics for class discussion or

assignments could cover information ethics (including citation), intellectual property, and bias and/or special interests that may inform the creation and use of information.

Research as inquiry

Research is iterative and depends upon asking increasingly complex or new questions whose answers in turn develop additional questions or lines of inquiry in any field.

Allow students to make a connection to something they already know—making a purchase. Start by asking your class to think back to their process of determining which choice to make when considering a past shopping decision. What steps, tools, and/or techniques did they use? How do they think this is similar to research for academic purposes?

Scholarship as conversation

Communities of scholars, researchers, or professionals engage in sustained discourse with new insights and discoveries occurring over time as a result of varied perspectives and interpretations.

An easy way to incorporate this frame into a class is to use a citation mapping activity. Students can identify the ways in which scholars engage with each other’s work on a particular topic over time. A timeline could be used to illustrate this conversation. Another idea is to ask students to respond to a course reading by thinking of questions they have for the author or ideas for what direction the conversation may take next.

Searching as strategic exploration

Searching for information is often nonlinear and iterative, requiring the evaluation of a range of information sources and the mental flexibility to pursue alternate avenues as new understanding develops.

understanding develops. This frame offers a logical basis for a partnership with the library, such as through a library instruction session. Students often enter college with self-taught research skills, which can result in less-than-thorough searches and a preference for the Internet over library databases (Bauer, 2018). They may also fail to leave enough time for research and/or struggle to find scholarly sources. Since students rarely seek help from librarians (Bauer, 2018; Head, 2013), involving one in research-based projects can be a constructive way to address these challenges.

Because information literacy is so central to scholarship, it is likely that you and your students are already

familiar with many of the concepts described in this article. In it, I have offered ideas for ways to more deeply and intentionally integrate information literacy into course content through activities and assignments. To continue this conversation or to collaborate, please get in touch.

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Information Literacy. (2019, May 28). American Library Association, <https://literacy.ala.org/information-literacy/>. §

(Cont. from p. 13) safe to be wrong, and where they are treated as a human being with a rich and complex life that extends outside the walls of my classroom. Punitive language, stark bold and italicized words, and unbending policies on paper did not translate to how I interacted with students, but how could they know that?

So, I took this as a challenge. I decided to edit my Fall 2021 syllabi with two goals in mind: 1. Inject a little personality into the syllabus and 2. Be mindful of the language I am using in course policies. That was it. I did not revamp the classes. I didn't change what happens in my classrooms. I didn't lower my expectations or reduce the rigor of my courses. I thought about the words I use and the impression those can give to students.

I really struggled with injecting personality without making my syllabi any longer than necessary. While I know some disciplines prefer to add biographical introductions and photos, I prefer to share most of that information in person. Instead, I kept it simple. I added this information next to my name on the syllabus: "she/her/hers, nerd, lover of all sports, CrossFit athlete, dog & cat

mom, JSU and OSU alumna, saxophone player."

Just a simple list of things that gave the stranger behind the name on their schedule a little bit of context. Honestly, I have been shocked at the impact of this small gesture. Before class even started, I had students email to tell me their parents went to JSU or to tell me they played saxophone, too. I had a student in class share that they used they/them pronouns and told me later they knew it was safe to tell me because I had included my pronouns on the syllabus.

Words matter.

I knew the policies were where I needed to do the most work. I needed policy to match practice and I needed to acknowledge the humanity of my students. What started as harsh and unbending language became this:

"I will try to start and end class on time, so please do your best arrive on time BUT I would rather you be late than not here at all! Class is best experienced in person with your classmates, but I do recognize that life happens. Please communicate with me via email or text if

you are unable to make it to class and we will make a plan to get your caught up!"

Some slightly different words turned me (I hope) from an adversary to a partner. This semester as we continue to experience quarantines, COVID infections, and incalculable loss, my students have been more willing than ever to communicate with me about missing class or struggling with a non-course issue. Is it because of the words on the syllabus? Maybe. Is it because this has shifted my mindset? Definitely.

