

DALTON STATE DIGEST

SPRING 2020

VOL. 1, NO. 2

DSC Welcomes New Provost and VPAA

*By Dr. Bruno Hicks
Provost and Vice President for Academic Affairs*

Hello, Roadrunner Nation! As I enter my fourth month as Provost and Vice President for Academic Affairs, I want to say thank you for the gracious welcome that I have received from the Dalton State community. From the fun evening I spent with the student Senators to my many meetings with faculty, Chairs, and Deans, I have enjoyed a warm and welcoming reception. When asked to write a short article for this edition of the Dalton State Digest, I began by creating an outline of what it was like to start a different position at a new school.

I found myself exploring the idea that the fundamental operations of a college are identical — regardless of the campus — but that the issues, the applications, and the processes that carry out these operations are unique to campus culture. I recognized it was my job to take a step back to ensure I understood the issue or goal before offering suggestions or solutions to a problem. I needed to think about my strategies and how they might be modified if I wanted to be helpful. Applying what I already know to a new situation, without considering how the new environment is different, might leave others thinking I am the proverbial “bull in a china shop!”

As I explored this idea, it occurred to me that many of you have also experienced change over the past month as the campus moved to address the current public health crisis. Both students and faculty have found themselves exploring how best to apply their learning and teaching strategies in different ways to find success in their newly acquired remote/online classes. Ecological models demonstrate that ecosystems are always dealing with changes and that the environments with the most robust diversity of species are the ones more adept at mitigating or benefiting from that change.

So, it could be reasoned that the more diversity in teaching/learning a teacher or student already has, the better the ability to adapt to a rapid transition, such as the one that was required as we went from on-campus classes to remote classes. Yet, for others whose learning/teaching strategies’ toolbox might not be as diverse, the rapid change experience might present a more significant challenge. For them, and for all of us, this challenge offers opportunities to grow our success strategies. The concept that we can use our experiences, positive or negative, to fill our experience toolbox and that we can use these strategies in the future, I believe, has merit.

Now, going back to my transition from the School of Education at Fitchburg State to the Provost at Dalton State, I approached this change, ready to use the experiences, to process, to hone, and to add tools to my own strategies toolbox. However, to do so, I needed to recognize the limits of my current skillsets and then understand that with a growth mindset, I can learn a great deal more about myself as I adapt to a changing environment.

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Welcome Message, cont.

I believe this is true of anyone who is trying to embrace change, even when it is thrust upon us, as happened last month. As individuals, we can expand our diversity of experience as we learn to embrace change as a natural occurrence. Of course, change sometimes brings about hardship and challenges, yet, even in these circumstances, we can grow by learning to apply ourselves in new ways.

One way to address a new situation is to embrace the concept that individuals must adjust their approach to the new challenges in front of them. But, to do so, we must reflect upon our capabilities as we consider our aptitudes and tolerance for dealing with newness. I have found that I am motivated by expecting change to happen, as it is the way I meet new people, learn new things, hone my skills, and apply my knowledge in new ways.

Understanding that newness requires different applications and approaches to our work is the benefit and opportunity of change — it is part of the reward. Thomas Edison once said, “Opportunity is missed by most because it is dressed in overalls and looks like work.” In my thinking, his real point is that by applying yourself in a new

situation, you can create an opportunity where others might see barriers.

Little did we know four months ago that we all would be challenged by more “newness” than we could imagine, as we move to address learning during the COVID-19 pandemic. The challenges to our families and communities are genuine; the efforts of all involved, students, faculty, and staff, to keep everyone learning during this time deserves applause! Yes, I agree; this is not what any of us signed up for, but it is what happened. And, in all ways, we are lucky to live in a time where we have the technology to be able to complete our semester, even though it might not be ideal. And, even as fast as this change happened in our society, I have been impressed by the positive energy that I have experienced as the community of students, faculty, and staff have given their best effort to this challenging situation. In many ways, this experience models our campus motto, “To Run Boldly.”

Looking for opportunities to learn and grow in this challenge is not only helpful for our students, but it is the best way to grow as individuals. It is what I must do as the Provost, and what you must do as a life-



long learner. I encourage you to embrace your growth mindset, lean forward into the work at hand, and understand that you will know more and be able to do more as you live through this experience. My suggestion is to embrace the challenge of change and fill your toolbox with new strategies. Theodor Geisel (Dr. Seuss) said it best when he wrote, “You have brains in your head. You have feet in your shoes. You can steer yourself any direction you choose!” §

A Note from Your Digest Editors

This semester has been one that all of us will remember for years to come. Living and working through a global pandemic is something we are sure no one expected just a few short months ago. Suddenly transferring courses to online only, determining how to best continue campus operations, and all the while managing the stress and anxiety of constant COVID-19 updates has shaped all of our lives this semester. Through it all, DSC’s campus community has shown the dedication and perseverance embodied in the phrase Run Boldly.

With the end of the Spring 2020 semester, we would like to take time to appreciate all the work the Dalton State community has accomplished this year. In only our second issue, we received far more submissions

than we expected given recent and sudden changes to how we all connect with the DSC community. Submissions ranged from updates on campus initiatives, online teaching resources, guest speakers, newly renovated spaces, awards and honors, and wellness insights.

The number of submissions we received for this year tell us that though we may not be physically together on campus, we are still part of the supportive and close-knit DSC community.

In addition to the great articles, tips, and advice featured in this semester’s issue, your *Digest* editors have also been working to establish Dalton State’s peer-reviewed, scholarly journal, *Designing Pedagogy*. The journal will focus on the Scholarship of

Teaching and Learning. We received an ISSN number in March and are now working on the structure and advertising necessary to bring the first issue to life. Expect an official CFP to circulate in the coming months, and please share widely with colleagues at other institutions. We hope to have our first issue out in the 2020-2021 academic year. We encourage everyone at DSC to submit any research article on Teaching and Learning to the journal for publication consideration.

As always, our focus is on you and on the success of the Dalton State community.

Yours in scholarship,
The DSD editorial team §

The Case for Inclusion

By Quincy Jenkins

Director, Office of Hispanic and Latino Outreach

Our society is more diverse now than at any point in our history. Dalton State's historical marker as Georgia's first Hispanic-Serving Institution is a foreshadow of a rapidly-shifting cultural landscape in southern states. Global businesses and non-profits alike are taking notice and have embedded diversity and inclusion initiatives within their organizational strategies. And, recently, the focus on equitable workspaces and academic environments are expanding our awareness regarding the impact of privilege (or – for many students – the lack thereof).

While these efforts are necessary steps towards true inclusion, will they suffice the needs for a smaller diverse college environment? The answer to this question can be found in empathy for the painful histories of others' barriers to equity. Lately, we've all heard marginalized voices assert themselves. For example, the #Blacklivesmatter movement against oppression, the struggle for gay equality, the hopes of our Dreamers, new lenses to rethink ability/disability and the courage of #MeToo.

Of course, there has been adverse reactions from many who consider their current positions of power as increasingly fragile. The recent resurgence in white nationalism/white supremacy ideology and antipathy towards our transgender community are bound to one another, braided down to the same root – fear. These are the products of anti-intellectualism with an unfounded nostalgia for a past that never really existed.

Seeking wisdom and disabling preconceived concepts of "the other" are the only ways forward for a stable, reflective society. This is an opportunity for Dalton State, a time for Roadrunners to lead. Our institution is not Emory, and we do not want to be. We do not compete for private high school students who desire to attend Georgia Tech – nor should we. Dalton State is in a better position to change the lives of marginalized students. The chimes from the bell tower are nothing less than the sounds of hope.

