

DALTON STATE DIGEST

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Your Role and the Strategic Planning Process: Invitation and Thoughts from President Fuchko



Dear Colleagues:

It is quite possible that senior administrators get excited – maybe even giddy – at the prospect of strategic planning. It is equally possible that others may approach the same process with a secret dread at the idea of significant work that – at times – seems only to produce something very close to what was there before! While I may fall into the former (excited!) category, I am quite aware of the potential for otherwise good and necessary work to feel like the latter (waste of time!) category.

With that introduction, let me share some broad principles that you can expect and hold me to as we move through our strategic planning process:

Start with the long-term vision – I think we truly need to imagine our role as a college within the communities we serve. That straightforward approach becomes a bit more complex given the diverse and dynamic environment presented by the many cities and counties within our “service area.” It means considering the college’s role and each of these communities and their goals tied to educational attainment. It gets further complicated when thinking about time horizons. A truly aspirational vision statement has elements that are timeless (think UGA’s “To teach, to serve, and to inquire into the nature of things”) and those elements that are time-bound or long-term enough to allow everyone to stretch a little bit. One year is too short for many things, and it is common for strategic plans to focus on five-year increments. While some elements of our plan likely will follow a more traditional model, I am going to ask us to look out over the next 20-25 years as we consider the future of this region and the college and how both interact.

Look in and look out – As a public higher education institution, we have the unique honor to pursue the creation, transfer, and application of knowledge while serving our students and the public – both of whom are significant stakeholders in and funders of our institution. My intent is that our strategic planning process be inclusive of the many voices within our campus community and to stakeholders external to the College. If we must take a risk, let’s take a risk in being expansive in who participates with the

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Top Ten Tips for Engaging College Students

by Aimee Cribbs

The following is adapted from a 45-minute interactive workshop presented at Bold Talks 2024.

We facilitate authentic engagement by building class sessions around how our students learn, making connections to their lives, and being mindful of human motivation. Good pedagogy is a matter of making small, deliberate choices in the way material is presented. A simple modification, such as saying, "Spend the next minute talking to your tablemates about the topic we just covered" instead of "Raise your hand if you can tell me..." (and only calling on one student) can have a significant impact on class participation and student understanding. Improve your practice by being mindful of small but impactful pedagogical decisions. Minor adjustments can make a big difference in learning.

10. Short, planned breaks work

wonders. All learners like to know what to expect. Consider adding one or two scheduled breaks to your class agenda. Students remain engaged when they can expect a break (think of the last meeting you attended). If given time explicitly set aside for tech checks, students are also



less likely to be distracted by cell phones.

9. Be approachable. Be human. In a TED talk, Rita Pierson explains, "Kids don't learn from people they don't like." The same is true for adults. A rigid separation between teacher and student creates a barrier to learning. While professors are undeniable content experts, assuming the role of facilitator makes us more accessible and enables active learning for students. Let your students see you for the lifelong learner you are. Be vulnerable and model the process of learning from mistakes. That may sound like, "I realized after class last week that I could have explained things more clearly,

and I worked on an activity to help clarify."

8. Telling is not teaching. Learning theorists such as Vygotsky and Bruner teach us how students construct their learning. While lectures are necessary and appropriate sometimes, they are not the most effective route to learning all of the time. Look for simple opportunities to work in active learning. Options may include jigsaw readings, small group discussion, think-pair-share, a close reading of an isolated passage, or providing guided notes or graphic organizers.

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(Cont. from prev.) understanding that we ultimately will have to establish strategic priorities based on resources. I would rather have had the chance for us to consider many options carefully and collectively, as opposed to being locked in one way or another from the start.

Use data and take risks – Effective use of data must drive our analysis and our planning. Whether learning about ourselves or about our communities – we need valid and reliable data to help

assess our strengths and weaknesses and to drive where we will invest in the future. Good data and the associated metrics also will go a long way to holding each other and the College accountable to resourcing and supporting our strategic efforts. That said, we ultimately will have to make some decisions and forego some opportunities. However, these should be informed by data!

As a start to this process, you may have noticed that my office extended an

invitation to a presentation from Dr. Jim Crupi. Soon following will be an invitation to volunteer in the strategic planning process, to start in the coming months. Read-ahead material and data will also help shape many of these discussions.

Thank you for your hard work in support of our students this past semester. I am continually heartened by the care and concern for our students!

Best,
John §

School of Education Pi Day Run

by Ryan Hoffpauir

The School of Education hosted the first ever Pi Day Run on our campus. Pi is an irrational number in mathematics that is approximately 3.14, and so Pi Day is celebrated on March 14. For the run/walk, we did two loops around campus that added up to about 3.14 miles. Of course, there were also pie and T-shirts!



While it was a bit of a rainy day, everyone had fun and did well on the hilly course. Congratulations to Ella Coley, who finished first in the race!

We had nearly 30 participants and raised over \$600 for the School of Education GAP Fund. The GAP Fund benefits juniors and seniors in the School of Education and pays for expenses that

scholarships and loans typically do not cover, such as certification exams, field experience platforms, and travel. Builtwell Bank helped by sponsoring t-shirts, snacks were provided by Aladdin Campus Dining, and pies were provided by The Muffin Ma'am Bakery. The Dalton State Women's Track and Field also helped by running a water station at Bandy Gym. We are very thankful to the sponsors, participants, and volunteers who helped make the race a success.

We are hoping to continue this event next year, making it bigger and better. Be on the lookout to join a new Dalton State tradition next March. §

(Cont. from prev.) **7. Students need time to talk to each other about content.** Think-pair-share, small group discussion and similar strategies allow students to process content. Ideas for group activities include sorts, creating t-charts, and discussing pre-created scenarios.

6. Students want to remain active during class. Think about how exhausting it can be to attend a long meeting with little interaction. Sometimes, doing nothing can be more tiring than working hard. Planning interactive class sessions takes time but becomes more manageable with practice. The time spent on the front end makes the class meetings more productive, reduces your load during class, and enhances student learning.

5. Relationships and connections matter. To be successful, students need to feel connected to teachers, classmates, and content. This goes back to being human and approachable but also making the content relevant to your students' lives. Build on what they

already know and emphasize real-world applications.

4. An effective educator is willing to try unconventional things (and also willing to fail). If the tried and true method isn't working, don't be afraid to try something new—even if it feels a little out of the box. Students appreciate vulnerability, so consider being upfront about trying a new technique. Ask for feedback and suggestions after trying a new approach.

3. Every student is different. Every group of students is different. Many of us teach the same courses from year to year. Recycling presentations and Georgia View modules to maximize preparation time are comfortable in our busy profession. But does this maximize learning? Students come to us with varied experiences, pre-requisite knowledge, and soft skills. Additionally, our lives change from semester to semester and can impact our instruction.

2. Less is more. Academically rigorous work elicits quality over quantity.

Students may need assistance breaking things into manageable chunks. In many cases, incremental goals make complex tasks less intimidating.

1. Self-care matters. You cannot drink from an empty cup. Educators make thousands of decisions daily, so our profession is challenging in the best of circumstances. Take care of yourself and inspire your students to do the same. (Check out the Flourishing in Difficult Times module in the CETL Georgia View course for ideas). Building student engagement takes time and effort, but it does not have to be a complicated task. Start small, but think big.

Reference

Pierson, R. (2013, May). Every kid needs a champion [Video]. TED Conferences. https://www.ted.com/talks/rita_pierson_every_kid_needs_a_champion?language=en.§

Teaching Writing in a World with AI

by Leslie Taylor



As I have tried to keep up with the many, many conversations related to AI and education, especially teaching writing, I have seen a lot of

different ideas about how best to adapt and respond to AI and student work. Some faculty members (on our campus and elsewhere) embrace AI and all it has to offer our students, and some faculty members worry about what it means for the integrity of the work we receive from students. I find merit in both positions, so it is not a simple matter of choosing a side for me. I have had to find my own middle ground that I believe to be best for my students and for me.

