



SPRING 2023

VOL. 4, NO. 2

The End of an Era

Dr. Margaret Venable retires this year



“Dalton State is a wonderful institution, and I don’t say that lightly. I think we have a great community, student body, a great mission, great employees, and we couldn’t do what we do without our great faculty and staff and our community,” said Dr. Margaret H. Venable during the question and answer portion of her “Pursuing Your Passion” presentation on Wednesday, March 8th at 7pm in Goodroe Auditorium, a presentation hosted and presented by the DSC Honors Program’s Last Lecture Series.

Dr. Venable, who has thirty-three years of experience working in higher education and who has served as the fifth president, and the first female president, of Dalton State College since January 2015 is retiring in June of 2023.

Of her time at Dalton State, faculty, staff, parents, and students have expressed both their gratitude for Dr. Venable’s impact at Dalton State and sadness at seeing her retire as president.

“My favorite memories of Dr. Venable are the times she has become emotional at Full Faculty meetings when talking about her love for students,” writes Kim

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Another Dalton State employee notes, "I am very thankful for all the support over the years. One of my fondest memories is from early April in 2020. We had a tornado warning for our neighborhood on Easter Sunday night, we lost power for two days and couldn't cook. Dr. Venable found out, and knowing we had two young children, she showed up with a meal and hot coffee. Thank you for your kindness!"

Dr. John Lughart, Professor of Biology, writes, "During the summer of 1997, Dr. Venable and I were participants in the Governor's Teaching Fellows program in Athens. At that time, she was a chemistry professor at Georgia Perimeter College. Because we were the only two participants in the sciences, we spent a good bit of the two weeks together, brainstorming good teaching practices. Her creativity, intelligence, and warm personality left an impression on me. Over the following years I was not surprised to hear that she had gone into administration and was rising through the ranks in the USG. And, I was delighted when I heard that Dr. Venable would be our President at Dalton State. I have greatly appreciated her leadership during challenging times and her genuine concern and support for students, staff, and faculty. I will miss her and wish her all the best as she boldly enters retirement!"

Under Dr. Venable's leadership, the Dalton State campus underwent several vital building transformations and renovations, completed its second capital campaign of raising nearly \$19 million in gifts and pledges against a goal of 16.5 million, received the designation of Georgia's first Hispanic-Serving Institution in Spring 2018, and was ranked #23 nationally by *Business Insider* for Best Return on Investment. Dr. Venable led Dalton State boldly

through the pandemic to find stability and an increase in the number of graduates, particularly those with bachelor's degrees.

On her upcoming retirement, Elizabeth Chadwick, Administrative Assistant to Academic Affairs, writes, "Best wishes as you retire from work but not from life. Thank you for your service at Dalton State."

Another employee intones, "We will miss you in this community, Dr. Venable! DSC is a better because of you. I love the one hour per week mindful practice "policy." I got to be out of the office, on the trail, and experience amazing effects of decision!! Not many other institutions are doing this or anything close. I am proud you have been my president during my years here at DSC. You came to DSC after me but you are leaving before me! Sad, happy....We are always here and always need your support, guidance, and visionary leadership."

Another employee echoes many Dalton State faculty and staff in wishing, "Sincere Congratulations! Your success has been fueled by your intelligence and energy, and you've earned our greatest respect. Best wishes in your retirement, Dr. Venable."

In reflecting on her time at Dalton State and in higher education, Dr. Venable stated during her "Pursuing Your Passion" lecture, "Most jobs involved some unpleasant aspects or hard work that you are not going to enjoy," but, "just because it is challenging doesn't mean you can't do it and you are not good at it. Hard work is often what causes us to be passionate about something," and "passion is developed over time and is not something you are born with."

"Passion is a weak indicator of success because passions fade over time, especially when the going gets tough," Dr. Venable continued. Instead, "the focus should be on purpose and not on

passion because "purpose is bigger than you; it is about why you do what you do and how it makes your life feel worthwhile."

As Dr. Venable concluded her speech, she affirmed, "Ideally, we will blend our purpose with our passions. Passions keep us going as we pursue our purpose, despite the hard work and challenges. Passions keep us from burning out. Purpose, though, creates more resiliency to succeed despite challenges compared to passion alone. You don't have to justify your purpose to anybody other than yourself; it is for you. But, I will caution you that it should not be about making money; your job should be consistent with your life purpose."

When asked about her most fond memories while at Dalton State during the question-and-answer portion of her presentation, Dr. Venable asserted, "It always starts with the students; that is the reason I got into higher education in the first place. Really, students are always at the center of my happiest times."

Just as Dr. Venable's focus on helping others achieve personal and professional growth has made a difference in the lives of faculty and staff at Dalton State, she has also positively impacted students and families within the Dalton State community.

Prisma Amador, SGA Senator of Health and Wellness, and 2023 Navy Court Crowned Homecoming Royalty, notes "Dr. Venable has always been extremely helpful and shows how much she cares for her students. She has helped the college grow more so that students get the best education possible. She has always reached out to me if I need help with anything and always has a smile on her face. I have truly enjoyed my four years at Dalton State and I'm so grateful that I had the opportunity to have her as my

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A Fond Farewell: President Venable Offers Final Reflections

by Margaret Venable



The decision to retire from the University System of Georgia after more than 30 years, 8 ½ years as president of Dalton State, was not a decision I took lightly. While I look forward to a more flexible schedule that allows me to take better care of myself, reduce my stress levels, and make more time for friends and family, I am very sad to think of leaving behind our students, alums, colleagues and other supporters of Dalton State. I can't imagine a better place to have served as president.

I am very proud of the mission of Dalton State and the students whose lives we are changing together. I love running into current students and alums, especially in the Greater Dalton area. I love seeing our students blossom during their years at Dalton State and watching them afterward, attending graduate school, marrying, becoming parents, and advancing in their careers. These things don't happen because of me. I'm the face of the college, not its heart and soul.

The faculty and staff at Dalton State are the ones who make this college successful. Our employees have the same passion for our mission as I do and are the ones who make all the miracles happen – the students who graduate despite numerous personal hardships (sometimes at the top of their class), the ones who are accepted into their desired graduate program or receive an exciting job offer, the ones who thrive and the ones who barely survive. Together, we transform the lives of our students for generations to come. I can't think of a better way to have spent the last years of my career on a campus in the University System.

Together, we endured the challenges of a pandemic and kept each other safe without interrupting the academic trajectories of our students. We flipped classrooms, created online curriculum overnight, and created virtual services such as tutoring, academic advising, personal counseling and financial aid assistance, often while juggling complex family dynamics working from home.

Together, we produced more than 6,000 Dalton State graduates in the past eight years, most of whom remain in northwest Georgia, several of whom are now Dalton State employees. We celebrated our 50th anniversary in 2017 with fireworks and embraced our

federal designation of becoming a Hispanic Serving Institution (HSI) in 2018.

Together, we created new academic programs and refined existing programs to meet the needs of our local employers and prepare our students for their future careers. We helped students who did not believe in themselves see their own potential, which we could already see.

I know I will leave Dalton State in excellent care of like-minded people committed to our mission. Dalton State will surely secure a much more talented president to lead the college through the upcoming years successfully. But, another president will never be more passionate than I am for this work.