We occupy a critical space in Georgia's diverse future. DSC offers access to a liberal arts education for first-generation college



students who at once feel fearful, insecure, lost, and hopeful. Many African American students look to escape the bustle of Atlanta to avoid becoming a negative statistic. Our wonderful, stressed-out, hard-working, dedicated DACA students seek to validate the unthinkable decision made for them, by their parents, out of profound love. And, as of late, a nascent on-campus transgender community that is beginning to voice their presence. We must be a dynamic, thriving example for multicultural competencies and academic excellence needed to navigate the world beyond 650 College Drive.

Our leadership as an inclusive environment must begin from within. But, first, we must unpack our biases and work through them. The goal for inclusion should not be to ignore challenging dialogue surrounding race, gender, sexual orientation, or disability, but rather to embrace and learn how to take them into account. Consider the following example by the well-known social researcher Sylvia Hurtado:

"[A faculty member in science might say,] 'Race is not part of science because science is objective and universal. None of this should matter. Therefore, I'm not racist because I don't think about it'. No, it's a privilege not to think about it or to remain unaware. That's a privilege, because it doesn't impact your life. The students

that you teach, that's not a privilege that they have. They have to live every day with the inequalities and with the racism that comes up. Social identity and diversity is in every classroom. If faculty ignore that, then I think they have ignored an important component of what constitutes learning in college and what can enhance learning in the classroom. In terms of training, I think we have to help them understand that students don't remove identities like they take a robe off when they walk into the classroom. It's part of who they are" (Hurtado, 2019).

Diversity is easy to achieve in some respects. After all, it is often a numbers game (e.g. ten black faculty; six Hispanic administrators; three Asian deans; seven women leaders; 22% American Indian students and so on). Inclusion, alternatively, is not an idle activity; nor is it solely relegated to the theoretical realm. Inclusion is an on-going assessment that is built on fostering a sense of belonging. Instead of asking "Where can we find more Hispanic faculty?" we must reframe the question as "Why don't our Hispanic faculty stay longer? How do we support and advocate for marginalized professionals once hired?"

Our true power lies in our ability to demand practicality from research and our steadfast dedication to engage in deep listening.

(Cont. on pg 4)

The Case for Inclusion, cont.

When #blacklivesmatter protesters congregate in the streets, we must not lose their essential pleas to be heard or the hurt and direct experiences of injustices that have transformed from quiet internalized suffering to fully-formed street protests. The frustration of queer students must be listened to with care, even if we do not yet understand the dimensions of queer identity. The power of diversity with inclusion brings healing and strength, compelling practitioners to stand united against the poisonous paradigms that try to cloud the truth.

Compassion, love, understanding, fortitude, wisdom, free expression, and all other virtues are born from this framework. Thus, our diversity philosophy must be actionable. It is more than just hiring two Muslim professors. Inclusion calls us to listen and act. Is there a place for Muslim campus members to eat during classes? Is our language inclusive during holiday celebrations? Do our actions exclude – and further marginalize – our fellow Roadrunners?

We all have blind spots. There is no shame in recognizing this fact. Therefore, let's seek

continual guidance. As a proud Hispanic-Serving Institution, our commitment to inclusion must not be seen as a one-time mission. We should reimagine inclusive acts as living philosophies that are agile with a built-in capacity for adaptation. Simply, our daily interactions with others must choose to see our common humanity and celebrate ways in which we all fit into the Dalton State narrative. Dalton State will only achieve academic excellence by leading in inclusive excellence. And I, for one, believe we stand ready to lead. §

I am finishing my tenth year at Dalton State, and in one of my first years, an African-American student asked me why we, as an institution, did nothing to celebrate Black History Month. As a scholar of African-American history, I was shocked that I did not ask this question first, so I decided to rectify the situation.

The Black History Month speaker series grew out of a desire to celebrate the achievements and history of African-Americans, while at the same time recognizes the central role African-Americans have played and continue to play in American society and history. My initial hope was that the talks would educate, enlighten, and foster interest so that we could grow the program, and reach across the campus and community to further our celebration of Black History Month.

We started the first year with talks from three Dalton State professors and a professor from UT-Chattanooga before branching out and bringing to campus, in subsequent years, Will Guzman, presently of Prairie View A&M, Maurice Hobson from Georgia State, Jelani Favors from Clayton State, and Julian Chambliss of Michigan State University.

For two years, we also hosted an African-American history and culture trivia contest, and one year, Curtis Rivers, director of the Emery Center in Dalton, shared what black people endured leading up to, during, and after the Civil Rights Movement in the 1950s and 1960s. He shared his experiences in Dalton, as well as how the Emery Center is a resource for preserving that history.

This past February, I invited a longtime friend and colleague, Julian Chambliss to Dalton to speak. I have known Julian for close to twenty years. We are both native Floridians and met



Black History Month at DSC: History and a Bright Future

By Dr. Seth A. Weitz
Associate Professor in History

on a conference panel at the Florida Conference of Historians in 2003. Since then, we have attended the conference together nearly every year.

I thought it would be fascinating to bring Julian to campus and speak on a subject that a lot of people do not usually associate with academia: historical eras like how the Great Depression became reflected in literary works and highlighted the hopes and anxieties of urbanization as experienced by the American population.

His presentation addressed patriotism and paranoia and how superheroes are

a window into political and sociological expectations in the United States.

Many don't realize the films we see in theaters produced by Marvel Cinematic Universe and DC Comics are being studied by historians, political scientists and sociologists. I knew that having a world-renowned scholar deliver a talk on our campus about this growing interdisciplinary academic pop-culture field was something the community would enjoy. This talk hopefully provided our students and community a glimpse into how the academic world interacts with the pop culture world. §

Preparing students for meaningful professional, societal and personal lives requires classroom engagement that challenges preconceived notions and entices them to venture outside of their comfort zones. In an upper-level course, *Managing a Diverse Workforce*, during Fall 2018, I introduced two simple teaching elements that both engaged and impacted students in significant ways.

First, I showed a short but powerful YouTube video, [The Danger of the Single Story](#), which stressed that the problem with stereotypes was not that they were wrong but that they were incomplete. Second, I had students complete a brief self-assessment on unconscious bias (from *Proversity* by Lawrence Graham), which examined students' willingness to examine their possible biases as an important step in understanding the roots of stereotypes and prejudice in society. The reaction of one student to these two learning activities, while not necessarily conclusive or common to all participants, anecdotally demonstrated the positive impact that the activities had.

This quotation from the final exam from one student speaks volumes about stereotypes and biases among college students and probably faculty and staff as well.

"I took a test at the beginning of this course to see how prejudiced I was. I failed. In true college student fashion, I blamed the test, thinking the phrasing had to be misleading. It was concerning to me that the only test I have ever failed was the one that suggested I might be intolerant of people who are different than myself. I have always considered myself to be progressive and would heatedly debate anyone who thought otherwise, but this occasion was enough to make me step back and truly consider how severe my biases were. I am half Canadian-Hindu, with a half Indian girlfriend and African American, Japanese, and Lebanese best friends; how biased could I really be? As it turns out, I am embarrassingly prejudiced. The people I go to lunch with are all white 20-something's with the same major as myself. I have never befriended someone with a disability and have never learned a second language. Out of 184 contacts in my phone, none are over the age of 40, with the exception of my Mother, and none of them are obese or homosexual."