At this point, what I have found is that one of the most important things I can do is to do my best to stay informed, which includes reading, listening, and asking questions. I stay as informed as possible by reading what comes out in popular media as well as researching relevant topics when I have questions or run into something I haven't seen before. This happened just last week when I had to look up how students can

mask characters to throw off AI detection. It turns out that it is not that hard to do. I also listen and ask questions. From doing so, I learned from Dr. Kerri Allen that if students use certain types of voice to text to write papers, it can set off AI detectors. In another instance, I contacted Pat Horton and learned that if students submit assignments that are fewer than 300 words, GeorgiaView won't check that work for AI. I have also learned that because we are all still learning about AI, there is a lot of confusion and information that is passed around like a game of telephone. I have heard things, particularly about what programs like Grammarly Premium will and will not do, that just are not true. However, I can look at Grammarly Premium and see what tools it offers students.

I have also learned that having honest conversations with students is one of the best things to do while we are in this period of transition to living with AI. I ask students questions about what tools they use, which can and has led to important conversations about the best tools for writing. It can also create opportunities for me to talk to students about what I expect in their work and why. In these conversations, I also have the chance to tell students why we are doing what we are doing in my classes and explain that things may and likely will be different in other classes with

other student learning outcomes.

While it does sometimes feel like the sky is falling and that AI will take over, my conversations with students have led me to believe that the sky will stay in its place. In the last few semesters, as I have explained my expectations and class policies related to AI, most students follow and respect them. I have not been overwhelmed with work that was created by AI; the number of essays I've received that were created by AI are few and far between. What I have seen far more of is students submitting work that is modified by AI. Many students will use AI to modify some or all of what they have written, which sometimes means small changes related to grammar or punctuation, but more often it means they accept AI suggestions to rewrite entire sentences or paragraphs to improve the tone or clarity of what they've written. This is worth noting because in those cases, students are sometimes taking shortcuts to complete their work. Some of them know that, and some of them do not, but in either case, it is a good opportunity for me to talk to them about what's important in the work they are doing, and that is a conversation I am always ready to have. I love to tell students why what they are learning in my classes matters, and as I regularly tell them, writing well can make your life better. §

CARE Team

The Campus Assessment, Response, and Evaluation (CARE) Team is available to assist with any student issue.

To the right, you will find the list of CARE Team Liaisons for each school and their contact information. Feel free to reach out via phone, Microsoft Teams, or email.

School of Health Professions

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Listening to Students' Voices: Students from the School of Health Professions Share their Passions and Advice

by Holly Miller

As faculty, we pour into our students, yet often do not get to hear their feedback and passion as often as we would like. For this reason, I want to highlight the ideas and voices of our Health Professions students to show what our department has been working toward.



Emilee King , Radiologic Technology

WHY DALTON STATE? I chose Dalton State College because it was in my hometown near my family and friends! Dalton State has a lot to offer

students who want a college experience close to home with various clubs and opportunities to make friends and have fun while earning a college degree.

WHY RADIOLOGY? When I first got accepted to Dalton State College, I loved the medical field, but I had no idea what exact profession to go into. A few years into my college career, my grandfather was diagnosed with lung cancer. During this time, he had many follow-up scans to check the progress of his treatments. Accompanying him to some of his appointments, I fell in love with the technologists who cared for my grandfather. I knew I wanted to be the “eyes” in the medical field by pursuing a career in diagnostic imaging.

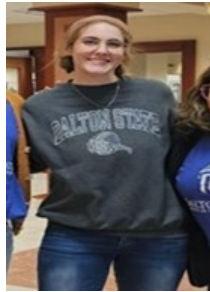


Ronald King, Respiratory Therapy

WHY RESPIRATORY? I chose Respiratory Therapy for a personal reason. I have had several family members with respiratory diseases,

and I wanted to know how to treat said

diseases. What I like about the program is the excitement of not knowing from hour to hour in clinic what you will experience. You can give treatments all day or you can participate in critical traumas. When you see the results, it makes me smile.



Aidan Valentine, Social Work (BSW)

WHY DALTON STATE? I chose Dalton State initially because it was affordable and close to my house. As I was

obtaining my first degree, I quickly fell in love with the campus, advisors, and professors. The size of the campus and community of the college made me feel welcomed and encouraged to learn and grow.

WHY SOCIAL WORK? I recognized my passion for social justice while completing a sociology course in my previous study area. Before I began my education at Dalton State, I had never heard of social work and was unaware of the values they uphold. After taking the introductory classes in the Bachelor of Social Work program, I immediately knew this field was the perfect place for me to be. The discussions we had in class related to social justice, advocacy, and creating a more equitable space for marginalized communities fueled my passion for making a difference in our country. I have always been enthusiastic about combatting societal ills, but it was not until the social work program that I had evidence to support my suspicions and a course of action to reduce their effects. I chose social work because the profession's values align with mine, the topics we study are pervasive issues, and I am passionate about the work I

will do as a social worker.



Ruby Martinez, Associate of Science in Nursing

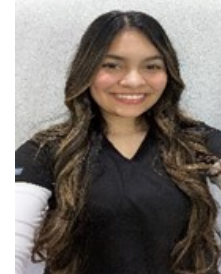
EXPECTED GRADUATION DATE: May 14, 2024

WHY DALTON STATE? I chose Dalton State

College because it was close to home and I wanted to be near my family. I also did dual enrollment in my senior year of high school, and I enjoyed all the activities I participated in, so that helped me choose DSC in the end.

WHY ASN? There wasn't a specific reason as to why I chose nursing. As cliché as it sounds, I wanted to work in a field where I would be able to help others, and nursing was what called out to me. Nursing allows me to positively impact a patient's life while providing care and support for not only the patient but the family.

Gisselle Rangel, Medical Laboratory Technology



WHY DALTON STATE? I chose Dalton State because they have the same core values as me and in growing my education. They have

a great program for medical lab technology. As I currently work as a lab assistant at a nearby hospital, most techs have graduated from the Dalton State medical lab program, which gave me every reassurance that this is my career path.

WHY MLT? Going into Dalton State, I

(Cont. next pg.)

Identifying Academic Struggles Early with Intelligent Agents

by David Brown



With hundreds of students in their courses, instructors often find it challenging to recognize the first signs of academic problems

with each student. Intelligent agents provide instructors with a way to know when problems with academic performance first start to arise. Intelligent Agents can be used to automatically notify the student or the instructor of these problems and to inform the student what they can do to correct the problem. For example, an intelligent agent can be used to notify the instructor when a student fails a test, doesn't log into the course for a while, or doesn't complete a module. Automated responses can be set up by the instructor to send a personalized email to the student when a problem occurs. An instructor doesn't have to automate the intelligent agent to go out. An instructor can simply set the intelligent agent to send a notification to the instructor first, and then the

instructor can decide how to contact the student.

Personalized Automated Responses

Instructors can choose to send an automated pre-determined response or manually reply to each student who triggered an alert. The automatic response can include personalized information such as the first name of the student in the greeting, a personalized message in the email, and the email address they can reply to. It is important to note that the Dalton State email works best with intelligent agents since students can reply if needed.

Using Intelligent Agents to Praise a Student

Intelligent Agents aren't just a tool to detect academic performance problems. Intelligent Agents can also be used to automatically send an email to a student following a positive academic performance, such as getting an A on a test, or having perfect attendance. These positive alerts can come in the form of a personalized email and even include options for further study for the highly motivated students.