I have changed positions and institutions several times throughout my career, and it is always hard to say goodbye. Over these years, I have learned not to say goodbye; instead, I commit to remain in touch with anyone who wants to be in contact, and I enjoy these friendships that have endured physical distances. I used to tell people I don't collect things, but then I decided it wasn't true. I collect friends! And, I confess, I also later realized I collect books. Far too many books for any one person. It's a problem. But, I can never have too many friends. Please know I count each one of you among my collection of friendships. §

(Cont. from previous)
president. She will be missed greatly.”

Dalton State student Andrea Rodriguez speaks further: “Kudos, Felicitations, Congratulations! However you say it, I'm proud of you and happy for you for reaching this amazing milestone. After climbing the mountain, you finally can enjoy the view. Congratulations!”

Dwayne and Sheila Carvell add, “As parents, she made us feel so comfortable from day one! DSC has been blessed to have such a down to earth, professional, awesome leader!!! Even in the midst of COVID, she led the campus through and came out shining!! We are so proud to have our son in such an awesome college!”

Thank you, Dr. Venable, for sharing your passion and purpose with the Dalton State community and for championing for both employees and students alike; your leadership has been a bold example to strive for excellence and inclusivity. You will be missed, and we wish you the best in all your tomorrows. §

Inclusive Teaching is Crucial in Higher Education

by *Alicia Briganti*



Effective teaching in higher education requires preparation, skill, and adaptability. Instructors must be able to communicate complex information effectively, facilitate engaging classroom discussions, and support student learning in various ways. Additionally, it is important to create a classroom environment that is inclusive and welcoming to all students, regardless of their backgrounds, identities, or abilities.

Inclusive teaching practices can include a variety of strategies, such as providing diverse reading materials, using inclusive language, incorporating a variety of activities in the classroom (or online), and including diverse perspectives into classroom discussions.

One of the most important tips for effective and inclusive teaching in higher education is to establish clear learning objectives and expectations while at the same time creating a welcoming environment for students.

This can be done through syllabi, course

outlines, and other materials that provide a roadmap for students to follow. One thing to pay attention to when providing these resources is the tone with which you are communicating. Using a “warm” as opposed to a “cold” tone can go a long way in making students feel like they belong in your class and can aid in students’ learning (see *Writing a Warm Syllabus*).

In addition, being intentional about the policies we adopt and what impact they might have on students (and on us, as instructors) is important. For example, if you are going to impose an attendance policy, make sure the policy you adopt fits in with the type and level of the course, the number of students in the class (this might have more of an impact on you than the students), how you use class time, and your own educational philosophy.

If you’d like to assess your own syllabi and course policies, you can find resources about these topics in the GeorgiaVIEW CETL course (e.g., “*Inclusive Syllabus Design Workshop*” and “*Creating Empathetic and Equitable Course Policies*”).

In addition to establishing clear guidelines, providing frequent, appropriate assessments and regular feedback helps students gauge their progress and identify areas for improvement. This helps to keep students motivated and engaged in the learning process. Similarly, asking students for feedback during a mid-semester check-in can provide you with targeted feedback about your course that you can use immediately to make adjustments, if needed. This also allows students an opportunity to reflect on their own learning and practice metacognition, and students see

themselves as valuable members of the learning community.

Another way instructors can practice inclusive teaching is to incorporate diverse perspectives into classroom discussions and course materials, including perspectives from underrepresented groups. This can include inviting guest speakers from different backgrounds, facilitating discussions on current events or social issues, and encouraging students to share their own experiences and perspectives. This can help to create a more inclusive learning environment where all students feel valued and heard.

Instructors can also use inclusive language to promote a sense of belonging and respect for all students. This includes using student-preferred or gender-neutral pronouns, avoiding language that reinforces stereotypes or discrimination, and recognizing and respecting diverse cultural practices and traditions. For example, rather than take roll on the first day of class, you can have students introduce themselves using their preferred name (and/or pronouns), so that you avoid situations in which a student’s preferred name is different than what is shown on the class roster.

To show respect for diverse cultural practices is to allow flexibility in attendance or due dates for a student who is observing Ramadan, for example. Also, because we may be blind to some of our own biases, asking a trusted colleague to let you know when you are expressing bias or reinforcing stereotypes can provide great feedback and allow you to correct unintentional uses of biased language.

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Fundamentals of Acting

by Kim Correll



When people think of the theatre program here at Dalton State, many just consider the final productions that we do in the fall and spring.

The amount of time and work that go into these productions is most likely a mystery to most, but for the students who participate in the productions, it entails many hours of rehearsal over a four-month period, a deep commitment, self-exploration, building confidence, making friendships and developing social skills, and, at the end, a tremendous feeling of accomplishment.

For our students who don't long to be on the stage, there is still a place where they can benefit and learn these skills, and that is found in THEA 2200 – Fundamentals of Acting. In my class, the students are led through many activities to help with attributes like deeper self-awareness and self-confidence, dedication, and commitment. Not all of

my students are Communication majors, either. We have Business, Education, and Nursing majors - just to name a few. We do improvisation games to help with creativity and decision making, physical and vocal warmups to build up confidence and relaxation. We also do acting exercises to learn how to make character choices and how to analyze a script. The students also perform a monologue, and at the end of the semester, they perform a scene from a play.

I have been teaching this course since 2015, and I have seen amazing results in the personalities of my students. Students who were painfully shy or who had low self-esteem seemed to blossom right before my eyes, and many (Cont. next pg.)

(Cont. from previous) You can refer to the following resources and guidelines to assist with inclusive language: the National Council of Teachers of English's Statement on Gender and Language and the American Psychological Association's Inclusive Language Guidelines.

Finally, it is important to foster a sense of community and belonging in the classroom. This can be done by creating opportunities for students to collaborate on projects and assignments, encouraging group work and discussion, and creating a classroom environment where all students feel comfortable sharing their ideas and opinions. This also means acknowledging that some students may not want to engage in discussion and/or group work and providing alternative ways of participating (when possible) for these students. The following are a few points to consider when attempting to foster community and belongingness:

If you use technology for participation (e.g., quizzing apps such as Kahoot or Socrative), how can students who do not have access to an electronic device still be involved?

When asking students to respond to questions, do you allow enough time for students to gather their thoughts before asking for a response? Using "think-pair-share" is a great collaborative learning strategy that allows students to first think about a response and then discuss it with a partner before being asked to share with the whole class. This gives the "slower-thinking" and more reserved students a chance to participate without the embarrassment that might come along with not being able to formulate an immediate thought.

How do you respond when a student makes a mistake or answers a question incorrectly? Whether or not a student readily participates in future discussions and activities may very well depend on your reaction to past errors. Even if it's something the student "should have known," communicating that it is okay to make mistakes and learn from them can foster a growth mindset. We should also be aware of how other students in the class respond when a classmate stumbles and address disrespectful behaviors.

In conclusion, by establishing clear learning objectives and expectations, varying teaching methods to

accommodate diverse learners and perspectives, and promoting inclusive teaching and learning practices, instructors can create a more effective and inclusive learning environment that promotes learning and respect, as well as a sense of belonging for all students.