Engagement, Innovation and Impact

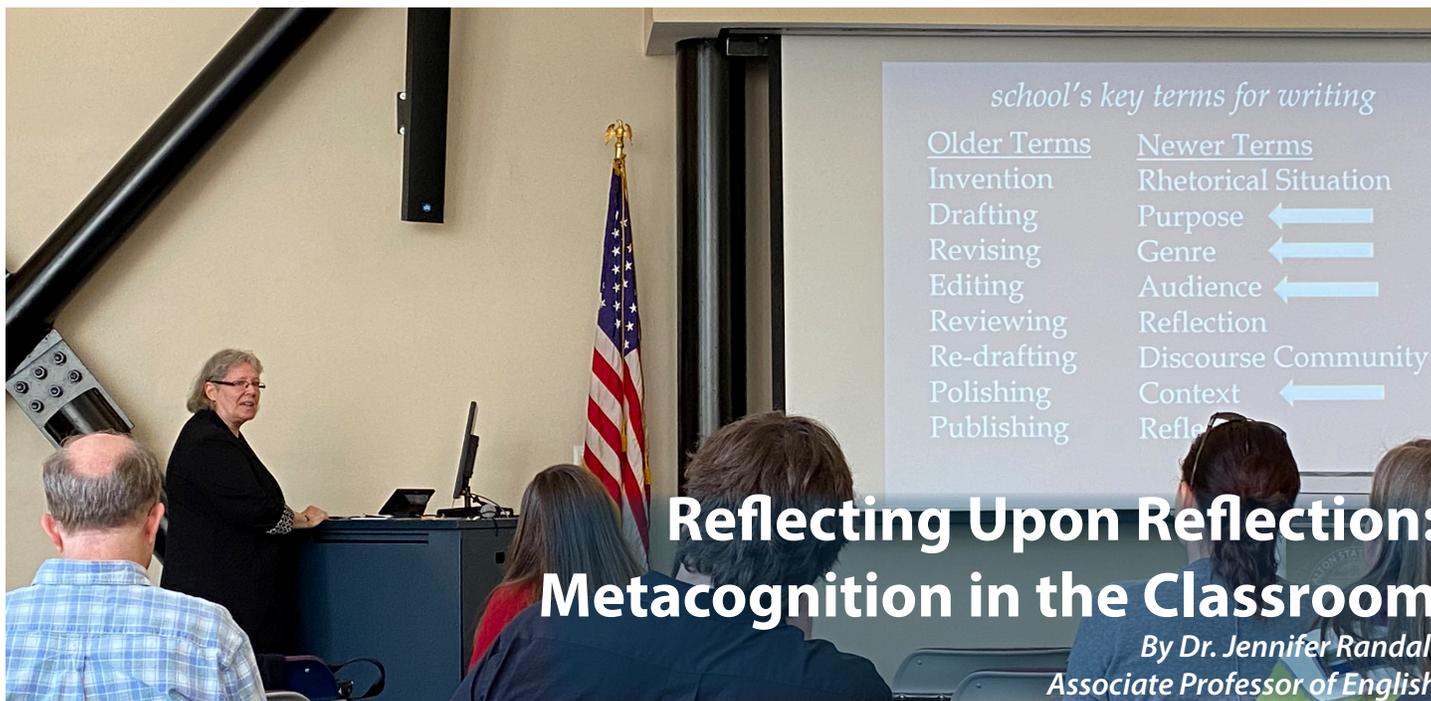
*By Dr. Ray Smith
Lecturer of Management*

And, in his final exam, which was a reflection paper about how the course had impacted each student, the same student details other pertinent points in the course that encouraged him to challenge his biases. He ends with this statement; "I am most ashamed of my lack of comfortability around those who are different than myself, meaning this must be where I start my efforts in diversifying my personal network." So, from the self-assessment and the YouTube video introduced in the first two weeks of the course to the final exam, this student, as a representative of many others (60+ students in two sections of the same course) demonstrates the triple effect of engagement, innovation and impact.

The same semester, in another illustration of engagement, innovation and impact, I encouraged three Hispanic students to apply for and participate in Emory University's Goizueta Hispanic Heritage Month Competition. These three young Hispanic women showed reluctance to even apply to the competition as they did not want to experience rejection and "lose

face" or experience a loss of respect. After several attempts to get them to apply, they did, and Emory University accepted them. While they did not win or place in the competition, they all agreed that the experience helped each of them gain confidence that they could compete at a high level against much larger and better-known universities. As a result, they displayed more confidence in the classroom and indicated that they would help recruit a team for subsequent Hispanic competitions both at Emory and as other opportunities came available. I believe reluctance turned to anxiety, anxiety became excitement, and excitement produced a significant measure of self-confidence both on an individual level and as a team.

The experiences of these four students illustrate the positive results of small changes with significant and lasting effects. Pedagogical innovation requires a certain level of experimentation, which, when successful, is worth sharing. **S**



Reflecting Upon Reflection: Metacognition in the Classroom

By Dr. Jennifer Randall
Associate Professor of English

“Reflection is a meaning-making process; it is a systematic, rigorous, disciplined way of thinking,” said Dr. Kathleen Yancey – Kellogg W. Hunt Professor of English and Distinguished Research Professor at Florida State University – during her “Enhancing Learning, Enhancing Teaching: Ways to Integrate Reflection into Classes and Co-Curriculars” presentation at Dalton State on February 21, 2020.

Dr. Yancey continued by stating that “Metacognition is not the same as reflection. Metacognition is focused on modifying behavior and is thinking about thinking. Instead, reflection is about self-assessment and about outcomes. It is an account of learning, a synthesis where students make knowledge; it is an exploration, and it involves goal setting. It is a practice to employ often.”

As a means of helping students understand key concepts or in preparation for more challenging work, reflections are often given to assist students in seeing the larger picture or in making connections. However, how structured and effective are these reflective responses? Do they fully engage students and indicate a student’s way of thinking?

“Make the future different than the past. Weaker students justify the past; stronger students make the past a prologue for the future.” Dr. Yancey highlighted the importance of building reflection into

student work, but as a reflection that happens in a community, requiring attitudes that benefit the personal and intellectual.

During her talk, Dr. Yancey shared many tips, but stated that the process of reflection involves first assessing one’s own work, then making connections and thinking about one’s learning.

In terms of assignments, Dr. Yancey suggested including key terms that define a course and require students to reflect with those key terms in their assignment, so students describe tasks and begin to think like an expert. Dr. Yancey also suggested using SRR: Summary, Respond, and Reflect, which can be written at the end of class, become a blog, or become an outside essay or in-class presentation.

Reflection works best when it is contextualized, where students connect with what they already know and use their own words. The goal is to move students from a “general-intention response” where students remain general and “give no indication of any knowledge of specific... strategies” to “general-strategy response.” In the general strategy response students are more mechanical but still do not “take into account the specific dimensions of the writing tasks or previous experience” to finally “task-specific-strategy responses,” where work has been “adapted to meet the demands of the particular...situation.”

Dr. Yancey cautioned that time and effort are not enough, but that the focus needs to be on specifics. Determine a focus, invite prior knowledge, identify key terms, create a rhythm, make the assignment social, and respond generously.

Dr. Yancey concluded by stating, “We should ask questions that teach.” Ask students to reflect on what they have read. Ask students to reflect on what they have learned. Ask students to reflect on their own assignments and the assignments of others. What was left out? What was troublesome or difficult and why? If you had a week to revise, edit, or resubmit, what would you change and why? “Failure is part of the model; setbacks are how we learn – it is a necessary part of the learning experience.”