How to use Intelligent Agents

Intelligent agents are located in Course

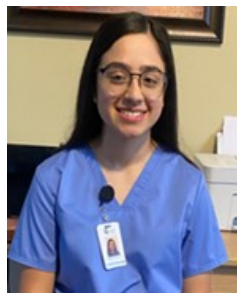
Admin in GeorgiaVIEW and can be used for hybrid, online, and on-campus classes. When creating an intelligent agent in GeorgiaVIEW, instructors decide how to schedule the intelligent agent, the criteria required for the intelligent agent, and action to take after the criteria have been met. The scheduling includes how frequently and when the notification will go out. The criteria include the condition or conditions that must be met first before the notification goes out. The condition could include events such as not logging into the course for an extended time or not passing a test. The action includes the email address that would be sent to the student, the subject of the email, the body of the email, and an email address replies would go to.

Instructions and How-to Videos

For detailed instructions and how-to video, you can view the intelligent agent libguide for Dalton State at libguides.daltonstate.edu/technology. If you have any questions about intelligent agents, you can contact the D2L helpdesk at [d2lhelp.view.usg.edu/](mailto:d2lhelp.view.usg.edu) or email GeorgiaVIEWhelp@daltonstate.edu.

(Cont. from prev.)

knew I wanted to go into health care but always felt like other programs Dalton State offered weren't best suited for me and my interests. With medical lab technology, I'm involved in the patient's care plan without being in the front line of care. In the lab, you can have different types of work each day moving from departments like hematology, blood bank, microbiology, chemistry, and molecular. It's also an upcoming and growing career path that I'm glad to be a part of.



Jazlyn Ventura, LPN Program

WHY DALTON STATE? I chose Dalton State because it is a place where I feel at home and

everyone in this community knows each other and works well together.

WHY LPN? The reason I chose nursing as my field of study is because I genuinely want to help make people feel better and I want to be the reason why

someone feels as if they were well taken care of during such a vulnerable time.

These are just a few of our Dalton State students whose achievements we can celebrate and whose dedication to their programs enlivens our own experiences. §



Fostering Community and Conversation through CETL Initiatives

by Marina Smitherman

The Center for Excellence in Teaching and Learning (CETL) is busier than ever, and Alicia and I could not appreciate more your engagement in discussions about how we can support each other in continuing to learn and grow in our teaching and professional life. Alongside our regular programs this semester, like Bold Talks, book groups, faculty learning communities, and speaker events, we have been intentionally focused on building community among faculty and staff. The more we see ourselves as part of a unified team rather than siloed groups defending individual territories, the better we can work together to create excellent transformative educational experiences for our students.

Pints & Pedagogy and Coffee & Conversation have been valuable additions to our programming for one specific reason: they encourage and focus on open dialogue to promote relationship- and community-building. As touchy-feely as that sounds, they've proven to be valuable platforms for sharing thoughts and building a supportive community. For example, during one Pints & Pedagogy, an attendee playfully remarked that it felt more like "Pints" than Pints & Pedagogy, highlighting the fact that work can also be fun! This relaxed atmosphere led to a variety of enjoyable conversations about our work as well as our shared interests and curiosities at that moment in time.

For the first time this year we also ran a book group focused on critical

reflection with equal time for writing and reflection alongside sharing narratives from first-hand experience within a small group setting. This was our most popular book group to date and the sessions were therapeutic in nature. This community has elected to continue together in a couple of ways and the opportunity will run again next year.

Coffee & Conversation has been another big hit! In each one we manage to hit on a wide range of topics. As an example, in one single Coffee & Conversation discussion, we explored a realm of various topics including how we teach students professionalism, the impact of artificial intelligence on our work, high school education and levels of preparation for college, hilarious stories about students' choice of email addresses and file names, funny things students have done in our classrooms, and finally the diverse goals of academic conferences in different disciplines. The latter led to a greater understanding of each other as scholars and the relevance of the work we all do for our students' education. Central to this was a single humble inquiry question "Just what exactly do you do at a conference in x discipline?" This question, asked out of genuine curiosity about the scholarly experience of someone in a different discipline, opened the door to the understanding and appreciation of each other's scholarly pursuits. This entire conversation was so much more than we could have covered in a targeted way in any single two-hour workshop; it represented the combined interests of those that were present and what we co-created together in terms of mutual understanding during

that time.

It is conversations like these that lead to tangible benefits for our students. For instance, after establishing a relationship with a colleague in another department, a faculty member felt comfortable reaching out to that person to help them address barriers a student was facing in completing the requirements for a minor. The trust established through these community-building opportunities makes these types of collaborations possible.

All in all, our Pints & Pedagogy and Coffee & Conversation events have served as refreshing breaks from the usual structured meetings and have allowed both faculty and staff to connect on more meaningful and personal levels. Of course, it really helps when our President makes the time to attend these events, demonstrating institutional support for creating an engaged and cohesive academic community. We are excited about the future of CETL and the collaborative spirit that we are building together, and we invite you all to join us in these conversations next year, whether you are a seasoned participant or would be joining us for the first time. Here's to many more opportunities to come together, share ideas, and co-create the future of teaching and learning at Dalton State! §



Recent Achievements and Recognitions for the Department of Communication, Performing Arts, and Foreign Language Faculty

by Barbara Tucker

The faculty in what we call CPAFL have been busy this year in research and in creative and artistic activity. Here is just a taste of what we have been learning, presenting, and creating.

Scholarly Work

Dr. Tami Tomasello, Dr. Sarah Min, and Dr. Clint Kinkead presented “Preparing Undergrads for the Rigors of the Capstone Course: The Role of Research Methods Classes” at the annual Georgia Communication Association Conference on February 16-17 at Piedmont University. They were joined at the conference by Mr. Jerry Drye and Dr. Barbara Tucker, who participated in a panel with other users of Exploring Public Speaking, the basic communication course textbook created by the Communication faculty with the help of an Affordable Learning Georgia grant. The panel was titled “Variations on a Theme: Reflections on the Dissemination of an Open-Access Public Speaking Textbook.”

Dr. Forrest Blackbourn presented at the South Atlantic Modern Language Association 95th annual meeting in Atlanta in November 2023. His paper was “Metacognition and Metafiction in Fredrik Backman’s *Anxious People*.” Also, he began his three-year term as a member of the organization’s Executive Committee.

Dr. Richard Herder, part-time instructor of Communication, is publishing the scholarly volume, *Leadership, Storytelling, and the Coalition of Immokalee Workers: Ending Slavery in the Corporate Supply Chain* with Routledge Publishing this spring.



Dr. Marjorie Yambor presented at Broadcasting Educators Association in Las Vegas in April 2024 on a panel she designed titled “Engaging Intentionality in Your Media Career: How to Proactively Plan, Prepare, and Polish Your Skillset and Mindset.”

Creative, Performance, and Service Achievements

Dr. Ellie Jenkins, Professor of Music, premiered a new piece, *Finding Rest*, on the natural horn. This composition was written by Jerry Casey, whom Dr. Jenkins met at the Music By Women festival at the Mississippi University for Women. Mrs. Casey, a music educator and composer from Ohio, was fascinated by the idea of the natural horn, and they worked together (her composing and Dr. Jenkins giving feedback and recommendations) on the new piece. Pianist LouAnn Pope Knight accompanied Dr. Jenkins at the recital

in Dalton in May 2023, and Dr. Jenkins will be performing in several places over the next year.

In addition, she and husband Eric Hanson, part-time instructor in music at DSC, both perform regularly in the vicinity of Atlanta and Chattanooga, he on double bass and she on horn. Most recently they performed Beethoven’s Symphony No. 6 and Sibelius’s Symphony No. 7 with the Carroll Symphony Orchestra.

Mr. Jerry Drye presented humorous addresses to the Kiwanis Club of Dalton and the Rotary Club of Dalton. He was a guest on the television program *Break Time* with Judy Elliott in which he was interviewed about conflict in communication, and he presented the comedy show *Life with a Laugh Track* at the Dalton State Library to kick off National Humor Month in April.