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The BSW Program and Hispanic Mental Health Disparities

by Tammy Rice

In the fall of 2022, I received a second mini-grant from the Morehouse School of Medicine Prevention Research Council CECAN to allow seniors from the class of 2023 to take part in a year-long community-engaged service and research project with Coalición de Líderes Latinos (CLILA). The BSW Program has a historical relationship with CLILA; this grant enabled the program to significantly strengthen the academic-community partnership by engaging with CLILA on a new initiative to address mental health disparities in the Hispanic and Latino/a community.

Over the course of the academic year, the BSW students researched mental health disparities in the community and evidence-based, culturally appropriate ways to address disparities and increase awareness of services available in the community. The students created Spanish language resources and materials in support of the Promotores de Salud y Esperanza program. The students developed and hosted a seven-week series of community events conducted in Spanish by the students and community-based bilingual social workers. Over 165 individuals (unduplicated) participated in the series of discussions on topics including

depression, anxiety, domestic violence, and suicide.

The issue of mental health disparities in the Hispanic and Latino communities is very real. Over ten million Hispanic and Latino/a individuals living in the United States report having a mental illness (Pew Research Center, 2017), with only a third of these individuals receiving treatment, compared with half of non-Hispanic Whites (National Alliance on Mental Illness, 2021). The literature suggests a variety of reasons for the high risk of mental illness for Hispanic persons, including the realities of traumatic immigration experiences (Breslau et al., 2017), traumatic experiences in the home countries of migrants (Sangalang et al., 2019) and the stress of acculturation (Berry, 2016; Bass-Sarmiento et al., 2017).

Hispanics are less likely to utilize mental health services due to language barriers and the stigma surrounding mental illness (Moyce et al., 2022; Guarnaccia et al., 2005). The impact of these factors can be seen in the statistics, including the recent Centers for Disease Control and Prevention report that after a two-year decline, suicides in the United States increased overall and for Hispanic persons by 6.8% (2022).

The Substance Abuse and Mental Health Services Administration (SAMHSA) reports that mental health issues are increasing for Hispanic people ages 12-49; over half of Hispanic young adults diagnosed with serious mental illness did

not receive treatment, and a disturbing 90% of Hispanic people diagnosed with substance use disorder received no treatment at all (2018). The vulnerability of Hispanic and Latino/a individuals to mental health issues is only one aspect of the problem. Barriers create mental health disparities even for individuals willing to seek care.

According to the National Alliance on Mental Illness (NAMI), language barriers and a shortage of practitioners who speak Spanish, along with a lack of health insurance, a lack of culturally competent practitioners, and the precarious legal issues surrounding immigration status often create significant challenges for Hispanic individuals seeking care (2018). The American Psychiatric Association reports that bilingual patients are evaluated differently in English than they would be in Spanish and are disproportionately undertreated than whites (American Psychiatric Association, 2017).

As part of a three-year Mental Health Initiative, the BSW program is committed to helping address the mental health disparities in the community and providing students avenues for engagement and opportunities to practice social work in a culturally and linguistically competent way.

As a BSW program at a Hispanic Serving Institution, the program is particularly committed to allowing all students, especially Hispanic and Latino/a students, the

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even went as far as auditioning and performing in our main stage shows.

Former students have said to me, "This has not only made me a better actor, but it has taught me to have confidence in myself and the choices I have made as I pursue my degree in education. As a teacher, you always need to be prepared to shift gears or improvise when things don't go as planned."

Another former student said, "Acting class helps you break out of your shell, get in touch with your emotions, express yourself, and learn valuable communication skills, so I believe that everyone should take an acting class."

A current acting class student said, "This class has given me a new level of confidence! I think all students need to take this class to help with confidence

with public speaking and social skills."

So, with all that in mind, our students here don't have to be in one of our main stage productions to benefit from these life-changing skills. I truly believe every student – no matter what degree they may be pursuing, can greatly benefit from taking Fundamentals of Acting. §

Preserving the Past by Learning in Real Time

by Erica Perez



During my time as a collections intern at the Bandy Heritage Center, I have developed a passion for archiving collections and collections management that is only possible with the guidance of Dr. Ware and Mr. Hilliard. From the first collection I worked on, the Cynthia Dobbs Wright collection, I learned the process of photo archiving. Mrs. Wright donated her father's family photographs, and, with the assistance of Mr. Hilliard, I learned how to describe and identify the pictures in their PastPerfect system adequately. The first and most important thing a person should know is how to read and give accession numbers to the collections. Accession numbers help identify collections and specific numbers at the end, and a short title helps place the document, object, and book within a collection. Once a person understands how accession numbers work, it becomes relatively easy. Aside from accessioning the collections, I also got to meet the people donating these items! Members of the Manley, Thornton, and Bandy families were just some of those I got to talk to and learn about their history. I have always wanted to learn more about Dalton's history; every donor has provided me

with more than I would have gotten before interning here. Aside from working on family donations, I got to work on building a collection for the North Georgia Regional Commission. I curated the books we received in chronological order and by general theme. In each box I put them in, I made a list of what was in the box, including books with authors, dates, and short descriptions.

Throughout my internship, I also got to work with objects such as Civil War artifacts, train lanterns, and photographs while I learned the proper techniques to store and clean each object. The two most significant projects I have participated in were the Nosotros Somos Dalton history harvest and the Creative Arts Guild timeline collection. In October of 2022, the Bandy Heritage Center and CLILA, (Coalición De Lideres Latinos), put on a history harvest for the Hispanic community in Dalton to highlight their history. Nosotros Somos Dalton is an ongoing project highlighting Dalton's Latino community. We went to CLILA, where people brought in photographs and newspapers, along with anything representing their heritage in Dalton. It was a great experience to be a part of, and I am looking forward to this collection growing. The Creative Arts Guild is putting together a celebration for their 60th anniversary and has asked us to find their timeline from the 30th-anniversary celebration.

We gathered all the boxes from the 1960s-2000s, and it became my job to organize and sort everything according to how I felt it should be done. The CAG collection has become my personal project because it has allowed me to curate the collection the best way I know how and make it easier for anyone to find exactly what they need. Throughout this process, I have learned so much about the history of the Creative Arts Guild that I can use my knowledge to help and educate others. The Creative Arts Guild collection is similar to what I did with the Regional Commission, but on a much larger scale. I organized every folder containing a document into a group before reorganizing them chronologically. If I could not find a date, I would use the scrapbooks the CAG donated to the Bandy Heritage Center years before. It was a long process, but I enjoyed it because I learned about the Creative Arts Guild and some of Dalton's history. The 60th Anniversary Gala is this May, and I am thrilled to be a part of processing and archiving this collection while also creating the building blocks for their exhibit. It is a great feeling that this process has come to life!§



Recording Studio

by Carl Gabrini



Every February, the Georgia Association of Accounting Educators (GAAE) holds its annual meeting and conference somewhere around the state. This year, we meet in Lawrenceville on the campus of Georgia Gwinnett College (GGC). I make it my habit to attend these meetings as often as possible and prepare a presentation to share with my colleagues from around our state.

This year, I focused my presentation on our efforts to assist faculty with offering online and hybrid content to our students. Since the pandemic, students have increasingly looked for opportunities to shift all or some of their learning online. This change puts pressure on faculty to redesign courses to accommodate this mode of delivery.

Last year, we were offered an opportunity to submit suggestions regarding the use of one-time funds available to the college. I prepared a proposal to purchase equipment for a recording studio. The proposal took advantage of some under utilized space in Gignilliat Memorial Hall located behind our auditorium.