In working closely with students, how can we tweak assignments and student output to truly be more reflective? How can we engage in deep reflection within our own preparation, planning, and activities to better meet the needs of our students? In reflecting upon reflection, and implementing more nuanced and structured reflective activities, information can be more easily understood and remembered, and connections can become meaningful and memorable. §

Welcome to the New School of Arts and Sciences

*By Dr. Tammy Byron and Dr. Lee Nimmons
Assistant Deans in Arts & Sciences*

We are excited about the opportunities provided by joining Liberal Arts and Science, Technology, and Mathematics. Combining the two schools has both promoted the exchange of new ideas academically and has fostered personal relationships between faculty and staff that had not existed previously. The study of the arts and sciences is the foundation for undergraduate education, and the joining of the schools has already cultivated opportunities for collaboration among the different disciplines. An upper-level Environmental History class is currently being taught that is open to



both History and Sustainability majors, and plans for undergraduate research combining psychology and neuroscience are underway. Opportunities such as these will provide our students with the chance to experience the intersection of academic subjects with a group of highly-qualified and dedicated faculty.

It is great to work closely with a colleague who shares the goal of supporting Dalton State student, faculty, and staff success. Together, we can have the chance to do so on a broader scale. **S**

Free Money: What OERs Can Do for You and Your Students

*By Dr. Barbara Tucker
Professor of Communications*

We know that free money is an oxymoron, but you can earn a \$2000-5000 stipend for changing the way you teach. Open Education Resources save money, but they also provide greater accessibility to learning materials, and research to date shows they achieve as good or better learning outcomes.

Since 2014, the University System of Georgia has shown its commitment to open pedagogy by awarding \$5.6 Million to 401 Textbook Transformation projects in its colleges and universities, with

\$69 million “saved” in textbook costs for students. Dalton State faculty have received \$192,000, with a savings of \$3,864,000 to 23,492 students.

Dalton State’s record with OERs has been remarkable throughout Affordable Learning Georgia’s history, but it has declined recently. Rounds of grant proposals are announced three times per year, with the next deadline in Fall 2020.

Examine the evidence on learning outcomes, visit the Affordable Learning

Georgia website, discuss with your disciplinary colleagues how a team approach to OERs could work for you and your students, and visit OpenStax, GALILEO, MERLOT, and the University of Minnesota Open Library.

As the Campus Champion, Barbara Tucker is here to help you with the application. Keep an open mind about the place of open pedagogy in your teaching, and perhaps you will open your wallet to a Textbook Transformation Grant like many of your co-faculty at DSC. **S**

Increasing Student Engagement

*By Cortnee Young and David Williams
Lecturer of Marketing and Business Communications & Assistant Professor of Marketing*

While the scheduled Bold Talks were unfortunately cancelled due to COVID-19, here is a Bold Talk Spotlight on tips to increase student engagement.

An engaged student is typically interested in what they are learning or being taught while a bored or estranged student is thought to be more disengaged. One aspect of the broader category of student

engagement has been described by scholars as social engagement. In a student body that has several non-traditional, part-time, first-generation, and transient students, the level of social engagement can be less than what it might be in a more traditional student body.

Incorporating classroom activities that seek to stimulate engagement through social

interactions can assist in improving the levels of social engagement, thus positively impacting overall student engagement. We have incorporated BAND® and Quizlet Live® (among other tools) in our courses to increase social engagement between students, and the results have been favorable. **S**

The Bandy Heritage Center for Northwest Georgia: Collecting, Preserving and Interpreting Regional History

By Adam M. Ware, Ph.D.

Director, the Bandy Heritage Center for Northwest Georgia

The Bandy Heritage Center for Northwest Georgia was founded at Dalton State in 2008 through a generous grant from Mr. Jack Bandy, founder of Coronet Industries, who passed away on March 29th of this year due to complications from COVID-19. Mr. Bandy's vision and philanthropy affected Dalton State College and Northwest Georgia in numerous ways, and, as we mourn his passing, we will honor his impact on this community through our work. He is sorely missed.

Over the past two years, the Center has undergone some exciting structural and operational changes that will enable us to support students, faculty, and the general public with access to research and preservation opportunities usually available only at R1 research universities.

To fulfill the Center's mission—"to collect, preserve, and interpret the material and cultural history of Northwest Georgia's many communities"—we embarked on the construction of a new 4,000 square-foot facility on the first floor of the Derrell C. Roberts Library including secure, climate-stable archival storage, a preservation lab for stabilizing and digitizing archival material and artifacts, and a reading room for public and scholarly research access. This facility provides us the opportunity to conduct archival preservation practices in accordance with national standards set by the American Association for State and Local History (AASLH), the Smithsonian Institution (SI), and the Society of American Archivists (SAA), and will equip us to train students from a number of disciplines in the practical work of preservation and interpretation.

Public support for the collection has grown dramatically as our physical site has taken shape—in the last 22 months, we have accepted nearly 27,000 new pieces (e.g., individual photographs, documents, objects, and oral history recordings/

transcripts) into the collection. We now act as the home repository for organizations including the Creative Arts Guild (the oldest multidisciplinary civic arts organization in the state), Hamilton Health, the Georgia Chapter of the Trail of Tears Association, and the Walker County Historical Society. As we await the final piece to our structural puzzle—the installation of a secondary climate-control system that will allow us to stabilize the humidity in our archival storage space—work has begun on organizing, arranging, describing, housing, and cataloguing these pieces into a system that will be searchable online, aiding students and faculty interested in pursuing topics of relevance to Northwest Georgia history.

Within a seven-county area of the region—Murray, Whitfield, Catoosa, Walker, Dade, Chattooga, and Gordon—our collecting interest is comprehensive, and seeks to reflect the social, political, religious, economic, agricultural, military, medical, and educational dimensions of each community. As the collection grows, we

will look in the future toward operating a Museum of Northwest Georgia History, accredited by the American Alliance of Museums and affiliated with the Smithsonian Institution.

Our present and most pressing initiative involves the collection of materials reflecting Northwest Georgia's experience in responding to the novel coronavirus pandemic. We have issued a press release to local news outlets and are asking for contributions of photographs, flyers from local businesses and healthcare facilities, documents reflecting policy and service changes, and personal accounts from those affected, whether professionally or personally, by the pandemic.

When campus returns to normal and we complete installation of our climate system, we anticipate scheduling a faculty/staff open house to better acquaint the Dalton State community with this new, state-of-the-art research resource on campus. §





Demystifying the Grant Writing Process

*By Melissa Whitesell
Director of Roberts Library*

Sponsored Programs is Dalton State's home for grants with private, state, and federal funding agencies. Operating under the Provost and Vice President for Academic Affairs, our mission is to procure external funding to support research, programs, and initiatives of faculty and staff at Dalton State College. The grant coordinator Melissa Whitesell can provide assistance from the shaping of the initial concept to submission of the completed proposal, and works closely with other DSC units to facilitate grant operations and to ensure compliance with applicable federal and state requirements.

In the [Grants and Sponsored Programs LibGuide](#), you'll find strategies for developing a proposal, searching for funders, as well as institutional data and instructions for grant management. For questions or assistance, contact the grant coordinator by phone at 706-272-2503 or email (mwhitesell@daltonstate.edu).

As you prepare to submit a proposal, we ask that you follow these steps:

1. Talk with your Dean or direct supervisor to gain his/her support.

Since a grant award is a legal obligation and commitment by Dalton State College, due diligence is needed to ensure that

appropriate individuals are aware of and approve of a grant proposal before it is developed and submitted to the funder. Additionally, the University System of Georgia (USG) is legally responsible for all grant expenditures.

2. Search for grant funders.

In the Grants and Sponsored Programs LibGuide, there are numerous links to private and government funders. Familiarize yourself with the sponsor & program requirements and take special note of the proposal deadline and submission guidelines.