The Dalton State Center for Teaching and Learning is committed to offering opportunities for everyone to participate in inclusive teaching work, and I am honored to serve as the CETL Fellow in Inclusive Teaching Practices. In Spring 2022, five additional DSC faculty, from four different disciplines will be trained as facilitators in the Inclusive STEM Teaching Project and faculty and staff will have the opportunity to participate in the online course (the content is not specific to STEM courses and all disciplines are welcome) and associated learning communities. Feel free to reach out if you would like more information! §



Human Trafficking in Your Own Backyard

by Dr. Natalie Johnson

Do you know what human trafficking is? Hopefully after reading this, you will be more knowledgeable on the topic and will also be able to educate others about the realities of human trafficking. I began my journey into the study of human trafficking over a decade ago. This journey led me to develop two courses on human trafficking back in 2018: one course is on sex trafficking and the other course focuses on labor and organ trafficking.

As of January 2021, I was selected to join Georgia's Statewide Human Trafficking Taskforce. I am part of Workgroup One (out of nine) which is dedicated to community awareness and education. U.S. law defines human trafficking as the use of force, fraud, or coercion to compel a person into commercial sex acts or labor against their will. Inducing a minor (defined by federal law as anyone 17 and under) into commercial sex is considered human trafficking, regardless of the presence of force, fraud or coercion. It

is a sickening \$150+ billion a year "industry." In being on this taskforce, I have met many incredible people working to eradicate human trafficking. One person I met in my workgroup is Joe Gonzales, who has been the leader of the annual Savannah Traffick Jam Conference, a conference that seeks to educate the public and many working professionals on human trafficking.

Joe Gonzales was seeking volunteers to help plan the 7th annual Savannah Traffick Jam Conference, which will take place January 28-29, 2022, in Savannah, Georgia. I gladly volunteered to be on the overarching planning committee and the mental health module planning committee, as well as serve as a presenter in the major segment we titled "Mental Health Diminishes Every 30 Seconds." The focus is on how being trafficked affects mental health, which then impacts the type of services and treatment survivors need. We have four speakers for our segment: Faythe Kadona, Dr. Heather Quaile, JoAnne Mitchell, and myself. Kadona is a survivor of human sex trafficking and is Survivor Leader of Street Grace. Dr. Quaile, DNP, WHNP-BC, CSC, IF, is a board certified, women's health nurse practitioner with specialty training in female sexual medicine. She is heavily involved in legislation and lobbying at the Georgia Capitol on human trafficking. Dr. Quaile is also dedicated to caring for human-trafficked teenagers in need of emergency stabilization in a medical center she helped to create and implement in Georgia. JoAnne Mitchell, M.Ed, LPC, CPCS, RPT/S, NCC, is a licensed therapist and play therapist.

Another amazing accomplishment that has come from Workgroup One is a "Lunch and Learn" that we planned and made available free to the public. It's titled "Conversations with an Expert - The Current Trends in Enticement and Recruitment of Children Online" by Special Agent April Griffith of the GBI. If

you are interested in learning more, you can find it here: <https://youtu.be/OZE-gyUc07U>

The reality is that human trafficking occurs anywhere and everywhere. Yes, it happens in Dalton, GA. In fact, Atlanta, GA is one of the world's biggest hotspots for human trafficking. While, yes, technically anyone could become a victim of trafficking, there are certain conditions that put people at a higher risk, such as youth who have run away (largely due to living in an abusive household) or youth who are throwaways (those kids whose parents have kicked them out). A particular vulnerability is LGBTQ+ youth. Many are not accepted by their families and have been kicked out to the street. In fact, according to the Polaris Project (the best source for correct information on human trafficking), LGBTQ+ people are more likely to be trafficked than other demographic groups, followed by racial/ethnic minorities. That's not a coincidence. Generational trauma, historic oppression, discrimination and other societal factors and inequities create community-wide vulnerabilities. Traffickers recognize and take advantage of people who are vulnerable in certain ways. Also, don't be fooled into thinking only girls and women are trafficked. Boys and men are too and are especially susceptible to being recruited and tricked into labor trafficking due to the expectations that men provide for their families.