The first phase was redesigning the workspace, the second was deciding on

an initial set of equipment for the studio, the third is setting up all the equipment, and the fourth is to test everything to make sure it all works as intended.

We are currently in the third phase of this project. The first phase of this project had us working in conjunction with our facilities group to redesign the space. The result of this phase left us with room to allocate for the college's theatre group, two multi-purpose work areas, and the recording studio. The portion made available to the theatre students is currently being used for their spring production.

The former teams room was repurposed into our homework and supplemental instruction lab, a former little-used student office is now being set up as a study hall, and an inner office is now the location for the recording studio.

The second phase led to the acquisition of equipment for use in the recording studio. All that equipment was subsequently purchased and is now in the studio awaiting setup. We performed due diligence inquiring of other institutions that have undertaken similar projects.

We settled on setting up a multipurpose studio capable of allowing a faculty member to record from the computer or from a camera while working on a smart television screen. We included a green screen, portable ELMO, and writing tablet for use with onscreen white boards. We added additional lighting for recording and a professional podcast microphone.

My project for the summer will be completing the third and fourth phases of the project. To accommodate our students' varied schedules, we are offering more opportunities for hybrid learning. The studio will be a resource for faculty teaching hybrid or online courses to record content for asynchronous delivery or to offer live

content for synchronous delivery.

The goal is to have the studio ready for the Fall 2023 semester. I am excited about this project for many reasons, but I must credit the college's continuous effort to provide faculty with opportunities for professional development. It was during my many hours of participation in these opportunities that the studio idea was born.

Once the studio is fully operational, my goal is to share this resource across campus with all our faculty. We have already shared our studio plans with CETL as they plan to incorporate a similar space in the library. I am also thinking ahead about additional technology to add to the recording studio.

The first item on my short list is a transparent crystal clear "white" board with image reversing software. This relatively new technology is used at the University of Tennessee at Chattanooga. I reached out to their instructional technologist to learn as much as I could about this technology in preparation for proposing its addition to our arsenal of technology to support student learning.

As a result of my presentation at the GAAE, the faculty at GGC reached out and asked us to share our plans for the studio with them so they could work on a similar project. The pressure on higher education will continue to build and require that we find new and innovative ways to use one-time funding and serve an increasingly diverse student population. This represents one such effort. §



Spotlight on School of Health Professions

by Holly Miller

The School of Health Professions kept busy this year. The SHP is the home of the nursing programs, social work, MLT and phlebotomy, respiratory therapy, radiologic technology, health and wellness, and a very advanced SIM laboratory.

Our respiratory therapy program participated in many activities, including participating in the SI tie dye and doughnuts with the dean and had a table at the majors fair. The respiratory therapy program also hosted Erlanger Hospital in a luncheon to which Erlanger was able to speak to the students about the hospital and potential job opportunities after graduation. Stephanie Watkins, clinical coordinator for the respiratory therapy program, and a few of her students, were also guest lecturers at the Career Academy to speak about what a respiratory therapist does and hopeful recruitment for the Respiratory Program after these high school students graduate.

There is always something going on in the Nursing Programs at DSC. Our very own Kim Horne, Assistant Professor of



Nursing, presented her DNP work at the Georgia Association of Nurse Educators as a poster presentation. The title of Kim's project was "Assessment of Clinical Reasoning Using High-Fidelity Obstetrical Emergency Simulation Among Undergraduate Nursing Students: A Quality Improvement Project." Her research was conducted in Health Professions at Dalton State College with second semester undergraduate nursing students. Deb Richardson, Ed.D., and

Lynda Ridley, DNP, were faculty partners in the project. Shannon Windom, SHP Simulation Center Coordinator, was also an instrumental addition to the research team. Kim stated that she had a very successful project and wants to thank all of the DSC students who participated.

Jennifer Parker, LPN Program Director, and her students were also very busy. She and her students are actively involved in recruiting fairs here on campus and in the community. Jennifer organized the SHP Fall recruitment fair in which we hosted 24 registered employers and had in attendance approximately 140 SHP students. She and her students also assisted the Social Work Program with the Beechland Community Survey event. The LPN Programs role during this event was to use age-appropriate games to entertain and oversee the children while the parents completed the community needs assessment alongside the Social Work students.

The Simulation Center held an Interprofessional Education (IEP) simulation for the ASN Program (Associate of Science in Nursing), in which the participants were involved in a life-like hypovolemic shock event. The students are pre-briefed and given a scenario of an accident that has just happened between an SUV and a tractor-trailer on I-75. The patient is a 43-year-old male white male and a 50-year-old black male was brought in by ambulance to Dalton State Hospital's Emergency Room. The patients were already intubated by EMS with CPR already in progress. It is now up to the students in the Nursing, Respiratory, MLT, Social Work and Radiology to use the skills they have learned while in their respective programs and during their clinical rotations to play their roles trying to help



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Incorporating Masterclass Lectures into Lessons

by Cortnee Bunch



Over the past year, I have noticed decreased participation during in-class discussions. Previously, at the end of each chapter presentation, I would pose two to three questions for open-ended or group discussion. However, as participation turned into pulling responses, I began to think of new ways to engage students beyond discussion.

During the holiday break, I subscribed to Masterclass, a streaming platform

with pre-recorded lectures to learn skills about various categories. As I began to watch some of the lessons myself, I had the lightbulb moment of incorporating these video lectures into my courses.

Since January, I have incorporated one to two videos per week to supplement my lectures. Since the videos are typically under 20 minutes, it has been a great way to either begin or wrap up my class sessions. The instructors of the Masterclass sessions are world-class leaders in their own industry, which further helps cement our in-class lessons. Currently, in Business Communications, students are watching lectures about “Purposeful Communication” from George Stephanopoulos, former White House communications director and current anchor for ABC. In Retail Marketing, students are learning about “Self-Made Entrepreneurship” from Sara Blakely, founder of Spanx. Then, in Marketing Strategy, students are learning “Business Strategy and Leadership” from Bob Iger, the Chief Executive Officer of The Walt Disney Company. As soon as the videos come on, students

are drawn to the lessons being taught by these leaders.

To cement the Masterclass lesson from the day in the Business Communications course, following the video, students write a two-minute essay about what they have learned and how they can use it to become better communicators. They are typically ready with pen and paper or laptops for me to start the timer. The collection of these two-minute essays are used to write a final reflection after we complete the Masterclass series. For the two marketing courses watching the Masterclass videos, we incorporate the lessons into the chapter discussions and in-class projects.

While this is a new element of engagement that I have only been working with since January, I can already see that it’s something I’ll continue to do in future semesters. The ability to apply lessons from successful leaders into the lectures has already received far more positive feedback than any YouTube clip I have incorporated into the past.§

(Cont. from p. 9)

the lives of these two gentlemen. After the simulation concluded, the students were then sent to be debriefed, first as a group and then separated into each discipline so they could talk freely without judgement about their experience. Most all of the students and faculty that were involved in this came away learning something new about other disciplines and with a better understanding of how we all work together in the real world.