3. Submit the appropriate forms.

Once you have determined a project or program and located potential funding sources, you must submit the **Notice of Intent to Apply form** along with the request for proposal (RFP) and/or grant guidelines to the grant coordinator (Melissa Whitesell). For state or federal grant applications, this form must be submitted no later than 3 months prior to the grant application deadline. The Notice of Intent to Apply form is found on the Grants and Sponsored Programs LibGuide under the "Proposal Review and Submission" tab.

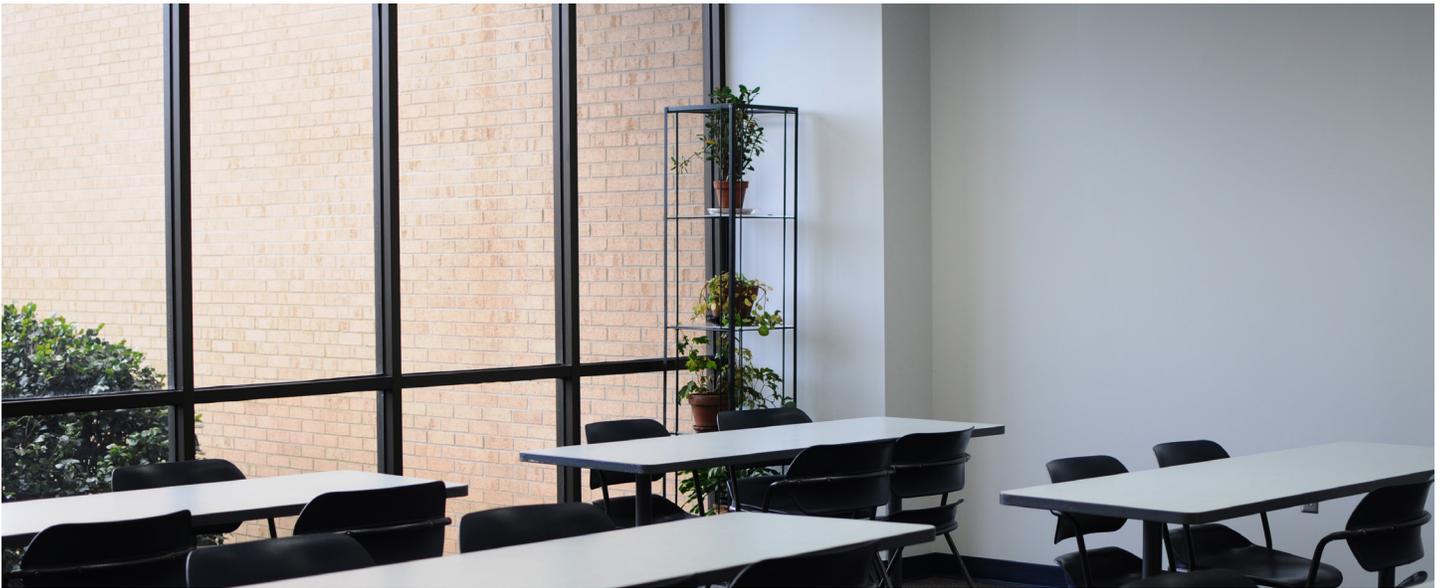
Once these steps are completed, a timeline

will be set so that the writing can be done from your end and the first drafts with preliminary budgets can be reviewed by your supervisor, VP or Provost/VPAA office. In some cases, contact with the granting agency or program officers may take place in order to ensure compliance with all requirements. **\$**

Looking for more information on Grants?

Check out these tutorials on the Grants and Sponsored Programs LibGuide:

- Proposal Writing Course: Learn how the proposal fits into the grant process, what to include in a standard proposal, tips for making your proposal stronger and what funders expect to see in your application
- Introduction to Budgets: Step-by-step instructions to generate a standard grant budget, basic components like income and expenses, estimating realistic project costs and other required financial documents
- Candid: ebook repository: Formerly the Foundation Center and Guidestart, Candid has numerous ebooks to help you write your grant **\$**



Information Literacy's Role in Students' Academic Success

*By Amy Burger
Librarian*

In 2017, Dr. Tristan Denley visited Dalton State to speak to faculty and staff about the Momentum Year strategy to support first-year students as they work to complete their degrees and graduate on time.

Dr. Denley is the Executive Vice Chancellor for Academic Affairs and Chief Academic Officer for the University System of Georgia, and has since worked behind the scenes with a committee to produce a proposal for the redesign of the general education curriculum, which was distributed in February. The proposal includes core elements from subject areas, such as mathematics, social sciences, and arts and humanities, but a new feature is the inclusion of "cross-cutting competencies": critical thinking, global competencies, and information literacy. It is the last of these that Roberts Library has made central to its library instruction efforts.

The American Library Association defines information literacy as "the set of integrated abilities encompassing the reflective discovery of information, the understanding of how information is produced and valued, and the use of information in creating new knowledge and participating ethically in communities of learning." If you've ever brought your class in for a library instruction session, you have seen our efforts to boost students' information literacy in action.

The library's approach to instruction is driven by a commitment to continuous improvement, and we assess our classes to ensure that they are achieving the learning outcomes we have established. Furthermore, we are working toward the development of a library instruction plan that aligns with the general education curriculum by introducing information literacy concepts in lower-level core classes such as English Composition I and II and Fundamentals of Speech.

As a student progresses in their education, their instructors may include library classes to supplement research-based assignments. Some instructors prefer using an embedded model, where a librarian is added to their course module on GAView and can engage with students in a variety of ways: through discussion boards, posts including handouts, videos, and activities, or even reviewing assignments to offer feedback on student research.

Our goal is not necessarily to be a part of each class offered at Dalton State, but rather to reach each student at a few strategic points in their course of study. The first of these is early in their college career, a time when they may not yet know what the library has to offer or understand what a peer-reviewed journal article is. Later, we aim to introduce them to subject-specific research resources

and strategies and to ensure they know about services like Interlibrary Loan that let us borrow materials from other libraries on their behalf. By the time students are participating in undergraduate research or working to complete capstone projects, this approach ensures that they have a good foundation for engaging with scholarship in their chosen discipline.

During the spring semester, Roberts Library was invited to collaborate on a grant proposal with the library director from Abraham Baldwin Agricultural College. This grant proposal, which was submitted in March to the Institute for Museum and Library Services, would allow the libraries from both schools to work together to identify the gaps in students' information literacy knowledge and develop ways to address these. Once the project is completed, these findings and materials would be shared with libraries throughout the USG. While we won't know until early summer whether the grant proposal is accepted, we have high hopes!

If you have any questions or would like additional information about library instruction at Roberts Library, please don't hesitate to get in touch. You can call us at extension 4575 or email AskALibrarian@daltonstate.edu. **S**

Online Teaching Tips

By Theresa Butori

Director, Center for Excellence in Teaching and Learning

All, I am writing first to tell you to keep doing what you do best; you are doing awesome!)

Now that your updated learning plans are underway, I would like to showcase some Brightspace D2L Tools - Discussions, Assignments, and Video Notes. These are all tools that can be used to increase engagement and enhance the online learning experience in your courses.

Assignments

D2L Assignments saves you time and allows for personalized feedback for learners. Use the Assignments tool to see the files that your students upload, view submission times, look over submissions on the Evaluate Submission page, associate assignments to a grade book item and rubric, and virtually “return” submissions with grades and feedback.

For assignments that included file submissions, you can download the submissions to your computer. And now directly in the Assignments tool, you can add comments, inline text, and highlight sections in file submissions.