The rarest form of being lured into the "industry" is abduction. The reality is that familial trafficking (parents trafficking their kids for drugs, travel, cars, boats, etc.) and the "boyfriending-in" method are the two most common methods. You're probably stunned, but, yes, parents do sell their own kids. And, parents, this is where you want to listen closely: your kid/teen that's on social media is at an extremely high risk if not monitored closely. Kids/teens with low self-esteem (and (Cont. on page 17)

Journal of Clinical Experiences

by Holly Miller

I started implementing a writing assignment for our Radiologic Technologist freshmen cohort about their clinical experiences. The idea is to have them write a short paragraph at the beginning of class to get their brain charged. They attend clinicals two to three times a week depending if they are on a 1st or 2nd shift rotation. Always being HIPAA compliant, they write about their experiences while on clinicals. I tell them to write what they learned during that day and from whom: How is COVID making them feel about being in the healthcare setting? What are they seeing out in clinicals that they may not see in our structured



lab? These questions are designed to remind students of their time in clinicals. I started these writing assignments only this year. I want students to have something to look back on after their two years here in the Rad Tech program. I am always preaching to the students "Do not forget where


you came from" and "Go out and change the world, one patient at a time" and, hopefully, this way, these writing assignments will be a gentle reminder when they graduate and are continuing to changing the world or work with other students. §

(Cont. from p. 16) even healthy self-esteem) are susceptible to messages sent to them saying all the right things, such as "You're so beautiful" or "I can make you a model." Who doesn't want to hear nice things about themselves? Traffickers are constantly on the prowl for victims via social media—parents, beware. Be active in your child's life, and be in control of their social media.

There are red flags to watch out for regarding how to spot victims, but chances are you aren't going to save a random stranger. Rather, it's more likely someone you know. Most (90%) kids that are trafficked are in school! The best way to help is to pay attention to the people you know, such as your kids, your students, your patients, and your co-workers. This leads to dispelling the myth that borders must be crossed or movement must occur to be a human trafficking victim. False! You can be trafficked out of your own home. Despite the connotations that trafficking has of crossing borders such as in the case of drug trafficking, that is not the case in human trafficking.

While there's so much more to say, I will be following up in the Spring issue of the Dalton State Digest with more information and how our conference went. For now, educate yourselves on the realities of human trafficking because traffickers rely on your ignorance of this topic to get away with their crimes! What's happening in your own backyard? §

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Spotlighting Well-Being

by Mrs. Anne Loughren, M.S. NASM-CPT, AFAA-CPT, AFAA-CGFI, AFAA-Sunrise Yoga Specialization, Department of Health and Wellness, Campus Recreation, DSC Assistant Director of Fitness

The fall season is a season of transition. summer transitions into fall. Grabbing rays by a pool or the beach transitions into grabbing a big blanket and warmth by a fire, and family time with a cold drink and good pizza on a Friday night transitions into moments with hot cocoa, marshmallows, and comfort food. It is a part of the year that many of us look forward to...an ending to the first semester of the school year, a time to reconnect with family and friends, and a moment given to focus and re-energize ourselves for the new year to come.

Fall can be a very stressful time. DSC students are feeling more pressure and increased stress due to the ending of the semester. "Am I going to pass this class? Will I keep my HOPE? I must keep my A!" DSC employees are feeling stress in meeting deadlines, getting assignments finalized and graded, and getting "to-do-items" checked off that have been put off. The routine stress of the fall season is not unique. We expect it. We think we are always ready for it. We usually are not. Campus recreation is here to help you out with Mind & Body Mondays and Wellness Wednesdays! Get your routine and not-so-routine stress under some control by participating in our workshops.

Mind & Body Mondays

Relax and meditate with Anne at Bandy Gym. You do not have to know anything about meditation. This is an introduction to some basic relaxation and meditation techniques that anyone can do and almost anywhere. This is not a fitness class, but dress in comfortable clothes.

Why: To relax, to get out of your work

and class environment, to re-energize & feel motivated

Wellness Wednesdays

To be healthy, you must be active with your wellness. Anne has a couple of wellness classes to help you begin or reboot your wellness journey for your physical self. These classes are for beginners, but anyone is welcome.

Dress in comfortable clothes allowing for full body movement. These are not workout classes... sweating not expected or required.

All workshops require you to bring your Roadrunner or Employee ID for each class and a mat. *Employees, the campus recreation fee is waived for these workshops.

All workshops are held in Bandy Gym with the possibility of going outside if the weather is nice.

Registration is also required for each workshop/class. Email Anne at aloughren@daltonstate.edu before the workshop date.

Health and Wellness Tips

Wellness is the foundation to good health and a healthy well-being. We tend to think of eating healthy, sleeping

well, and getting in exercise as the pathway to good health. These are all very important pieces of the wellness puzzle, but, sometimes, we don't think about the smaller pieces of the puzzle that allow us to fit the bigger pieces together. Below are some health and wellness tips focusing on those smaller pieces.