The Radiologic Technology Program was involved in several activities throughout

the fall semester. The faculty and students helped with many outreach events hosted here at the school, in the community, and at the DSC Mountain campus. They held a food drive in which they gathered over 1,000 pounds of food for the local Chattanooga Food Bank. The students also volunteered shifts to collect food at the ‘Share Your Christmas’ drop-off site for the community donations. The faculty and students also brought children’s books, which they wrapped and delivered to The Friendship House in Dalton, Georgia for Santa to give to the children for Christmas.

The SHP hosted several local high schools, and allowed them to tour the facility. The high school students were broken into groups where they could tour each specific program offered by SHP. Each program was given an allotted amount of time to give some type of demonstration, a brief synopsis of what each specified program teaches and how the program benefits healthcare and patients care. The SHP is a vital entity at Dalton State College and continues to graduate well-educated and well-prepared healthcare individuals into the workforce.§

Why All Freshmen Need Perspectives

by Barbara Tucker

Let's start, in the spirit of our tagline, with some bold honesty.

In the rollout of an "all new students enrolled" approach to Perspectives, our first-year seminar course, we have experienced some growing pains. From my "perspective" as one of the two Faculty Fellows working on Perspectives this year (along with Dr. Greg Smith in the School of Education), I spend a lot of time reflecting on and confronting these challenges and growing pains. They can perhaps be narrowed down to the following:

- Faculty buy-in
- Student buy-in
- Faculty preparation and development

This article is not about #2 or #3, which leaves us with #1. My premise is that Perspectives cannot be successful without faculty buy-in. Therefore, one comment I have heard in discussions this year concerns me: that some students do not need Perspectives.

However, that idea is predicated on a mistaken understanding of the nature of the course.

Perspectives introduces students to academic learning, inquiry, and engagement at the college level. These courses are based on a theme chosen by the instructor and introduces students to college-level research and discourse. This course helps students develop critical thinking skills through integrative learning and encourages academic and co-curricular dialogue among first-year students, faculty, and staff.

Notice there is nothing here about study skills, how to read a textbook,

test-taking, and time management, at least not explicitly. So, even assuming a student who completed AP or dual enrollment before landing on our campus possesses such skills (and I would argue not necessarily), the class addresses more than these skills.

Our culture considers the first year of college a transition point into adulthood. Whether it should or not is another topic for another essay; we just do. We also consider it a transition and transformation into a person with a different or perhaps altered set of expectations, self-understanding, and worldview (thus the name, Perspectives).

We desire more than that they pass their classes and get one year closer to a graduation ceremony. Our goals are individual (seeing a student eventually working in a career field where they have the mindset and skillset to perform well) and more social and global (a next generation that can grapple intelligently and critically with our nation's problems and engage in civic discourse, for example).

Sure, this is a big ask. "A man's reach should exceed his grasp," and all that, thank you Robert Browning.

I would add, the Perspectives class and what DSC is trying to do with it is a big ask, a reach that is probably exceeding our grasp, at least now, as we require the course of every student, develop faculty potential to teach and direct the course, and deal with a new generation of students (post-COVID and post-a lot of other things) that some of us veteran faculty just don't get.

But, back to the original argument: All students coming into DSC (with less than sophomore level of credits) need

Perspectives, despite past success in AP or dual-enrolled classes, for several reasons.:

- Because we are a unique institution with many resources, a specific culture, and sometimes challenging policies to navigate.
- Because Perspectives by nature is about a theme or an introduction to a discipline/career field, and 18-year-olds don't always know what's what.
- Because of the wide research on the need for such first year seminar courses--and this is not our first go-round, or anyone's first go-round, with such courses; I recommend a look at the deep scholarly work here.
- Because Perspectives actually involves at least two HIPS—first year experience (through our PACE initiative) and a common intellectual experience;
- Because success in college is not just about intellectual skills but also the so-called soft skills or better, human skills. Case in point. A student casts aspersions on their professor's ability to evaluate the students' writing because the student always earned high A's in high school writing assignments. It happens, trust me. We appreciate the motivation and desire for high grades. We also recognize this young person has some "learning" to do about dealing with others tactfully.
- Because DSC is hardly the only college to require such courses, and our current model is based on the University of (Cont. on p. 18)

Student Reflections

by Leslie Taylor



this assignment, and how did you address them? What have you done here that you're proud of? How does this work reflect your growth as a writer?

Having students answer such questions gives them the opportunity to consider what's working and what needs work, which helps them become more independent writers who can identify their strengths and weaknesses in their writing. I could go on endlessly about what students get out of this sort of reflection, but I imagine I don't need to here. Anyone who has required (or even encouraged) students to reflect can easily list the many ways reflection benefits students.

I have always enjoyed reading students' reflections and reading about what they have gained from reflecting on their work and their process to create that work. However, in recent years, it has occurred to me that these memos are increasingly important to me as a means of my receiving timely feedback from students about what's happening in class and how they feel about the work they are doing.

In an ideal world, I would hear from all of my students in class, but, for many reasons, that's not what happens. There are students who don't want to talk in class or come by during office hours. That makes it difficult for me to get a sense of where they are and how class is going for them. Writer's memos help me get a better sense of what students are thinking and feeling, especially those who don't speak up.

There are many other insights I gain from students' reflections. One of the most important is that student reflections help me know what concepts and material students would benefit from hearing again in class.

Students' reflections give me a good sense of what areas they didn't grasp so that I know what we need to review.

Sometimes reflections give me ideas for what to cover when I teach that material again. For example, I often ask students to think critically and analyze a variety of texts. Instead of analyzing, many students want to simply summarize what they've read, so over the years, based on feedback I've gotten in student reflections, I have added class discussions and posted links that help students see the difference in summary versus analysis. I can see the impact these changes have made as student work continues to improve in those areas where I've added additional support.

Related to this benefit of student reflection is that when I have a sense of what students don't understand or where they struggle, I can adjust assignment sheets or create additional notes and resources for future classes. This semester I did this in ENGL 1102. In the second essay assignment in that class, there are common mistakes students make, and, in their writer's memos, past students have acknowledged having trouble with those areas.

Given students' reflections on their challenges in completing that assignment, I revised certain parts of the assignment sheet, hopefully, to be more clear about their goals in completing the assignment. It's worth noting here that as a writer and a person who teaches writing, I can't help but repeatedly revise my writing. The difference here, however, is that I am able to revise assignment sheets based on what students want and need to hear, not just whatever I decide to nitpick in my own writing.

Student reflections can also help me to know when to submit academic alerts or even CARE team reports. Though it doesn't happen often, it does happen that I sometimes read writer's memos and realize that students would benefit from campus resources such as (Cont. on p. 18)

We have all likely heard or read that there is value in having students reflect. Whether it is reflecting on the ideas we have presented in class or having them reflect on their own work, there is a great deal of scholarship and anecdotal evidence that speaks to the importance of reflection.

I was first introduced to this idea when, as an M.A. student, I took a class called Teaching College Writing. In that class, we learned about writer's memos, a format I have required of students since I taught my first class in 2004.

Though I regularly tweak and revise the prompts for writer's memos, the basics have stayed the same. The memos ask students to reflect on their work and tell me about their experience with a given writing assignment.

I ask students to address questions such as is this your best work? Why or why not? What challenges did you face with

WSOB Spring 2023 Update

by Marilyn Helms

The Wright School of Business has been extremely busy this academic year. Changes to the curriculum, community outreach, and student assistance have been the priorities of our faculty and staff along with several building projects for Gignilliat Hall.