Modules

Create weekly modules to present content in an organized and engaging way. Modules with dates for the current week make it easier for students to go through the learning plan in succession as opposed to looking around folders for the materials they need to complete the assignment.

Each module could present the concept or objective via a pre-recorded video. Or it could start with a discussion and video note. See below.

Discussions and Video Note

Use the Discussions tool in your course to encourage users to share thoughts on course material with their peers. You can set up discussion topics for users to ask open-ended questions, discuss course content and assignments, and work together in assigned groups.

There is more to discussions than just text responses: we all may find it easier and more authentic to record a quick video than type out a paragraph or two of explanation, which is where Video Note comes in.

Both learners and instructors can use it, and it requires virtually no setup time – just use Video Note to start recording. If you’re not satisfied with your first attempt, you can review and re-record your video as many times as needed before publishing. Look for it in any text box where you can ‘Insert Stuff’ in the toolbar, to insert a Video Note. Try it out to introduce the weekly learning plan or on an assignment dropbox or discussion topic thread or reply.

Video Assignments

Video Assignments add a new and creative way for learners to submit assignments and

greatly expands the type of assignments that can be used in your course. They can be recorded for up to 30 minutes. This accommodates several use cases, including:

- Out-of-the-box assignments that are traditionally done in face-to-face learning environments, such as interviews, show and tell, role plays and hands-on demonstrations.
- To practice presentations skills, speeches, and elevator pitches; then classmates and instructor can sync comments to offer feedback in-line with video.

Please e-mail me at tbutori@daltonstate.edu for support.

Teach Boldly! \$



Dean of Students Office Secures Two Important Grants

By Heather Williams

Assistant Director for Leadership and Civic Engagement

The Dean of Students Office constantly strives to promote student engagement, learning, and development through intentional programming, support services, and resources ("Dean of Students' Office"). We are fortunate enough to have a collaborative team of staff members who seek out ways to increase student support services across campus. One of the ways we accomplish this is through grants. Grants allow us to fund special projects and initiatives that would not otherwise be possible for Dalton State. Over the past semester, we secured two grants that will directly impact our campus community.

The first grant was awarded in early spring semester by the University of Georgia JW Fanning Institute for Leadership Development and Embark Georgia. The Embark Georgia Grant helps increase the capacity for Georgia campuses to provide supportive services to students who have experienced foster care. These funds allow for local programs to foster one-time initiatives and projects that build program capacity to serve students more effectively.

Dalton State was awarded \$42,449 administered by the JW Fanning Institute for Leadership and Development.

We will use this grant to better identify and serve students who have been in the foster care system. Currently, we offer general support services for all students but none that specifically targets this population. Our intention is to develop a program that will identify these students as they are admitted to Dalton State, provide supplemental financial resources as needed, train our campus and local community, and collaborate to provide students with connections to supportive role models. Engagement and development activities will be offered throughout the year.

One of the most visible outcomes of this grant will be the Birdfeeder Food Pantry expansion project, including the campus garden. The Birdfeeder expansion will

provide physical space and resources needed to fully integrate fresh and frozen products into the existing food pantry.

Dr. Jami Hall, Dean of Students, serves as the Embark Designated Point of Contact (DPOC) for Dalton State. Andrea Roberson, Associate Director for Disability Access and Student Support Services and myself will serve as co-primary investigators on the grant.

The second grant, confirmed in March 2020, is an AmeriCorps VISTA Grant received through the Corporation for National and Community Service (CNCS). Founded in 1965, AmeriCorps VISTA is a federal antipoverty program designed to provide needed resources to organizations or governments to increase their capacity to lift communities out of poverty ("AmeriCorps", 2020).

The grant received through AmeriCorps VISTA will cover the cost of four, full-time VISTA Service Members beginning in the summer of 2020. The VISTA project will seek to expand resources designed to help low-income and minority students more easily navigate college, setting them on a path to a healthy and educated future. Four VISTA members will contribute to the goals of the project by performing activities such as assessment, fundraising, material development, program development, expanding and strengthening partnerships, and volunteer recruitment over the course of one year. The four approved VISTA positions will include:

Campus Resource Advocate

This VISTA will report to the Dean of Students and serve as a first point of contact in helping the campus community. This position will develop and implement policies and protocols to strengthen and expand long-term program sustainability designed to alleviate basic need insecurities.

Hispanic Engagement Advocate

This VISTA will report to the Associate Director for Student Life and develop new programs for our Hispanic and Latinx students and their families. This position will work closely with the ambassador program, staff, and community agencies to provide resources and educational workshops.

Special Populations Advocate

This VISTA will report to the Assistant Director for Leadership & Civic Engagement and create campus programming, training, and initiatives to foster support networks for minority populations on campus. This will include working closely with faculty, staff, and students across campus to engage others in educational and social programs.

Grants Support Liaison

This VISTA will report to the Dean of the School of Education and support activities related to current and future initiatives, collaborations with school systems, and community partners.

These grants have opened the doors to expand a wide variety of services across campus, and we look forward to sharing more as we get further into the implementation phases.

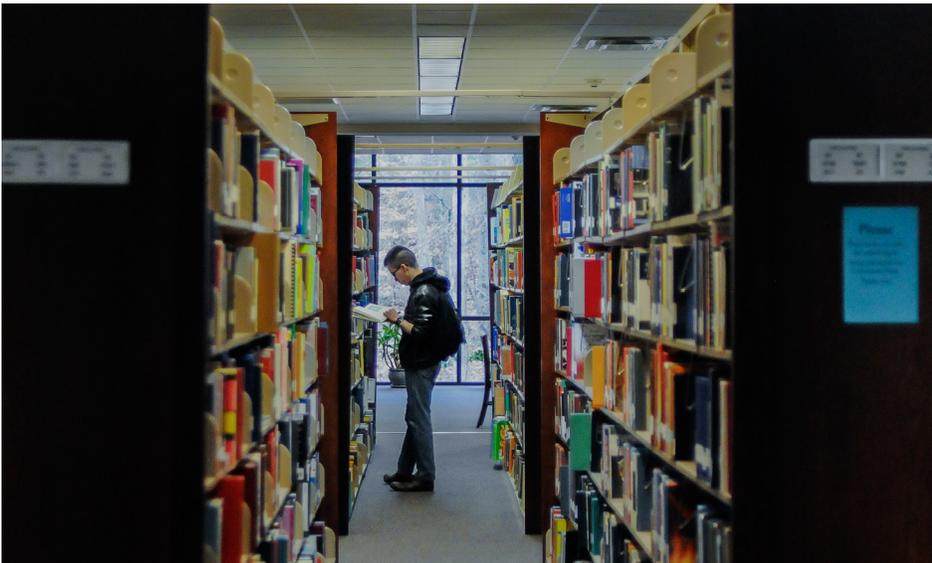
For questions regarding the Embark Georgia Grant or if you know of students who may need to be referred, please contact Dr. Jami Hall, Dean of Students.

For questions regarding the Dalton State AmeriCorps Network, please contact Heather Williams.

References:

AmeriCorps. (n.d.). Retrieved March 27, 2020, from <https://www.nationalservice.gov/programs/ameri-corps>.

Dean of Students' Office. (n.d.). Retrieved March 31, 2020, from <http://catalog.daltonstate.edu/campuslife/deanofstudentsoffice/> §



Virtual Career & Professional Development

By Mallory Safley, M.Ed.