Social Work Program Updates

by Tammy Rice

The Dalton State College BSW program is celebrating its 20th anniversary with the class of 2024. The first graduating class in 2004 had three students earning their Bachelor of Social Work degree. Since then, the program has graduated hundreds of students practicing nationwide, making a difference with individuals, families, and communities.

Many people do not know that social work is one of the most "in-demand" occupations in the nation and that according to the U.S. Bureau of Labor Statistics, the social work job market will continue to grow at a rate more than double that projected for all other occupations from 2016-2026. Health care, mental health, and substance abuse social work are among the fastest growing careers. Dalton State BSW

graduates are prepared to enter a robust and growing workforce of individuals making a difference in the world. Social workers comprise the nation's largest group of mental health providers. However, they are also at work addressing environmental justice and climate change, poverty and human rights, and social justice for oppressed and marginalized groups.

The BSW program has been continuously accredited by the Council on Social Work Education (CSWE) since the beginning. The rigorous accrediting process impacts everything from classroom size to faculty credentials and how students learn and demonstrate the competencies established by CSWE Educational policies. Graduating from an accredited BSW program allows Dalton State students to apply for advanced standing for Master's Social Work programs and allows them to call themselves a social worker. In Georgia, as in most states, "social worker" is a protected title and cannot be used by anyone other than someone with a BSW

or MSW degree from an accredited program.

While at Dalton State BSW, students engage in a variety of courses across a generalist curriculum, and every class in the program contains high-impact practices, including experiential learning, collaborative assignments, diversity and global learning, writing-intensive coursework, seminars, undergraduate research, capstones, and of course, a year-long internship experience. In 2022, the program was recognized for its innovative capstone and research program by CSWE with the Social Work Program Award. Selected from BSW, MSW, and doctoral programs across the nation, Dalton State was recognized for advancing social and economic justice in ways that connect theory and practice in real-life contexts toward promoting social, economic, and environmental justice competencies. BSW students at Dalton State engage in community-based participatory research and service **(Cont. p. 17)**

(Cont. from prev.)

Dr. Barbara Tucker published novels *Long Lost Justice* independently, and *Lying In*, through Colorful Crow Publishing, in spring of 2024. Barbara also hosts a podcast, "Dialogues with Creators" with help from producer and Communication graduate Clemencia Villafuerte. She has interviewed several faculty and artists, musicians, scholars, writers, filmmakers, and entrepreneurs.

Mr. Nick Carty in October recited a Halloween-themed poem and sang "Werewolves of London" during the English Department's Annual Spooktacular event while also winning the "Best Costume" prize, in large part due to his having collaborated with DSC student Ivana Hernandez, drawing on her makeup skills garnered through her having taken a makeup class at the Georgia Film Academy. Nick teamed with Kim Correll to sing "That Holiday Feeling" at the Fall DSC Community Concert and

for presentation on a local television station's Christmas special. Mr. Carty is also set to grace the stage twice more this coming April, at DSC's Spring 2024 Community Concert and as a special guest performer during DSC Theatre Department's stage production, *The 25th Annual Putnam County Spelling Bee*.

Ms. Kim Correll now has a YouTube channel and Instagram page where she shares with us her love for British bakes, primarily from The Great British Baking Show. It's called Mizz Kim's British Bakes. She also hosts a podcast with her long-time best friend called "2 C's on a Pod" where they discuss topics and life experiences for women over age 50.

Ms. Amanda Triplett began and co-leads the National Podcast Project—more information about this fabulous organization here:

nationalpodcastproject.org/

Part-time Arts Appreciation instructor

Bradley Wilson published his first novel, *Lovely Blue Horses*, this winter. He also teaches painting at the John C Campbell Folk School in Brasstown, NC.

Mrs. Paula Pasqua has performed with 15 different organizations in the past year in over 50 separate events including Sarah Brightman's "A Christmas Symphony." Paula is regularly a guest artist in churches and a string group clinician.

Screenwriting instructor Ryan Reece's award-winning short film "Illation" continued its success on the film festival circuit, having been officially selected for screening at the North Beach American Film Festival, the Blue Ridge Film Festival, and the Southern Oasis Film Festival. In addition to these festival selections, "Illation" was also selected for streaming by Film Village and Artomatic 25 in Washington, D.C. "Illation" can be viewed for free at vimeo.com/735107273 §

Greetings from the School of Health Professions

by Holly Miller

The SHP faculty, staff and students have been extremely involved this year with personal accomplishments, campus events, and community events.

Focusing on nursing, Kim Horne, Assistant Professor in the School of Nursing, graduated from Georgia State University in May 2023 with a 4.0 GPA as a Doctor of Nursing Practice. This is a major accomplishment for her as well as a great benefit for the SHP and nursing program. Congratulations, Dr. Kim Horne! We are very proud of you.

We had another very successful career fair, headed up by Jennifer Parker, Program Director for the LPN program. There were vendors invited from area hospitals and clinics from the surrounding areas and beyond. The students participating in this event were able to network and give resumes to the companies represented who were seeking future healthcare employees.

Focusing on Social Work, the Dalton State Social Work Club recently collected birthday box donation items. The students collected items such as cake mix, icing, birthday party supplies and other gifts. These items were then donated to the families of the Northwest Georgia Family Crisis Center. The students titled their project "Everyone Should Get to Celebrate Their Birthday."

Focusing on Health and Wellness, Dr. Christy Price invited faculty from the SHP to participate in a panel in one of her classes. This panel included Dr. Deb Richardson, Associate Professor of Nursing, Jennifer Parker, Program Director for the LPN program, Stephanie Watkins, Clinical Coordinator for Respiratory Therapy, and Holly Miller, Clinical Coordinator for Radiologic Technology. The panel members were asked to speak about their journey to their chosen careers, what it takes to be a student in these SHP programs, and tips about being successful in college.



Focusing on Radiologic Technology, I am very proud to announce that earlier this summer, the Radiologic Technology program received the exit summation from the JRCERT site visitors after their two-day on-site review. There are six standards (each with multiple objectives) that are required for the program to address and meet.

The visitors' report reflected that our Radiologic Technology program passed every standard and all objectives. We received no findings/citations! Although we are still awaiting the official report of accreditation, we feel certain that JRCERT will agree with the site visitors' findings.

In addition to the program compliments, the site visitors were extremely complimentary of our campus and the services we provide to students. In an email to Dr. Fuchko and Dr. Hicks, Dr. Gina Kertulis-Tartar, Dean of the School of Health Professions, indicated that Susan, Holly, and Courtney have done an amazing job and dedicated themselves to making this a model program. I am grateful to them for their dedication to our students, college, and community.

A few personal accomplishments for me included receiving tenure as well as my RSO Certificate (Radiation Safety Officer) this year.

The SHP Community Outreach and Service Committee has had the privilege to engage several area high school students. When the students gather in the lecture hall, someone from Social Work gives a brief explanation of the misconceptions of social workers, their importance, and different areas where one may find a job in the field. The students are then broken into groups and given a tour of each of the SHP programs.

We have many students within the SHP programs speak to these students in their respective program labs. Several of the programs even allow the students some hands-on experience, including CPR, intubation, and the birthing of a baby, all with mannequins, of course. After the tour, the students gather back into the lecture hall, where we have a question-and-answer session as well as informing the students on many of the great benefits offered to Dalton State students, such as affordability, campus housing, the Bird Feeder and career closet, and resources such as the CARE team and the Ken White Health Center. §

Readying Students for Learning with Classroom Warmup Activities

by *Brian Hibbs*

Imagine that students are rushing in to your class just as you're about ready to start. Students' minds are filled with knowledge from their previous class along with their upcoming work responsibilities and personal obligations. How do you get them prepared for learning in your class?

One strategy that has worked well for me is using a variety of warm-up activities that are designed to get students settled in and ready to learn. Potential benefits of using such activities: they allow students to get to know each other; they ease students into course content; they foster a sense of class community; they get students settled in, focused, and ready for learning; they prepare students for class; and they promote a sense of personal and collective well-being.