In the fall of 2022, WSOB faculty made it a priority to maintain all six BBA majors while utilizing fewer faculty due to lay-offs. All the majors were carefully evaluated and strategically redesigned to meet the needs of the students and local businesses who employ our graduates, while maintaining sufficient depth within each major and allowing faculty to teach within their areas of expertise. After multiple curriculum committee meetings and approvals by area, school, and DSC, these newly re-designed majors will be effective in Fall 2023

With these changes to curriculum, the need was discussed to improve the access to more tutoring opportunities to improve student mastery and retention. The former accounting lab, supported by accounting faculty, was expanded into

the WSOB Homework Lab, and the support options also expanded to meet the needs of business students.

Supplemental instructors from the Dean of Students Office tutor in the homework lab on economics and other business courses. The lab has new furniture, and the room re-design even includes a storage closet and dressing area for theatre productions. The WSOB faculty continue to assist all students on Mondays through Thursdays from 2:00 p.m. to 4:00 p.m in Gignilliat Hall room 145. This is just one area within Gignilliat Hall that has been updated within the building.

Construction is continuing from the original building design from 2019. The atrium received two glass study pods with sliding doors that allow students to work in teams in a boardroom-style setting with less noise but allow others to observe from outside the space. Both pods have conference tables and executive conference chairs to mirror a boardroom setting. The final touch is the world globe etched on the glass on the exterior wall of the pods.

The changes continue to the rooftop patio at Gignilliat that is currently under construction. The vision for this space is an area for students to sit and study

while enjoying a bit of fresh air. It will also be utilized for community gatherings and donor events.

New signage on the doors and both WSOB and AACSB Accreditation logos have been installed at each entrance. Also, a Beta Gamma Sigma (BGS) International Business Honor Society key was placed at the main entrance. Other building updates included two stock tickers (on the finance lab and atrium) and a world clock in the Finance Lab (GH 103).

Recruiting business majors from area high school classes and business clubs continues, thanks to faculty and student workers, interns, and ambassadors. Recently, our student worker and ambassador traveled to the Dalton Academy, Dalton High School, and Lakeview Fort-Oglethorpe High School to recruit graduating seniors and to participate in career fairs.

Finally, the WSOB is committed to helping the community beyond just academia. The Volunteer Income Tax Assistance (VITA) program, formally offered at The Georgia United Credit Union, moved onto the Dalton State campus this Spring on Friday evenings and Saturdays during tax season (Cont. next pg.)

CPR and First Aid

by Amy Burger

On February 3, I joined several colleagues for the HeartSaver First Aid, CPR, and AED class that was offered by Public Safety.

We learned how to perform CPR and AED on people of all ages and practiced first aid skills, like removing “bloody” gloves safely.

Public Safety plans to offer more classes, and for details you can call them at 706-272-4461.§



Title III HSI STEM Project Update by Frances Haman- Prewitt



If you asked for one word to describe the work of the Title III HSI STEM project team, we'd have to give you three: Busy. Determined. Optimistic.

While our first year was primarily a start-up, we have been busy putting resources in place to serve low-income and minority STEM students at Dalton State. We are determined to meet our objectives, which focus primarily on boosting dual enrollment, undergraduate research, internships, retention and graduation for STEM students, with particular emphasis on those who are Hispanic. And, we are optimistic that the HSI STEM Student Success project will lead to lasting change that will have a positive impact on Dalton State STEM students.

Our Dual Enrollment Coordinator, Hayley Cooper, has been working to help DSC recover from several years of declining participation in dual enrollment, particularly focusing on high schools with

large populations of Hispanic students. Hayley is a whirlwind who regularly visits 24 high schools in 10 counties. She has worked to make dual enrollment more accessible for students by having test requirements adjusted and developing partnerships with career academies in three counties so that Dalton State will have a dedicated classroom in each of them. While dual enrollment numbers dropped each year from 2019 to 2022, the percentage of dual enrolled students who are Hispanic has increased significantly – from 17% in 2021 to 27% in 2022. Hayley also reports a 100% increase over this time last year in the number of dual enrollment students already accepted for fall of 2023.

Nancy Avila de Welles, our Case Manager/Social Worker, provides wraparound services and connections to resources for our most vulnerable students and has been working diligently to make students, faculty and staff aware of the support that she offers as a key part of the CARE team. She has worked closely with over 160 students and talked with about 400 more through tabling events around campus.

Former Coordinator of Mentoring & Experiential Learning, Cody Beavers, left in December to take an irresistible position at the TN Aquarium, but worked for nine months to start a peer mentoring program for STEM students and to increase the number of STEM internships available. (He counted 17 STEM interns in our first year.) We are currently working to hire his replacement, who will focus exclusively on internships, undergraduate research, and career coaching for STEM majors.

We have developed incentives and resources to increase the number of

undergraduate research projects and hired Biology major Emilie Leyssens to be our STEM Student Research Ambassador. She has been doing a great job connecting students with appropriate faculty to pursue research projects and helping our STEM Marketing Interns, Janahi Contreras and Nicole Aldana, raise awareness of STEM opportunities. (Follow them on Instagram @DaltonState.STEM!)

The grant has contributed \$50,000, matched by the Dalton State Foundation, to an endowment that will provide future scholarships for STEM students with financial need. Through the efforts of Dean of Arts & Sciences Randall Griffus, we have also developed articulation agreements with Georgia Northwestern and Chattahoochee technical colleges to help students transfer into our four-year Engineering Tech and Information Technology programs.

Moving forward, we are expanding our work in a few areas. In spite of the best efforts of our enthusiastic team of peer mentors, we had a disappointing response from potential mentees. We believe that in-person connections will make this more successful, and we are working to design a program that will achieve that. We also plan to step up our efforts to increase articulation from two-year technical schools and, on the other end of the pipeline, to help pre-engineering students successfully transfer to 4-year programs.

We have a great team (comprised almost entirely of DSC alumni, by the way) and you can count on more good news from the Dalton State HSI STEM Student Success project in the future!§

(Cont. from previous)

and is led by Associate Dean Jamie Connors (serving in a new role for the WSOB). Students, alumni, and faculty in the accounting area volunteer their time

to file state and federal taxes for community members. Services are offered Tuesday through Thursday for our students from 2:00 p.m. to 4:00 p.m. in Gignilliat Hall Room 145. All accounting students and faculty are

trained and certified by the IRS. Last spring saw a record number of tax returns filed by this program.§

CETL Update

by Marina Smitherman

Jim Rohn said, “Whatever good things we build end up building us,” which seemed especially true for CETL this semester as we began using our newly renovated dedicated CETL space.

At several times during the semester, we had 2-3 groups using the space for book group discussions, workshops, or learning communities to the point where we had to get a calendar together to make sure that a specific room was available. This is such a great problem to have. Having a dedicated space that is set up for development opportunities has been fantastic, as it is a good, peaceful space away from the classrooms and offices for us to think freely without loud reminders of our ongoing responsibilities. We have met to discuss a variety of things: inclusive course policies, ChatGPT, ungrading, bandwidth, creating learning opportunities that matter and reflecting on how our own identities influence our work in the classroom. It has been a great semester! Because these updates are often my own individual reflections as CETL Director, this time I decided we should hear from those wonderful individuals who stepped up to offer their time in helping to support colleagues as CETL Fellows. We all have a different purpose, perspective, and focus to bring to the work that we do as a team, so here is what our Fellows had to say about the transformation of CETL work this spring.