Make time for yourself.



Set goals that give you purpose, that have a connection to you, and that inspire you to achieve.

Believe in change for a better you. Not a diet. Not an infomercial. Not a fad. A change in behavior, mindset, and attitude. Change your lifestyle.

See yourself achieving. Imagine yourself accomplishing each goal and who you are at the end of that goal.

Build a support group: family, friends, and wellness professionals.

Need help with your wellness journey? Email Anne to sign up for wellness coaching . §

Faculty & Staff Accomplishments



Brooklyn Herrera, Assistant Director of Peer Education and Part-time Instructor in the Wright School of Business, was recently awarded three research grants for her dissertation research from the National Association of Student Personnel Administrators (NASPA), the College Reading and Learning Association (CRLA), and the Journal of College Reading and Learning (JCRL). Her research focus includes achieving educational equity through asset-based peer support at Hispanic-Serving Institutions.



Dr. Jie (Kevin) Yan's research with co-authors Dr. Jordana George, Mays School of Business, Texas A&M University and Robert Schwarz, Senior Researcher, ESG Center, The Conference Board was recently accepted by the Conference Board (conference-board.org/us/)

Key Takeaways:

1. Data philanthropy can benefit society and help firms better manage their data resources.
2. Data that has been shared can still be used by the firm, unlike grants and in-kind donations.
3. When firm data is collaboratively aggregated and processed with external data and shared back with the firm, it often reveals new insights.
4. When a firm's data scientists work on external projects, their skills increase through exposure to new data, challenges, and perspectives.
5. When firms donate data and receive back aggregated data, they may in effect get back more than what they gave.
6. Risks involved in data philanthropy can be effectively mitigated through appropriate security measures.



Dr. Baogang Guo, Professor of Political Science, recently published two research papers in two peer-reviewed academic journals. The first paper, "A Partocracy with Chinese Characteristics: Governance System Reform under Xi Jinping," examines China's latest effort to enhance the regime's political resilience by modernizing its governance system. It was published by the Journal of Contemporary China (Vol. 29, Issue 126, for full online access: doi.org/10.1080/10670564.2020.1744374).

His second paper, "Sino-U.S. Decoupling: The Roles of U.S. Congress," examines the political logic of the ongoing frictions between US-China relations. It was published by the Journal of Chinese Political Science (Online First, for full online access: doi.org/10.1007/s11366-021-09752-5).

Faculty & Staff

Accomplishments, cont.



Tammy Rice, LCSW, Assistant Professor of Social Work and Social Work Program Director, received a mini-grant from the Morehouse School of Medicine's Prevention Resource Center. The grant total is \$3,600 and will be used in conjunction with the senior Social Work research and capstone courses to complete a community needs assessment at the Beechland Community.

Additionally, Rice was selected by the Council on Social Work Education for the 2021-2022 CSWE Program Directors Academy. The Program Directors Academy is a year-long leadership certificate program for current baccalaureate and master's program directors. The program includes participation in an intensive summer leadership program, two leadership institutes, and mentoring through the Harvard Institute of Higher Education. The Council on Social Work Education is the national association responsible for the accreditation of social work programs in the United States.



Dr. Natalie Johnson, Associate Professor of Criminal Justice, won the Truett Lomax Unsung Hero Award, named in honor of Melvin Truett Lomax who was instrumental in the founding of Dalton State College and spearheaded a public relations campaign to raise awareness of a college's value to Dalton. This Unsung Hero Award is "presented to one Dalton State employee and one student who puts his or her heart and soul into everything he or she does, but often goes unrecognized. These individuals work 'behind the scenes,' demonstrating determination and hard work going above and beyond as a member of the Dalton State Community."

The nominee for the 2020 faculty recipient stated, "This individual 'CARES' more about students than most I have come across in my 16 years at Dalton State College, this individual is just that 'caring.' They not only support students in the classroom, but the work that they also do behind the scenes is tremendous. We all have our 'go-to' faculty members that we use repeatedly. And this faculty is 'that' go-to faculty member for me. Luckily, she has never turned me down, even though I continued to put more and more on her plate. From learning Maxient (a detailed database system), to meeting weekly with the Campus CARE Team, to taking on time-consuming crisis CARE Team cases and reaching out to students for non-academic reasons to build a support system, to reading and working gut-wrenching Hardship Withdrawals...this faculty willingly does it all. She is a rock-star and I think both the students and the CARE Team would agree. I cannot think of more deserving Unsung Hero for our campus, as the bulk of this tedious work is not glamorous or always noticed. But, Dr. Natalie Johnson, please know you are valued, and you are our Unsung Hero!"