Following is a summary of various categories of warm-up activities you could potentially use with your students along with explanation and examples of each activity.

Brain Teasers: These activities are intended to challenge students' thinking and get their brains ready for learning

Bumper Stumpers: Students are shown a personalized license plate that they have to decode ("XTRAFORT").

Family Feud Questions: Students are asked to come up with as many answers to the question as possible ("Name something found on your windshield.").

Jackpot Riddles: Students see if they can discover the answer to the riddle ("I'm the printing error that sounds like a blood type. What am I?").

Mad Gab Riddles: Students sound out an expression or phrase to decode and decipher it ("Loose Eerie Car Doe").

Mad Lib Worksheets: Students work either individually or in pairs/groups to complete the worksheet with either logical or out-of-the-ordinary answers (See <https://assets.readbrightly.com/wp-content/uploads/2020/08/Stay-Home-Theme-Totally-Tie-Dyed-2.jpg> for a sample worksheet).

Match Game Super Matches: Students think of as many words or expressions to complete a given phrase ("Book _____").

Pyramid Categories: Students identify as many items as possible to complete a given category ("Things You Fill").

Rebus Puzzles: Students attempt to decipher a puzzle consisting of letters, sounds, and symbols (See <https://www.facebook.com/RebusConcentrationPuzzles> for a collection of rebus puzzles).

What's Going On In This Picture?: Students study a picture from the "What's Going On In This Picture?" series published by the New York Times and attempt to guess what is happening in the picture.

"Get to Know You" Questions: These activities are designed for students to get to know each other.

Conversation Starter Questions: These questions allow students to share information about their opinions, preferences, tastes, etc. ("What is the most overrated/underrated movie?").

"Never Have I Ever..." Questions: These questions allow students to discuss experiences that they may (not) have had ("Have you ever broken a bone?").

"Odd Things About Me" Questions: These questions allow students to share personal information about themselves

("Where do you go when you're on vacation?").

"This or That?" Questions: These questions ask students to choose between two possible options ("City or country?").

"Would You Rather..." Questions: These questions are similar to "This or That?" questions but allow for richer discussions ("Would you rather travel to the past or travel to the future?").

Professional Activities: These activities relate to the specific discipline that students are studying. Since I principally teach ESOL courses in the School of Education, these sample activities relate to foreign/second language learning. Readers are encouraged to think of similar activities they could create related to their own disciplines.

"Cognate of the Day" Activity: Students are shown cognates (words that are similar between two or more languages) in English, French, Spanish, Italian, and Portuguese along with the phonetic transcription of each word; students study the words/transcriptions and identify any similarities/differences they notice between the words.

ESOL Scenarios: Students are given a hypothetical situation in an ESL class and discuss how they would approach/resolve the situation.

"Foreign Word of the Day" Activity: Students are given a word in another language along with four possible English equivalents for the word; they must decide which is the correct equivalent for the word.

"Introductions of the Day" Activity: Students learn how to say "Hello," "Welcome," "My name is...", count from 1-10, and "Goodbye" in another

(Cont. p. 14)

Victoria Simulator Promotion

by Kim Horne

Our School of Health Professions has a simulation lab that is amazing! We have updated technology and use high fidelity manikins that are equipped to provide real patient monitoring and training using the tools that students will use in real-life situations. These manikins are used with our nursing, respiratory therapy, radiologic technology, social work, and medical laboratory technology courses.

Recently, we received federal funds from the Congressionally Directed Spending grant with the help of Senator Jon Ossoff. We used these funds to purchase the most recent and

innovative advanced obstetric childbirth patient simulator via Gaumard. Her name is Victoria. Our previous obstetric simulator was aging as she had been in use for a long period of time. Victoria is an amazing birthing and post-partum simulator that can both deliver a child and bleed after childbirth. New to us, she also comes with a mixed reality enhanced learning system. Students are able to use Halo equipment to visualize what is happening in utero while birthing is also happening externally.

How does this help our nursing students? There are many things that can go wrong during birth that “we

can’t visualize.” Having advanced Halo technology allows students to understand what is taking place internally, so they can provide instruction and intervention to assist the mother with measures externally that will help with a traumatic delivery. We have two new ASN cohorts and two new LPN cohorts each year that come into nursing. That means each year, approximately 80 RN students and 44 LPN students will get to experience the birthing abilities of this amazing manikin. It will be a game changer for students as proven by previous studies and schools of nursing who have instituted this upgraded technology.

We want to thank Senator Ossoff and his assistance in obtaining monies for the grant that provided this upgraded technology as well as Dr. Gina Kertulis-Tartar who allowed us to allocate monies towards this endeavor. We also thank Shanon Windom, our amazing simulation coordinator for making life-like scenarios using manikins and real-life actors so students are able to practice scenarios in a safe environment before practicing in the real world.

We always seek volunteers to portray roles as simulated participants in various situations for the Health Profession simulations. Volunteers do not need formal medical knowledge to perform a role as the patient or family member in the healthcare setting. You will receive the necessary coaching to fulfill roles during our simulated experiences. Please consider volunteering by going to [Signup Genius](#) and picking the dates and times that work best with your schedule. We look forward to working with you before and during our simulated clinical experiences. §

Image courtesy of Gaumard.com



A Small Experiment, a Big Topic: My Bold Talk That Didn't Happen

by Barbara Tucker

Like so many others, I became a victim of the virus on February 28, and among the many meetings and appointments, one I had to cancel was my Bold Talk. I was particularly excited about my presentation, so I decided to convert it to a *Dalton State Digest* article. Here goes.

Let's start with the caveats. Although this piece is based on student performance data in a class, I did not have IRB approval because it did not occur to me that this was worth sharing until after the students finished the assignment. However, I did ask permission from the students (through a Google survey) if I could use their writing assignments in this qualitative study; ten of forty-five of them agreed, and I can provide the spreadsheet. Additionally, I will not provide the students' actual statements here (the data), only the findings (due to ethical concerns and space). That said, I will get IRB approval for future studies.

Politicians say after an advertisement, "I am ___ and I approve this ad." I can say, "I am Barbara Tucker, and I wrote those first two paragraphs." The subject of this study is those times when students submit writing and cannot truthfully say that. The reason? Because they intentionally used ChatGPT4 or Google Gemini (formerly Bard) or some other Artificial Intelligence tool and copied and pasted the result wholesale into the assignment function of GeorgiaView. (Here I had some funny slides of cats and The Office; sorry).

Seriously, the impetus to this study and the assignment that drove it is my frustration, which I believe is shared by other instructors who assign writing, with students' unethical and uninformed wholesale use of AI-large learning model writing generators. I emphasize those words because I have come to see the

legitimacy of the tools for certain writing functions (largely brainstorming).

However, my students who use AI are not using it, at least generally, for those purposes. I also make a distinction between their use of these tools and traditional plagiarism, which at times results from their deficient educational background in correct source citation.

My tune used to be: "You give me something you didn't write, and I have no choice but to give you a zero, and I'm frankly unconcerned with your motivations." Harsh, yes, but if a student submitted a paper they had not written, the result would be the same—no credit, no credibility, and possibly a meeting with Student Conduct. But we are in something of a different world since these tools became mainstream in early 2023.

I decided to address the issue head-on in my COMM 3301, Communication for Professional Settings. This is a course taken by students from across the campus; Health Professions, Liberal Arts, Technology Management, and many others: a fairly representative cross-section. Of those ten who responded to the survey, they represented B.S. Respiratory Therapy (3), B.S. Psychology (2), B.A. Interdisciplinary Studies (1), B.A. Communication (2) and B.A.S. Technology Management (2). Only one male student participated.