Assistant Director for Career and Professional Development

Typically, the month of March is a very busy time for Career & Professional Development (CPD), located in the Dean of Students Office at Dalton State College (DSC). Students who will be graduating in two months are beginning their journey and making decisions about starting their career and/or enrolling in graduate school.

CPD's mission is to serve Dalton State students and alumni through expanding their knowledge and skills by providing them with comprehensive career-related resources which empowers them to attain short- and long-term professional goals. "March Madness" has a whole new meaning for this department, as the Assistant Director, I work to create and deliver dynamic professional development programs geared to prepare DSC students and graduates for whatever their next step is beyond their undergraduate experience.

Before DSC moved all their instruction online for the remainder of the semester, I had scheduled a busy "Career Week" full of programs happening each day for the week of March 23-27. I also had worked with several local employers who were registered to attend the upcoming Career Fairs on March 31 and April 1. With all the changes, my original plans had to be reworked and revamped into the virtual

world. All the programs scheduled for "Career Week" are now being offered using Microsoft Teams Live Events.

Students can join the Live Event by simply following a link and from there, they can see and hear my presentations on topics such as Elevator Pitch 101, Social Media and Your Professional Development, Finding Your Path and Starting Your Job Search, Resumes 101, Interviewing 101, Salary Negotiating: Knowing Your Worth, and so much more. In place of the cancelled Career Fairs, I have created a Resume Book where students can upload their resume. The Resume Book will be shared with the employers who were scheduled to attend the Career Fairs.

CPD, along with the rest of the Dean of Students Office, is working hard to stay engaged with students during these unprecedented times. Students and alumni are still encouraged to reach out to CPD with any questions or assistance with all things Career. They can make a virtual appointment at bit.ly/DSCareerAppt or simply email career@daltonstate.edu. §

Tutoring and Supplemental Instruction

*By Brooklyn Herrera
Coordinator for Tutoring and Supplemental Instruction*

Putting the Puzzle Pieces Together: A Study Skills Series, developed and delivered by Tutoring & Supplemental Instruction, is an eight-week program that aims to assist students in reaching their full academic potential and to become more independent learners. These sessions can also be accessed in our online tutoring platform. Students work one-on-one with a peer educator to develop an individualized study plan that encompasses note-taking methods, time management techniques, test-taking skills, and the science of learning. The program just piloted in Fall 2019, and 109 sessions have already taken place on-campus.

This program is innovative and creative as peer educators to act as liaisons between Student Affairs and Academic Affairs to further each student's development. Academic success coaching is new to Academic Affairs at Dalton State, and referrals will be made by Peer Educators to get students familiarized with academic success coaching should they need it as their 8-week program comes to a close. The Dalton State community will continue to benefit greatly through this partnership across Student Affairs and Academic Affairs.

First-generation college students have historically benefited from additional study skills assistance. With Dalton State's first-generation enrollment at 51%, this study-skills program contributes to the on-campus experience. Because eight of the ten current study skills facilitators are first-generation college students, peer facilitators can relate to a large portion of the student population attending these sessions.

Encourage Dalton State students to complete a study skills interest form at <http://bit.ly.studyskillsprogram> or stop by the Dean of Students Office. §



Bringing Wellness to the Virtual Classroom

By Anne Loughren, M.S.
Assistant Director of Fitness

COVID-19 has sent us to the virtual classroom. The roles of faculty, staff, and students have been challenged in response to the COVID-19 crisis. This challenge has motivated us to fulfill our responsibilities as employees and as students in the virtual world. It has been a challenge that has brought uncertainty and instability for many, if not all, of us. With this unwelcomed challenge, our students' mental and physical health must be a priority in our day-to-day working responsibilities.

Let's consider some ideas for how to help DSC students take control of their wellness. Hopefully by doing this, it will encourage you as faculty and staff to examine your wellness and be a leader for students as well.

Wellness is a cyclical process, meaning it changes, it isn't unique to individuals, and its components don't work alone. A person's wellness revolves around that person's surroundings. A study conducted at the University of South Carolina presented by the American College of Health Associations at their annual conference in 2010 found that 84.1% (n=811) of the students surveyed believed that the health of staff and faculty impacted their learning and success. Who, and how we interact with others—our social network—can have a positive and negative role on our wellness.

Below are online learning ideas for how you, as an employee at Dalton State College, can help influence a person's wellness, whether it be a student's or a peer's.

As an employee at DSC working with students consider:

- Setting-up a discussion board where students share what they are doing to take care of their wellness.
- Encouraging texting, emailing, face timing, or skyping.
- Making wellness a competition.
- Letting students know that you and DSC support their well-being by implementing mind & body check-ins.
- Taking time at the start of video or voice lectures to share how you are doing, share support offered by DSC, or a brief wellness tip.
- Sharing wellness links, [like this one from Purdue Global](#). Include what you liked about the links, but don't forget a disclaimer when using outside sources.
- Encouraging students to take breaks during their schoolwork, and share how you take breaks and what you do during breaks.
- Suggesting a wellness journal. This could tie in with a wellness-focused discussion board. Reflecting is a very helpful motivator and has shown to help with the drive to be healthier.

To encourage your peers at DSC consider:

- Forming a wellness group with each other through social media, texting, or email. For instance, a quick text to the group or an individual saying "I am

going for a run. What are you doing today?"

- Reminding your peers of on-line wellness help for healthy eating, fitness, and stress relief. For example, FitWell Today issue 2 went out on March 18th with some great tips to use while being at home.
- Sharing what wellness practices worked for you.
- Offering encouragement towards a healthy lifestyle.

Campus recreation virtual programming began March 31st. Our virtual offerings include:

- Virtual Mind and Body classes via Zoom.us
- Virtual Fitness classes via Zoom.us
- Wellness Coaching via Microsoft Teams
- Anne Loughren's YouTube channel, RunFitWell, offers videos covering wellness topics, workouts, and fitness techniques.
- Instagram @dscampusrec is regularly putting out new information, also found on our facebook page.
- Health and Wellness emails sent by Garrett Burgner and Anne Loughren.

"Great things NEVER come from COMFORT ZONES" is one of my favorite quotes. None of us would be smarter, funnier, healthier, or more fit if we remained in our comfort zones. **§**



Q & A with Dr. Marina Smitherman: Regents Award Recipient

Q: When did you learn you were a Regents Award Recipient:

A: I was notified in October that my packet had been selected to represent Dalton State for the state-wide selection competition. I had a few weeks to assemble the 20-page nomination portfolio. My initial draft had 35 pages of material that I edited down to 20 pages. I may have shed a few tears over reducing my 3-page CV to 2-pages to save a page! All the criteria and past winning portfolios are available on the [award website](#).

In December, I was informed that I was selected for the award right after our faculty meeting, but no one could publicize until the USG made the official announcement in early 2020.

Q: What do you know about the Award you received? Has anyone from Dalton State won one of these before?

A: The award is one of the Regent's Teaching Excellence Awards awarded by the University System of Georgia Foundation, titled the Felton Jenkins, Jr. Faculty Hall of Fame Award. These system-wide awards recognize individuals for their strong commitment to teaching, learning, and student success. Three are awarded each year: one for research and comprehensive universities, one for the state universities,

and one for the state colleges.

Christy Price received the Teaching Excellence Award in 2008 before it was renamed, and, to my knowledge, is the only other Dalton State Faculty member to have been recognized.

Q: What are some of the accomplishments that led you to this point?

A: I believe I was chosen because I dedicate my time in instruction, professional development, and service to improving teaching and learning, as well being active in the scholarship of teaching and learning. Since 2012, I've also worked on faculty development in teaching and learning on our campus and for other USG institutions, including serving, for a period, as our T&L Director at DSC.