Kim Hays – CETL Fellow in Inclusive Excellence:

“The best part of this year as a CETL fellow has been reconnecting with my colleagues from across campus. Between COVID and the lack of dedicated CETL space, it has been so long since we have been together to collaborate, share our successes, and

work together to become better teachers. The CETL space has given us a quiet, comfortable place to step away, gather, and dedicate time to our development!”

Alicia Briganti – CETL Fellow in Pedagogy:

“I enjoyed my experience as a CETL Fellow this spring and leading faculty development. I co-led two workshops on inclusive syllabi and policies with Kim Hays, and I think they were valuable for both Kim and myself as we developed the content, as well as for those who participated in the sessions. We fielded great questions and bounced ideas off each other; both sessions felt engaging. I also co-led two Pints & Pedagogies with Angie Nava—one on small teaching techniques and one on mid-semester feedback...we had thoughtful conversations about the importance of checking in with students during the semester and what to do with the feedback they provide. It was nice to gather in a more relaxed environment with colleagues! To end this semester, I arranged for former colleague Matthew LeHew to come back to campus to talk with faculty about the challenges of and opportunities for ChatGPT and other large language model (LLM) technology in higher education.”

David Brown – CETL Fellow in Instructional Technology:

“This semester I created several how-to videos for faculty on topics such as video editing and student response systems. I also delivered a face-to-face workshop with Amy Burger that covered Plagiarism, Cheating and ChatGPT. Amy and I used the Plagiarism Prevention Libguide to cover several plagiarism prevention techniques, and we also had an engaging session with faculty about the implications of ChatGPT. I think the faculty who came to this session learned a lot about preventing plagiarism and cheating, and we collected some great ideas about

possible future workshops about ChatGPT. Following this engaging workshop, we noticed an increased usage of our Plagiarism Prevention Libguide, leading us to believe that the workshop participants were using the libguide and telling other faculty about it.”

Brian Hibbs – CETL Fellow in Scholarship of Teaching and Learning:

“I led two book groups this academic year, one on bandwidth recovery, and one on funds of knowledge. Concerning the bandwidth recovery book group, participants read *Bandwidth Recovery: Helping Students Reclaim Cognitive Resources Lost to Poverty, Racism, and Social Marginalization* and met monthly to discuss specific chapters in the book. We explored ways to alleviate/reduce educational, psychological, and other barriers Dalton State students commonly experience. Regarding the funds of knowledge book group, participants met monthly to read and discuss self-selected articles that examined avenues for them to identify, appreciate, and incorporate students’ linguistic and cultural assets into their respective courses. Both book groups were important professional development experiences for faculty/staff to consider the assets Dalton State students possess while also recognizing the barriers that prevent them from achieving educational success in college.”

Angela Nava – CETL Fellow in Social Justice:

“This has been a season of growth through CETL. I co-facilitated a faculty learning community on inclusive teaching practices, and several faculty remarked how the experience has already made it into their classrooms and will have a lasting impact on their teaching. I facilitated a book group on Kendi’s *How to be an Antiracist*, and the discussions were thought-provoking and reflective. The group found things in each session – that they may not

have thought about or seen in the way that Kendi discussed. For me, these two experiences have cemented the place for social justice programming at CETL and shown that it makes a difference. Through it, we become better people and better teachers that seek to make the world a more equitable place.”

Aimee Cribbs – CETL Fellow and Assistant Director Spring 2023:

“More than anything, Spring 2023 at CETL has been about inspiration. Working with faculty across disciplines brings hope and the reminder that what we do makes ripples of impact. My favorite thing from my semester as Assistant Director has been the opportunity to build relationships and share experiences with

others across campus. As CETL grows in our understanding of how to best serve faculty and staff, I look forward to building connections and taking time to come together in our shared experience of preparing the next generation of critical thinkers. Sometimes, just laughing with others who share the peculiar day-to-day that is the world of academe is just what we need to refill the teaching cup.”

For the past two months, a group of eight faculty have participated in a study of *Learning that Matters*. We’ve explored transformative teaching methods such as portable outcomes, alternative assessment, backward design, and the dilemma, inquiry, question approach. As we wrap up in May, members will create an action plan for integrating these approaches into their courses in the fall.

Several faculty attended trainings on the interactive presentation platform, Nearpod. The trainings included an

introduction to the free version of the application, which is available to all. Participants learned how to build polls, collaborative boards, and open-ended questions into presentations, which students follow on their own device. We hope to have a site license for the platform next year.



The DSC CETL was well-represented at the state level this year. Marina Smitherman and I both served on the steering committee for the 2023 USG Teaching & Learning Conference in Athens, and she represented us at both RAC meetings, also.”

As Director, I am so grateful to each of these amazing colleagues who stepped up and gave their time to developing others. Engaging in this work is professionally and personally renewing, which is something we have all badly needed over the last few years. We also had several faculty representing Dalton State by presenting at the USG Teaching & Learning Conference in Athens in March, from Jennifer Randall discussing weaving student voices into the classroom, Wei Cen on cultivating digital literacy, and Aimee Cribbs and me presenting on differentiation in the higher ed classroom. When I look at the year, I see huge potential for the future. With a dedicated space and some CETL

traditions that have formed over the last few years like our faculty academy, hosting a keynote speaker at Fall development day, informal pints & pedagogy sessions, including interactive workshops and roundtable discussions into our Bold Talks event to provide more of a conference feel, Thank a

Teacher certificates, and our new end-of-year celebration of teaching to be held following the assembly and faculty meeting, it seems that the CETL year now has an ebb and flow upon which we can build with the right investment of resources.

Like development, each one of our fellows brought and took away different things from the work. We all have our own unique way to work with our students

to ensure their successes and ours, but it appears that the opening of our dedicated space and the excellent work of these fellows has created a strong foundation on which we are now ready to build.

For the 2023-2024 academic year, our theme will be centered on how we document excellence in teaching and learning, which feels timely given the implementation of a new evaluation system across the USG. We will advertise for our new group of CETL Fellows in May, so please consider if there is an area of our work that you are passionate about exploring further with colleagues and leading development on. I hope everyone has a restful and renewing summer, and I am already excited to see what next year brings in CETL! §

Finding Success:

A List

by Jennifer Parker

I love to help others, whether it is my students, colleagues, or people in the community. My job as a nurse is to care for and help others. I want to help students to get involved in helping others. I try to lead by example, so they see me helping and caring for others, not just telling them to do it. I love talking with high school students about healthcare professions, especially nursing. I want them to have as much information as possible so they can make the best decision for their career path. Because of my desire to help others and to provide learning experiences, here are some tips I have compiled – both for faculty and students alike:

Teaching tips:

- Never forget what it is like to be a student.
- Think about assignments from the eyes of a student and the professor. Assign work that helps the student

learn, not to fill a slot in a grade book or to use up time.

- Lead by example. You cannot teach students to respect you if you do not respect them. If you want students to be on time for class, then you need to be on time. If you want them to attend class, you must ensure you attend it. Don't cancel a class or come in late.