In the course, which I regularly revise to keep up with trends in the field, I added a sub-module on AI and writing for the second week. The students would watch a video from Microsoft on large learning models and read a lecture I wrote on the subject where I showed an example of my own use of Bard (at the time) on a subject. The result had a pretty obvious factual error, which I pointed out. In the lecture, I also provide the suggested uses

for the tool according to a popular standard business communication text by Bovee and Thill. I do not use a text for the course; this content came from a webinar I attended last spring.

The assignment is below (some parts of the original Transparency in Teaching and Learning-based form not included):

Choose one of the following writing tasks. Go to an AI writing tool (Google Bard, Chat Gpt4, etc.) and put in the prompt:

1. Brainstorm ideas/topics for social media posts for a small business that provides pet care and grooming products and services.

2. Write a negative news letter to a client explaining that the company will not be able to replace a pair of pet clippers it sold because the clippers were damaged and returned after the warranty expired.

3. Explain the concept of a cat café with a personal example.

Read the output critically and slowly. Answer these questions:

How is it different from your own writing?

What is "good" (effective, clear, etc.) about it in terms of the qualities of business writing?

What is "poor" (ineffective, unclear, etc.) about it in terms of the qualities of business writing?

How would you use this output in a real situation?

My goal is to make you think critically and realistically about its value and limitations. Yes, it will take care of small writing tasks quickly.

(Cont. next pg.)

QEP/PACE

Ambassadors

by Cortnee Bunch and Forrest Blackbourn

The PACE Leadership Team is pleased to announce the introduction of QEP/PACE Ambassadors as part of our campus's work surrounding the QEP. These roles aim to extend the network of people carrying out the important work of PACE (Perspectives, Advising, Campus Resources, Engagement).

Faculty ambassadors were nominated by their deans and organized by meta-major. The ambassadors are Jacqueline

Boals (Arts and Humanities), Hannah Makarczyk (Business), Brian Hibbs (Education), Lynda Ridley (Health Professions), Emma Jackson (Social Sciences), and Chris Wozny (STEM). Additionally, Cortnee Bunch has agreed to serve as the Senior PACE Ambassador and will lead this group.

In addition to teaching two sections of perspectives each Fall, these ambassadors will serve in a leadership capacity for faculty members teaching the course within their respective focus areas. Ambassadors will facilitate workshops focusing on teaching first-year students, ensure compliance with matters related to QEP and institutional assessment, provide faculty support for PACE, and work toward building

consensus around and execution of discipline-specific content and programming that meet the needs of our first-year students.

Currently, ambassadors are working with faculty to create a topic for their respective meta-majors to implement in perspectives courses in the Fall. The desired outcome is to assist with onboarding our first-year students to their major, or meta-major, area of study. Our hope is that this will improve student success through their first and following years at Dalton State.

The PACE Leadership Team looks forward to supporting this group as they carry out this important work on our campus. §

(Cont. from prev.) But what can it not do?

Post the following to the discussion board.

Your answers to the questions in the textbox of the discussion board;

As an attachment, the AI generated document.

Read and respond to at least one

classmate, which includes their AI generated document and their post answering the questions.

The assignment was well received; all the respondents indicated they found it useful. Although I will not quote the actual statements from students, the conclusions that I would have shared in the Bold Talk focused on reflection questions 1 and 4.

Question 1: How is it different from your

own writing: Longer? Verbose? More detailed? Mechanical; lacks real human emotion? Correct?

Question 4: How would you use this output in a real situation? Would you "rewrite" for more personal content? Starting point/brainstorming?

I present this material, as I would have in the Bold Talk, as a discussion starter because AI-generated writing is not going away. §

(Cont. from p. 11) language.

"Language Text of the Day" Activity: Students study a paragraph-length text in either French, Spanish, or Italian and try to identify cognates they see in the paragraph to help them understand the paragraph.

Emotional Check-In Activities: These activities help teachers gauge students' emotional state while also guiding students to reflect on their own emotional/mental health.

Emotional Zone Activity: Students identify one of four emotional zones (blue, green, red, or yellow) that matches

their current emotional state.

Feelings Wheel Activity: Students choose a series of three adjectives that describe how they're currently feeling.

Grit X Self-Care Toolkit: Students consult the Grit X Self-Care Toolkit website (<https://www.gritx.org/self-toolkit>) and identify several self-care strategies they would like to implement in their own lives.

"How Are You Feeling Today?" Activity: Students see a series of cat faces, dog faces, human faces, etc. and indicate which face best represents how they're currently feeling.

Mood Meter Activity: Students choose one adjective from a list that represents how they're feeling.

"Rate Your Anxiety Level" Activity: Students choose a number from "1" (extremely calm) to "10" (extremely angry) to indicate their current anxiety level.

Hopefully this article encourages you to consider implementing warm-up activities in your classes, inspires you to add new warm-up activities to your teaching routine, or motivates you to create your own warm-up activities. §

Do You Know Your HR Team?

by Lori McCarty



The Office of Human Resources is designed to support you as you navigate your employment at Dalton State College. Please visit the [HR Roadrunner Portal](#). Your human resources professionals are also here to assist, as defined below:

HR Business Partners Areas of Focus:

Collaboration with Stakeholders & Campus Leadership/Employee Engagement & Relations/Talent Acquisition & Onboarding/Professional Development/Benefits Administration/Performance Management/Policy Implementation/Retirement Assistance

Human Resources Business Partner -

Tracy Elias Defined Client Group: Athletics (Athletics), Foundation, Enrollment and Student Services (Admissions, Dean of Students, Enrollment Services, Financial Aid, Health and Wellness, Registrar, Residential Life) School of Arts & Sciences (Communication, English, Life Science, Physical Sciences, Social Sciences and History, Technology and Mathematics)

Human Resources Business Partner - Ale

Velazquez Defined Client Group: Academic Affairs (Advising, Bandy Heritage Center, Mountain Campus, Derrell Roberts Library, Institutional

Effectiveness & Assessment), Fiscal Affairs (Budget and Payroll, Business Services, Campus Services, OCIS, Plant Operations/Maintenance/Mailroom, Public Safety, Procurement), President's Office, Marketing, Communications and Workforce Development (Marketing and

Communications, Government and Alumni Relations), School of Education, School of Health Professions (Allied Health and Social Work, Nursing), Wright School of Business

HR Coordinator – Brittany Sandoval

Areas of Focus: Student New Hire Functions, Tuition Assistance, Supplemental Pay for Academic Affairs, Dual Appointments

CHRO/Asst VP of HR – Lori McCarty

Areas of Focus: Strategic Leadership, Policy & Program Compliance, HR Administration

We're having a baby! Brittany Sandoval is expecting a baby boy in April! While she is out on parental leave, please send all communications to humanresources@daltonstate.edu. Please refer to the email she sent on March 5th and March 26th. "Summer 2024 Student Work/Terminations/Reminders for Supervisors" for additional details. When she returns from leave, we plan to work with a few areas to pilot the student recruitment through OneUSG.

Effective Fall of 2023, we updated our recruitment and hiring procedures and created a training policy to align with the revised BOR Policy 6.5 Freedom of Expression and Academic Freedom, the

HRAP General Criteria for Employment and the new HRAP Employee Recruitment. As of March 6th, we have trained 170 employees on the updated recruitment and hiring procedures and the new Training policy. Please contact humanresources@daltonstate.edu office if you need to set up a time to go through the training and review update.

All this talk about training is a good segue into mandatory compliance training. Mandatory Training will be released soon for completion by the end of May. OCIS has already released Cyber training, and hopefully everyone is getting that checked off their list.

The full-time staff salary study is underway and should be completed by the end of May. The purpose of this study and the recent faculty salary study is to ensure we are competitive in the market and in line with peer institutions. The results from both studies will be shared with the campus community. At that point, we will work with our shared governance partners to identify a financially sustainable path forward to address the results of those studies.