When I decided to join a teaching institution, my focus shifted away from research in STEM towards T&L. I actually published a book this year and will publish another for new faculty later this year. I didn't expect to go in this direction after my postdoctoral work, but it is a result of applying myself to the needs of the DSC community.

I also developed research courses in Biology to offer students the opportunity to perform authentic scientific research.

These opportunities have increased the number of students gaining places at graduate and professional schools and getting good jobs. Additionally, I chartered our first honors society on campus with a student, a chapter of the national biological honors society, and still support this group's activities today.

If I had to summarize, I devoted every bit of my time at DSC to provide our students with the best educational experience possible. The committee that reviewed the portfolios commented on my body of work, writing that: "Dr. Smitherman blazed new trails for the Dalton State community during more than a decade of service to the institution. Her teaching methods are innovative, her service to the college is foundational, and her focus on student success is transformative."

Q: What was the USG Regents Scholarship Gala like?

A: I don't know what I was expecting, but the event was much larger than I envisaged. It was a black-tie evening gala held at the St. Regis Hotel in Atlanta, and the USG Foundation kindly offered us a hotel room nearby. I wore Roadrunner navy blue and silver! My husband Charles came with me, but it was too far for my family to travel from England to join me. David Elrod of the Dalton State Foundation,



along with Dr. Venable, were generous enough to organize tickets for a few people from campus to come in support, which was really meaningful. My dean, Randall Griffus, and his wife Sharon Hixson came as well, which was wonderful, as Randall has always been extremely supportive. Dr. Venable and Dean Marilyn Helms were also there because Lamar and Ann Wright were recognized as distinguished alumni. Luckily, a few great colleagues I've worked with from across the USG were also able to join us to celebrate as well.

As an award-winner, I was greeted at the hotel entrance by a student ambassador from Georgia State. Our ambassador took us through the protocol for the evening and let us move on to pre-award drinks. I was far too nervous about going up on stage to have a drink beforehand, although people have commented that perhaps it would have helped! It was at this point that a very special former student of mine, Dr. Faith Stokes, arrived as a surprise set up by David Elrod. The fact that she purchased a dress and travelled all the way to Atlanta meant the world to me, and still does.

We can raise the expectations for our students, but they have to work hard to

meet them, and you have to have great support along the way. Faith was one of those students who, despite incredibly difficult circumstances, far exceeded my expectations, and we achieved a great deal together doing award-winning research and chartering an honors society chapter. Part of this award belongs to my students and everyone who supported us on campus, and her being there really cemented that for me.

Right before the Chancellor and Governor arrived, the award winners were ushered backstage where we remained through the ceremony until our awards were presented. I relaxed a little backstage because it was much darker than all the stage lights, and there were some super fun students, alumni, and the Regents, who were presenting the awards. When we were invited onto the stage, Regent Erica Hames read a long piece about my achievements in teaching and learning and then presented the award. Afterward, there was an auction of several items, which raised \$908,000 for scholarships.

Q: What projects are you working on now?

A: As well as having the privilege of leading our awesome Life Science department, I lead our New Faculty Academy, for which my new book, co-authored with a colleague, is designed to be the textbook. We are looking at expanding the support we provide these groups beyond their first year, and I am doing a pilot project next year to support up to ten faculty members as fellows in the scholarship of teaching and learning. I will be working with them as they identify an evidence-based technique and work through a research project to investigate its impact through publishing and speaking at a T&L conference.

Q: What advice do you have for the DSC community, for those aspiring for this or similar awards, but also those just trying to do their best?

A: I think that when you look at the award criteria they reward activities that go above and beyond excellent teaching in your own classroom. So, that might mean not just reading about and then using evidence-based techniques, but investigating the outcomes in a SOTL project, publishing or presenting on it, and helping others develop skills by offering faculty development opportunities. I hope that our new Teaching Scholars program group will create a community of SOTL faculty fellows with this skillset and help ensure that Dalton State has future winners of these awards.

Our excellence award criteria would be a good starting framework for anyone aspiring to compete at the state level. As life-long learners, I think sometimes we try to achieve excellence in everything that we do because we believe we make a difference in the world, but I think it is always those activities we find the most purposeful where we do the most good. **S**

Conferences

The South Atlantic Modern Language Association (SAMLA) will be held at the Hyatt Regency Hotel in Jacksonville, FL from November 13-15, 2020. This year's conference theme is SCANDAL: Literature and Provocation, Breaking Rules, Making Texts. Session CFPs are due by June 1st, with individual paper submissions due at a later date. [Click here for details.](#)

Summit: Research on Teaching and Learning Conference at Kennesaw State University will be held from October 9-10, 2020. Submissions on research, posters, or teaching talks are welcome. Submissions due April 30th, 2020. [Click here for details.](#)

Faculty & Staff Accomplishments

Dr. Marina Smitherman (top left), Chair of Life Sciences, Coordinator for the Committee for Academic Excellence, and Professor of Biology won the Regents' Teaching Award at the Regents' Gala on February 21st.

Dr. Susan L. Eastman (middle top), Assistant Professor of English, provided written testimony to the National Capital Memorial Advisory Commission for a public hearing to be held on February 11, 2020, in support of H.R. 5046, the Global War on Terrorism Memorial Location Act.

Dr. Barbara G. Tucker (top right), Chair, Department of Communication, was nominated for the Regents Scholarship of Teaching and Learning Award. All nominees were asked to contribute to the Second Volume of *Engaged Student Learning: Essays on Best Practices*. Dr. Tucker contributed an essay on Digital Storytelling Assignments.

Dr. Cicero Bruce's (bottom left), Professor of English, research on Canon Bernard Iddings Bell, is referenced in *The Letters of T. S. Eliot, Volume 7: 1934-1935* (2017). One of Dr. Bruce's previously published articles, "The Ghost of Dickens Past" was republished in *The Imaginative Conservative*. Dr. Bruce also received an honorarium from the Intercollegiate Studies Institute for a commissioned publication on the art of teaching, titled: "The Ideal Teacher of Literature" for *Modern Age*.

Seven faculty and five students (bottom right) from the Department of Communication, Performing Arts, and Foreign Language presented at the Georgia Communication Association Annual Conference at Georgia Highlands College on February 21 and 22.

Dr. Tami Tomasello, Assistant Professor of Communication, **Lydia Chandler**, and **Jess Callaway** presented papers on Neil Postman's *Amusing Ourselves to Death* and the connection of his arguments about mass media to education, or "edutainment."

Ms. Chandler also presented with **Dr. Clint Kinkead**, Associate Professor of Communication, on the use of statistical analysis in the capstone class.

Ms. Amy Mendes, Lecturer in Communication, presented on how the basic communication course can be a vehicle for teaching information literacy and civic engagement.



Austin Pattern, Jessica Carrasco, and Diego Alvarado-Ruiz joined **Dr. Sarah Min**, Assistant Professor of Communication, in a panel on students attending intercultural events for Dr. Min's Intercultural Communication class.

Mr. Matt LeHew, Assistant Professor of Communication, presented using machine learning to classify online social media content.

Mr. Jerry Drye, Associate Professor Communication, gave "Open Wide and Say 'Ha': What happens when caregivers use humor with patients."

Dr. Kinkead and Dr. Barbara Tucker also presented on recently published research on graduates' perceptions on their experience in required basic communication course, and Dr. Tucker spoke on the relationship of reflection, reflection papers, and the Transparency in Teaching and Learning movement.

Submit to the Digest!

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

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

Submissions should be sent as Word files to 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 on pages 1 & 9.