Student success:

- Stay organized, do not procrastinate, and talk to your professors.
- Get a calendar that works best for you, either paper or electronic. Electronic calendars are great because you can set the alarm to alert you when something is due or approaching. I am a little old-fashioned because I still like my paper calendar, but I also use my electronic calendar to alert very important tasks.
- Don't put off things until tomorrow that you can do today. You never know what will happen the next day or what you will be faced with. So go

ahead and do it now, so you are not behind.

- If you do not communicate with your professors that you need help, they do not know. They may be scary or intimidating, but remember they are there for you. They teach because they like what they do and want to help you.
- Have Integrity. Good integrity is crucial in nursing because we deal with people's lives. Always do what is right even when no one is watching. How you respond when no one is watching or speaking up when something is not right says a lot about you.

Life is busy, and school is stressful. Always make sure to take care of yourself. Be sure to do something for yourself at least once per week or month. This could be something small or something big, as simple as going for a walk, hike, bike ride, or swim. Or, you could enjoy something like a massage, pedicure, manicure, nice dinner, or a trip. §

Global War on Terrorism Memorial Foundation

by Susan Eastman

I am a volunteer scholarly consultant for the Global War on Terrorism Memorial Foundation (GWOTMF). In addition to sharing my expertise on war memorials, I created an apolitical definition of the Global War on Terror and provided written testimony supporting placing the memorial within the Reserve section of the National Mall. The testimony, shared at a hearing before the National Capital Memorial Advisory Commission, now resides in the National Archives.

Most recently, I organized and presented on a panel, "Memorializing the Global War on Terrorism," at the "Experiencing War Memorials: Place, Feeling, and Public Memory" interdisciplinary conference at the University of Alabama in February. I invited Michael "Rod" Rodriguez, President and CEO of the GWOTMF, to present on the panel. He discussed the twenty-four-step process to build a new memorial in the Reserve section of the National Mall, as this was passed into law in 2021 with the Global War on Terrorism Memorial Location Act.

I also invited a former mentor, G. Kurt Piehler of Florida State University, who provided a historical synopsis of war memorials on the National Mall. My paper provided an overview of my ongoing research on the

immediacy, proliferation, and the various types and designs of public Global War on Terror memorials, focusing on two self-proclaimed national memorials. §



(Cont. from p. 6) opportunity to conduct community-engaged research and service that will benefit the local community.

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(Cont. from p. 11) Georgia’s theme-based classes. Let’s return to the course description for Perspectives.

Yes, a big ask, but I would draw your attention to the end: “to develop critical thinking skills through integrative learning and encourage academic and co-curricular dialogue between first-year students, faculty, and staff.” Now drill down—the word “dialogue.” Dialogue is a fulsome word, and ideally both the ultimate goal and method of Perspectives.

In that dialogue, that verbal and ideational rubbing up against others, we

all develop.

Perspectives is needed for all students because we are human, not learning machines; because our students have complex lives and need to fully understand where their college efforts fit in those lives; because students are young, and their executive function has perhaps not fully developed; because they have just gone through a once-in-a-century event where they might have lost grandparents or others, and they live in a complex world and with media that doesn’t help their anxiety; and, because they have high rates of depression and anxiety.

Honestly, the institution needs Perspectives because it is where we start to understand our students the way we want them to understand our mission and culture.

Does the Perspectives course need work?

Yes, lots of it, particularly to be the best first-year-experience course (and the foundation of the students’ first-year experience).

Such work is happening because all DSC students need, and can greatly benefit, from such a course. §

(Cont. from p. 12) tutoring and counseling.

Though such needs sometimes reveal themselves in other ways, I strongly believe that there have been times I would not have known to try and connect students to helpful campus resources if it hadn’t been for what they had written in their writer’s memos.

I’ve long sung the praises of writer’s memos, and sometimes folks who hear me will ask about the time involved. In other words, some folks are hesitant to incorporate this kind of reflection because it sounds like more work for faculty members who are already carrying heavy grading loads. My response is that they really don’t add

much time to my grading because I often just read them. Sometimes I comment on them, but often the comments are brief. When they are not, I don’t mind the extra time it requires because in those situations, students have given me something that is worth taking the time to respond to. §

Faculty & Staff Accomplishments



Julia D. Flanagan, LPC, was awarded a book contract with Eerdmans Publishing for a discussion guide on the work of D. Martyn Lloyd-Jones' book, *Studies in The Sermon On the Mount*.

Dr. Baogang Guo, Professor of political science, gave a presentation on "The Legislative Trends of the 117th Congress (2021-2022) of the United States on China-Related Issues" at the 34th ACPS Annual Conference and International Symposium, which took place at Southern Baptist University in Dallas, Texas, between November 11 and 12, 2022. The Association of Chinese Political Studies (ACPS) and the SMU John Goodwin Tower Center for Public Policy and International Affairs jointly host the conference.



Marieke Keller, part-time professor of communication, successfully defended her dissertation at the University of Alabama on February 23. Ms. Keller teaches public relations and business communications for the Department of Communication, Performing Arts, and Foreign Language.



This Spring 2023, **Jennifer Parker** worked with the Prevent Blindness Organization, which focuses on early detection and access to eye care. She and her students completed the required vision screening certification and accompanied the Prevent Blindness representative to all the Whitfield County and Dalton city schools to perform vision screenings. They screened 5,438 students and still have five more schools to screen. They also assisted with a community screening event at the Mack Gaston community center.



On March 15th, 2023, **Jennifer Parker** participated in the Secondary health care Science Education Program Industry Certification Evaluation at the Northwest Georgia College and Career academy. She worked with other healthcare professionals to review the Healthcare Science Education curriculum, standards, activities and interviewed administration, staff, and students. After a thorough review, this program was recertified for five more years.

Bill Taylor, adjunct in the Wright School of Business, has established a new CPA practice, Wolftever Accounting & Tax, in Ooltewah, Tennessee. He and his daughter, Scarlett (class of 2019), tag-teamed a recruiting visit to Trion High School in February.



Colorful Crow Publishing has accepted **Barbara Tucker's** ninth novel, *Sudden Future*, for publication this spring. The novel tells the story of a millennial whose mother's death leaves him the guardian of his new sister he didn't know about, a five-year-old adoptee from China.

Faculty & Staff

Accomplishments, cont.



In March, social work faculty members **Wonjen Bagley**, **Elizabeth (Liz) Hubbs**, and **Tammy M. Rice**, were all invited to present at the annual national Baccalaureate Program Directors conference in Birmingham, Alabama. Bagley 's presentation "Improving access to hospice and palliative care among African Americans using an anti-oppressive approach," highlighted that with growth of an aging population, the need for hospice and palliative care has increased and that African Americans remain underrepresented in benefitting from such care.

Liz Hubbs presented on her doctoral research with a poster presentation titled "Implementing Antiracist Pedagogy & Practice in Undergraduate Education: Deepening Our Understanding Through Connection and Collaboration."

Tammy Rice presented on her work with the BSW students on the Morehouse School of Medicine Grant with a poster presentation titled "Community-Engaged Research: Opportunities for Learning in BSW Programs."

Also in March, faculty members **Steven Cooper** and **Liz Hubbs** presented a continuing education event titled "The Ethics and Practice of Antiracist Social Work" hosted by the BSW program here at Dalton State.

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.