Dr. Ray Smith, Lecturer in Management, gave a presentation entitled *Role of Psychological Capital in Resilient Organizations* at the 8th International Scientific Conference 'Whither Our Economies -2021' on September 23, 2021 hosted by Mykolas Romeris University, Lithuania.

Smith also co-presented *Inquiry-Based Education: Bringing Students into the Scholarly Conversation* with librarian **Amy Burger** at the vMOBTS conference in June.

Faculty & Staff

Accomplishments, cont.



Lisa Peden, Associate Professor of Nursing, is also working on a mini-grant from the Morehouse School of Medicine's Prevention Resource Center. This mini-grant is part of the Georgia Peers for Equity Against COVID-19 and for Health (Georgia PEACH). It funds activities to increase COVID-19 vaccine awareness and education among minority groups, particularly those who are 18 – 24 years old.

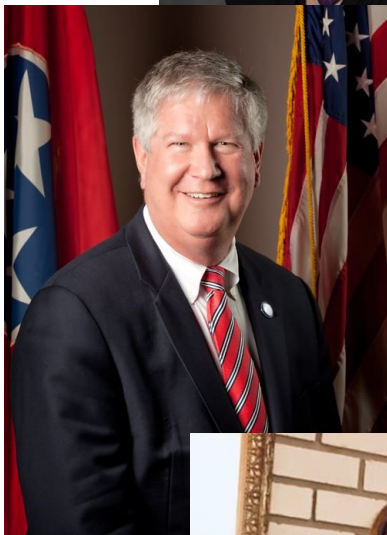
Elizabeth Hutchins successfully defended her dissertation entitled Understanding the Challenge and Support of Academic Advising for First-Generation Hispanic Students at a Rural Hispanic Serving Institution. She will earn her Ed.D. in Higher Education Leadership and Practice in December from the University of North Georgia.



Dr. Kim Hays, Assistant Professor of Biology, has recently published two scholarly articles:

Hays KA, Havran JC, Heard MJ, Morris AB, Ovueraye L (2021) From Then to now: Diversity, Equity, and Inclusion in the Association of Southeastern Biologists. *Frontiers in Sociology* 6: 755072

Hays KA (2021) Crickets to Collaboration: A Group Discussion Model that Builds Confidence and Ownership in the STEM Classroom. *Engaged Student Learning: Essays in Best Practices in the University System of Georgia*. Vol. 3



William Taylor, Part-time Instructor of Business in the Wright School of Business, participated in Georgia State University and Emerald Publishing's three part session on "Global Case Teaching Materials Workshop: How to Develop, Write, and Publish Compact Cases" on September 16, 2021 and October 7, 2021, and October 28, 2021.



Elizabeth Hubbs is currently working on her EdD in Learning, Leadership, and Organization Development through the University of Georgia. She started the program in May 2020. Her research will include exploring anti-racist teaching practices, program design, and student achievement of competence in engaging in anti-racist practice, throughout Dalton State's BSW program.

Teaching Matters Conference

20th Annual Interdisciplinary Higher Ed Conference

Thursday & Friday
March 10 & 11, 2022

About the Conference

Teaching Matters is an interdisciplinary teaching and learning Higher Ed conference hosted by Gordon State

College in Barnesville, Georgia. Individual Presentations, Panel Sessions, Workshops, and Posters focus on innovative and creative pedagogical methods, issues surrounding teaching and learning, and educational theories.

About this year's conference

We are thrilled to invite you to join us as we celebrate the 20th anniversary of Teaching Matters. To commemorate this historic moment, we are planning three session threads that pay homage to popular past conference themes.

Session Threads

Tradition & Innovation: Pandemic

Takeaways

Discovering What Works: New Strategies for the 21st Century Classroom

The Inclusive Academic: Strategies for Maintaining Balance in a Changing Academic World

Interested in submitting a proposal? Please complete our [proposal form](#). All proposals must be received by January 7, 2022. Registration opens November 1, 2021.

Direct questions to Dr. Anna Higgins-Harrell at a_higgins@gordonstate.edu or at (678) 359-5095.