Did you know that we offer tuition assistance for full-time employees that have been employed for at least six months? Tuition assistance waives tuition for up to nine academic credit hours per semester and applicable student fees for courses at a USG institution. Click here to learn more about the Tuition Assistance Program. Questions? Send an email to tap@daltonstate.edu.

Are you familiar with the Employee Assistance Program? The name has changed, and the services offered have increased! Check out Acentra Health and what it has to offer for you and your family. Services are free and confidential. This program is **(Cont. next pg.)**

What's Happening at Roberts Library

by Amy Burger

Roberts Library has had a busy school year! Check out what happened this year at the library by month, below:

August: We welcomed students to the new semester with an open house event and hosted author Janisse Ray for a talk about her newest book, *The Woods of Fannin County*.

September: We offered workshops on plagiarism, citing, and AI, and Learning Express Library.

October: We offered workshops on emergency preparedness, graduate school, and virtual reality, and hosted the Literary Spooktacular event in collaboration with the English Department.

November: We hosted the Fall Undergraduate Research and Scholarship Symposium and offered free coffee, therapy dogs, cookie breaks, and crafting workshops as part of Stress Free Week.

January: We welcomed students back

from the break with an open house event and welcomed our new guests from the Lorberbaum renovation.

February: We offered a grant-writing workshop, therapy dog visits, and an African-American read-in event in collaboration with the English Department.

March: We hosted a traveling exhibit on women inventors in celebration of Women's History Month. We also invited faculty, staff, retirees, and alumni to participate in our Digging the Collection event to help identify people and events featured in archival photos. Toward the end of the month, we hosted a photography exhibition in collaboration with the Social Work department.

April: We kicked off National Humor Month with Life With a Laugh Track, a comedy performance featuring humorist Jerry Drye. We also offered Digging the Collection again, and hosted the Congressional Art Competition. We'll welcome the Spring

Undergraduate Research and Scholarship Symposium later this month, and offer Stress Free Week activities as well.

Throughout the year: Each month, Roberts Library hosts a new library walk around campus as well as thematic displays in the library building.

The future holds much more excitement. Here's a preview:

Upcoming renovation: Our fearless leader Melissa Whitesell has been meeting with the planning team to get the plans just right to make the library the best it can be.

Inventory: Since last year, Roberts Library employees have been scanning every item to make sure our collection is accurate and up to date. We have no records indicating this job has been done before.

We look forward to continuing to serve you! §

(Cont. from prev.) available to anyone on our campus who works 20 or more hours. Contact Acentra at 1-844-243-4440 or go to the usg.mylifeexpert.com (company code: USGCares).

On the well-being front, your well-being champions are always thinking of ways to help you. We have the Colorful Choices Nutrition Challenge going on now. This simple, effective, fun wellness challenge helps you put produce first, with a colorful variety of vegetables and fruits every day. Connect with your well-being champions to learn more about the variety of programs and resources available to support your well-being in every phase of your journey. §



Dalton State College OER Textbooks Exceed One Million Downloads

by David Brown

The recently updated Open Educational Resource (OER) Database in Galileo showed that two Dalton State OER textbooks continue to rank first and second in the USG system.

These OER textbooks, *Exploring Public Speaking* 4th Edition by Barbara Tucker, Kristin Barton, Amy Burger, Jerry Drye, Cathy Hunsicker, Amy Mendes, and Matthew LeHew, and *Educational Learning Theories* 2nd Edition, by Molly Zhou and David Brown, have combined

for nearly 1,000,000 downloads since 2016.

Another OER, *The Roadrunners Guide to English* by Jenny Crisp, Lydia Postell, and Melissa Whitesell, now ranks as Dalton State Roberts Library's most visited libguide, averaging over 60,000 hits per year.

The number of all of Dalton State's OER textbooks combined is now well over one million downloads. Downloads of

these OER textbooks occur daily in all parts of the globe. The geographical report for these OERs shows that Dalton State's OERs are especially popular in Africa, Asia, and South America.

View the top ten list of USG OERs at oer.galileo.usg.edu/topdownloads.html and see the number of LibGuide views at libguides.daltonstate.edu. §

(Cont. from p. 9) each year as they design and implement year-long efforts to address a [Grand Challenge of Social Work](#).

These capstone efforts have resulted in the program forming ongoing initiatives and partnerships across the community to address the mental health challenges of Northwest Georgia and the public health crisis of social isolation. These activities have resulted in three consecutive grants from the Morehouse School of Medicine Prevention Research Council and Community Engagement Course and Action Network funding innovation in academic-community partnerships to support community-engaged research efforts.

The BSW Program faculty are invested in student success, addressing the mental health challenges that undergraduate students face and investigating best practices for supporting students in baccalaureate programs. We are particularly committed to creating a BSW program here at Georgia's first Hispanic Serving institution that supports and serves our Hispanic and Latino/a students, preparing social workers to address our community's mental health, health, and socio-economic disparities. To that end, we have created several initiatives within the program to support students, including creating an MSW

internship program that provides Dalton State students with mentoring and support from their first-year social work course until graduation.

The BSW program is proud of the number of students each year that go on to graduate school; typically, over half the class will attend advanced standing programs immediately upon graduation, and over 85% within five years will have earned their MSW. Dalton State has students at institutions across Georgia, including the University of Georgia and Valdosta State, and across the South, including the University of Alabama, University of Tennessee, University of Kentucky, and Louisiana State University, to name a few. Our students can be found studying social work at Fordham University, law at the College of Charleston, and dual MBA/MSW, MSW/JD, and MSW/MPH programs nationwide.

After graduate school, the program works closely with alumni to help them work toward clinical licensure, increasing the number of clinicians prepared to serve the community. In 2023, the program received a grant from the Community Foundation of Northwest Georgia to oversee and fund the supervision of Spanish-speaking LMSW clinicians working toward LCSW licensure. This grant allows DSC alums to

continue to advance in their careers and to be a part of addressing a significant public health need in Georgia: the shortage of licensed clinicians trained and able to practice with Spanish-speaking residents in need.

However, most importantly, while they are enrolled at DSC, social work students are part of a vibrant program that is actively engaged across campus and in the community. BSW students host the social work club, are part of student government, become homecoming royalty, and are peer educators, tutors, and campus leaders. They are volunteers in the community, providing an average of 2000 hours of service each year while earning their place in the Nu Zeta chapter of Phi Alpha, the national social work honor society recognized by the Association of College Honor Societies (ACHS). Social work students benefit from being part of a nationally recognized, accredited degree program that prepares them for a meaningful and challenging career and considers itself the "program of choice at the institution of choice." Much has changed over the 20 years of social work education at Dalton State, but what has stayed the same is the program's commitment to excellence and to providing students a place to call home well beyond graduation. §

Dalton State Public Safety



The Dalton State Public Safety Department strives to be a professional organization that works in cooperation with the Dalton State community to provide a safe environment where people may pursue academic and personal growth.

GENERAL EMERGENCY OVERVIEW

Emergencies and disasters ranging from technological or natural disasters to civil disturbances may occur anytime and anywhere. Primary emergency management guidance is provided by the Dalton State College Emergency Action Plan. Emergency planning and preparedness for Dalton State has been developed over many years and is an ongoing process.

It is impossible to plan for every emergency, but these guidelines are designed to help with most situations. If there is an emergency on the Dalton State College campus, notify the Office of Public Safety immediately by calling 706-272-4461. Calls to 911 are also rerouted to our dispatch center. Give the dispatcher all information relevant to the situation so the dispatcher may determine what type of response is needed.