SoTL Commons Conference

February 23-25, 2022
Savannah, GA

The SoTL Commons is an international conference with an intimate feel – listen to high quality presentations from

nationally and internationally recognized speakers and join in conversations on the Scholarship of Teaching and Learning (SoTL) with a community of scholars from around the world.

Since 2007, the SoTL Commons Conference has been hosted by the Georgia Southern University Center for Teaching Excellence (CTE). Our current

conference venue, the Hyatt Regency, ideally situates the conference the historic Savannah Riverfront.

More details about this conference can be found online at academics.georgiasouthern.edu/sotlgsu/commons/

See you in sunny Savannah in the spring for SoTL!

USG Teaching & Learning Conference

Virtual Conference
March 18-31, 2022

Regional Events
April 1, 2022

The 2022 USG Teaching & Learning Conference has been re-formatted to allow you to first engage in on-demand and asynchronous material, then elaborate on what you learned via guided group discussions, and finally, an option to connect in person with your colleagues and peers

at one of four regional events.

Important Dates

- Proposal Submission Deadline: Dec. 1, 2021
- Registration opens January 30, 2022
- Virtual Conference: March 18-31, 2022
- Regional Events: April 1, 2022

Conference Strands

1. Growth Mindset: Supporting Students and Faculty
2. Technology and Teaching Modalities
3. Scholarly Lessons about Teaching (SoTL)
4. Active/Experiential Learning (HIPs)

Session Types

- Lightning Learning: Short and concise.

Pre-recorded.

- Deeper Dive: 15-minutes video presentations.

Regional Events: April 1, 2022

- University of West Georgia hosts Susan Hrach in Carrollton, Georgia.
- Georgia College hosts Josh Eyler in Milledgeville, Georgia.
- Savannah State University hosts Jim Lange in Savannah, Georgia.
- Valdosta State University hosts Jessamyn Neuhaus in Valdosta, Georgia.

To submit a proposal, or for further information, visit the conference website at:

https://www.usg.edu/facultydevelopment/teaching_learning_conference

CAMPUS HAPPENINGS

SIM LAB VOLUNTEER DATES

Simulation dates for the Spring 2022 semester are available for signup! Join us to play a patient's family member on the following dates: Tue., 1/25 (Pediatric asthma simulation), Wed., 1/26 (Pediatric asthma simulation), Tue., 3/29 (Trauma simulation), and/or Wed., 3/30 (Trauma simulation) to help health professions students get firsthand experience interacting with patients and family members in a simulated environment. All interested volunteers are welcome to help out. You can sign up online at www.signupgenius.com/go/9040c48afad28a7f58-simulation

NEW RSOs

At the October SGA meeting, two new RSOs were approved: DSC Blue Steel Drumline and Turning Point USA.

UPCOMING CETL EVENTS

Spring Faculty Learning Communities will be led by our colleagues as follows : Matt Le Hew, on *Ungrading*; Brian Hibbs and Deb Richardson, on *Funds of Knowledge*; Carl Gabrini, on *Distracted*; and Kim Hays, Chris Manis, and Marina Smitherman on Inclusive Teaching Practices. For details about meeting times and location, please contact the organizers.

Thursday afternoons January 27th, February 24th, March 24th, and April 28th between 4:30-5:30pm, **Pints and Pedagogy** will take place at Dalton Brewing Company.

Transformative Teaching Conversations will be held virtually until the CETL opens every two weeks Tuesdays at 11am.

Friday, January 21 at 10 am, join Dr. Ray Smith and librarian Amy Burger in Roberts Library for a CETL workshop. **Building Stronger Leaders: Stress, Resilience, and Emotional Intelligence** will be held in library room 201.

Friday, January 28th (9-11am) CETL will be hosting a **Strategies for Teaching Gateway Courses Speed Date Workshop**

Friday, February 25th (9am-12noon) - CETL will be hosting a workshop from Cia Verschelden entitled **Bandwidth Recovery: Helping Students Reclaim Cognitive Capacity Lost to Poverty, Racism, and Other "Differentisms"**

Join Dr. Leslie Taylor and librarian Amy Burger in Roberts Library for a CETL workshop. **A Plagiarism Discussion Across Disciplines** will be held in library room 201, date and time TBA.

Friday, March 25, **Bold Talks** will return.

Submit to the Digest!

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

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

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

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