PREPARING FOR EMERGENCIES

In larger emergencies that may impact the entire campus and/or community, first responders may not be able to reach you immediately. For that reason, here

are several simple steps you can take to be prepared to handle emergencies on your own. In order to be prepared, you should:

- Know what emergencies can impact you and have a plan for each.
- Always locate two exits in any building that you frequent.
- Have an emergency kit in your car and/or residence that contains, at a minimum: a flashlight, whistle, small first-aid kit, and food and water to sustain you for three days.
- Think about how you will communicate with family and friends during an emergency if cell phone systems are overwhelmed – try establishing an out-of-town emergency phone contact person who family and friends can call to check in and relay messages.
- It may be difficult to remember all the phone numbers you have in your cell phone. Keep a printed list of phone numbers for family, friends, and other contacts in case your cell phone is inoperable, the battery is dead, or you lose your phone.
- Consider taking a CPR/first-aid class and/or other training offered in the community.

For emergency situations on campus, call Public Safety at 706-272-4461. Use the link for additional information pertaining to Public Safety: [Public Safety - Public Safety - Dalton State College](#)

MY BUILDING INFORMATION

All buildings at Dalton State are equipped with fire alarm systems (with pull stations located at building entrances), fire extinguishers, and Automatic External Defibrillators. First aid kits are located throughout campus and contain first aid supplies and gloves.

Make it your priority to find out: locations of fire alarm pull stations, the nearest First Aid kit and nearest Automatic External Defibrillator (AED)

for your building, what to do during severe weather, where the fire evacuation assembly area is for your building, and the individuals in your building who are trained in CPR and first aid.

Severe weather: Relocate to lower level to the interior of the building and away from windows and/or glass doors.

Fire Evacuations: Follow the directions of Public Safety Personnel.

Keep this information in an area familiar to you so that you will be better prepared to locate items in case of an emergency. See link if you need assistance in locating any of the above: [FIRST AID KITS](#) [AEDS](#) [WEATHER SAFE AREAS LOCATIONS 2024.docx \(live.com\)](#)

ACTIVE THREAT

- Notify Public Safety immediately at 706-272-4461 or call 911.
- Flee the area if you can do so safely.
- If flight is impossible, secure yourself in a safe area, lock/barricade all doors, silence cell phones, close blinds.
- Remain in place until an "all clear" is given by Public Safety.
- Act as a last resort and only when your life is in imminent danger. Attempt to incapacitate the active shooter by either throwing items or by being physically aggressive.
- Law enforcement's purpose is to stop the shooter as soon as possible. Officers will proceed directly to the shooter's area.

- Follow instructions from first responders once outside.

For more information or to schedule an Active Shooter Response training program, contact the Office of Public Safety at 706-272-4461.

(Cont. next pg.)

Final Reflections Before Retirement

by Kenneth Ellinger

I've really enjoyed my students and my colleagues in my 31 years here at Dalton State. The one thing I'm feeling right now—over and above everything else—is simply gratitude.

I'm grateful that I never even *considered* applying for any other job in all of my time here—I was very content from the start, and I'm still content. How many people are that lucky?

My father used to say “if you love what you do, then you never work a day in your life.” I can happily say that he was 100% right about that! If I didn't need money to live, I'd have worked for free. This profession offers a great quality of life (very low stress) and plenty of family time, and that has been a tremendous blessing to me. Three-day weekends are simply the greatest invention since sliced bread!

Being a DSC professor has given me both an identity and a good reason to

wake up every morning. I certainly had no idea when I started that I'd still enjoy being around college students this much in my old age! I can honestly say that I enjoy the students more today than I ever have! They entertain and energize me even more than they used to, and I find that I need that in my sixties, even more than I did in my thirties!

But, above all, this job has made me feel like I was making a positive contribution to society, and simply knowing that has given my life great meaning. That's a great feeling to have, and when I started my teaching journey 40 years ago, I didn't even know how important having that feeling would be to me.

I have never regretted choosing this profession, and I've never regretted choosing to leave my beloved Oklahoma to come to Dalton State in the summer of 1993. It was the right decision for me and for my entire family. We have loved the quality of life here. I have lived within

5 minutes of the college for all of my years here, and I actually feel sorry for folks who have a long commute because you truly don't know what you're missing.

I do look forward to moving to Norman, Oklahoma this summer, and I really look forward to attending OU games in every sport.

As I retire this spring, I know I leave behind a contribution; check out the over 1,500 bobble heads and the 10 IKEA display cases that I've donated to the college. They are on the second floor of the library and in the lobby of the gym. Now that's a legacy! §



(Cont. from prev.) For additional Active Shooter Response training outside of Public Safety, see links below:

- [Active Shooter Safety Resources — FBI](#)
- [Active Shooter Event Quick Reference Guide — FBI](#)
- [Run. Hide. Fight. — FBI](#)
- [BE PREPARED FOR AN ACTIVE SHOOTER \(ready.gov\)](#)
- [Active Shooter Event Quick Reference Guide | CISA](#)

STUDENT/STAFF CRISIS RESPONSE

Crisis situations can occur at any time. Take note when:

- An individual's actions indicate intention to commit suicide or to harm

themselves or others. If a person expresses suicidal thoughts or attempts suicide, do not leave the person alone if you can remain with them safely. Contact Public Safety immediately and advise them of all possible weapons.

- An individual's actions indicate a threat of harming others.
- An individual displays bizarre or irrational behavior or causes disruption to campus activities.
- An individual displays other behavior that is cause for concern. At any time that an individual's behavior is a concern (irrational, threatening, or verbally aggressive), Public Safety should be contacted to try to calm the individual and act. Non-crisis situations

in which a student does not pose immediate threat to themselves, or others may be referred to College Counseling Services at 706-272-4430. [Campus Life: Counseling Center | Dalton State College](#)

Concerning or threatening student behavior must be reported to the CARE (Campus Assessment Response and Evaluation) Team by filling out a CARE Team Report on the Dean of Students website. [Campus Life: Refer a Concern | Dalton State College](#)

Behavioral concerns about Dalton State faculty and staff should be referred to the faculty or staff member's immediate supervisor and to the Office of Human Resources. §

Faculty and Staff Accomplishments



Cameron B. Godfrey will be awarded his Master of Arts in History from Georgia State University on May 1st.

Marilyn Helms recently published a chapter, "Reverse Logistics Within the Supply Chain," in the publication *The Palgrave Handbook of Supply Chain Management*.

Brooklyn Cole Herrera recently published an article entitled "Investigating the Efficacy of Peer Tutoring to Support Latinx Students in Hispanic Serving Community Colleges" in the *New Directions for Community Colleges* journal. The Article DOI is in production and will be: 10.1002/cc.20610

Alex Orfinger was nominated and joined Sigma Xi (scientific honors society), was featured in a podcast called Lil' Dudes Insect Academy Podcast titled "Caddisflies and Describing New Species (Feat. Dr. Alex Orfinger)": <https://www.youtube.com/watch?v=gmsbljO2gaM>, became a Board member of the Center for Systematic Entomology, and presented a talk at the 2023 Entomological Society of America meeting in National Harbor, Maryland, titled "Applying yourself: A new professor's anecdotal insight for navigating the faculty application process" and recently published three papers, "Taxonomic Revision of the *Polycentropus confusus* Species Group (Trichoptera: Polycentropodidae)" in the *Journal of Natural History*, "A Versatile and Economical Method for Collecting Macroinvertebrates Using Hester-Dendy Multiplate Samplers" in *Environmental Monitoring and Assessment*, and "Aquatic Insect Ecology in a Changing World" in *Frontiers in Ecology and Evolution*.

Tammy Rice coauthored an article published in the June 2023 edition of *Frontiers in Public Health* titled "The community engagement course and action network: strengthening community and academic research partnerships to advance health equity" Additionally, she has completed her Doctorate in Social Work at the University of Kentucky with the defense of her research *Challenging the Lack of Faculty Diversity in Higher Education and the Resulting Impact on Underrepresented Students: A Social Justice Perspective on Social Work Education and the Role of Social Work Educators*.

Submit to the Digest!

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

- Essay of personal reflection of a classroom occurrence or phenomenon with an evidence- or theory-based approach to interpreting the occurrence 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.