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The Bandy Heritage Center for Northwest Georgia: A Future for Northwest Georgia's Past

by Brian Hilliard

Since its 2008 inception through the generosity of Dalton, Georgia carpet pioneer and philanthropist Jack Bandy, the Bandy Center's goal has been to grow and preserve an archival collection providing the most comprehensive account of this region's material and cultural history. Our collection area encompasses seven counties making up Northwest Georgia: Dade, Catoosa, Whitfield, Murray, Walker, Chattooga, and Gordon. Whether it is religious, military, educational, financial, family, leisure, or governmental history, they all have a place in our archives for preservation and research. Through these efforts, we strive to encompass the depth, breadth, vitality, and humanity of the people, organizations, and institutions that have shaped our region. Our unique objective of bringing all the region's history into a central marketplace for researchers, genealogists, students, authors, and history lovers provides our communities with a facility whose scope and resources consolidate the diverse strains of history, culture, and life in Northwest Georgia together at one centrality.

The Bandy Center's 270 collections encompass over 6,000 photographs, 600 books, 300 objects, and 250,000 individual documents, all housed within our temperature and humidity controlled archival storage room—the only facility of its kind in Northwest Georgia. These collections are available for research and study through our PastPerfect online search platform, accessible through the "Collection" tab on our website: www.bandyheritagecenter.org or by on-campus visits to our archives and reading room. While our archive and PastPerfect database show the results of our efforts, the processing and cataloging of donations is where the real work occurs. Once transferred to the Bandy Center's custody and care, our trained specialists review, sort, categorize, and divide all collections into three main groups--photographs and slides, documents, and objects. Items within a collection are assigned unique eleven-digit accession numbers reflecting the year of its donation, the sequence within that year, and the individual item's place within the collection. This numeration allows for quick and accurate identification and retrieval whenever needed. Once this systematic processing is completed, all photographs, slides, and objects are scanned into and described within the PastPerfect database. Individual documents are not scanned, but each is annotated and filed for future acquisition.

(Cont. next pg.)

Issue Highlights

VISION 2050 STRATEGIC PLAN:
TRANSFORMING LIVES AND
PARTNERING FOR SUCCESS
by John Fuchko, III

THE EFFECTS OF EMOTIONAL STIMULI
ON PAIN TOLERANCE
by Lizzy Dunaway

TEACHING IN THE WORLD OF
ARTIFICIAL INTELLIGENCE
by David Brown

THE LAUNCH OF A MAKERSPACE AT
DALTON STATE COLLEGE FOR
INNOVATION AND
COLLABORATION
by Randall Griffus

UPDATE ON THE TITLE III HSI STEM
GRANT
by Frances Haman-Prewitt

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While the Bandy Center's present archival and preservation embodiment is the outcome of over six years of planning and effort, it does not thoroughly reflect the full scope of the Center's campus and community outreach and service, nor does it represent the physical growth and evolution of the Center's campus presence. In its earliest years, the Center focused its work on community outreach through lecture series, living history presentations, traveling exhibits, and exhibits at the Old Dalton Freight Depot gallery—a presence it maintains with the chenille bedspread exhibit: "Threads of Home: The Sandra Mahs Collection." These programs and exhibits, centered around aspects of Northwest Georgia history and culture, were as diverse as the region that inspired them. From "Old Frontiers, New Frontiers: Women in Higher Education in Georgia," "Touch The Earth: Cherokee Myth and Culture," "The Devil Went Down to Georgia: The Atlanta Campaign," to "Dalton's Red Menace: Don West and McCarthyism in Northwest Georgia," the Center's programs highlighted both the well-known and arcane corners of our shared history and culture. Just as programming highlighted our shared past, traveling exhibits conveyed the

same message while providing a more physical connection to the past. Displayed regionally and statewide, these exhibits, utilizing photographs and objects, ranged from "Over Here and Over There: Georgia and Georgians in World War II," "Dalton and the World: The Odyssey of Lenna Judd," "Messages from the Past: Dalton Postcards, 1900—1960," and "Going South: Driving the Dixie Highway."

For the first ten years of its existence, the Bandy Center occupied office space within Dalton State College's Derrell Roberts Library. From our first offices and processing room, now the offices of the Center for Excellence In Teaching and Learning, the Bandy Center moved to offices comprising the Center of Student Success and Advising Support. Finally, in 2019, the Bandy Center relocated to a 4600 sq. ft space, formerly the site of the Library's Learning Commons and Computer Lab. Designed and built to our specifications, the Bandy Center now consists of a Reading and Research room, Collections Processing Laboratory, Lobby Gallery, Archival Storage Room, and staff offices, all dedicated to the vital work of the Center.

While the Bandy Center has achieved a large degree of success in pursuing its

mission of collecting, preserving, and interpreting Northwest Georgia's history and culture, this endeavor is very much a work in progress, one that can never be complete as long as unknown stories remain untold. Archives are only as good or as extensive as the photos, documents, and objects they use for interpreting the stories of the past. Help us make history by sharing yours. Over 96% of our 270 collections come from individuals or families. You might be surprised what kinds of historically significant materials you possess! The materials we seek are not always "old," nor do they need to relate to someone "famous." Historical significance takes many forms, especially in a region with our unique industrial and demographic history. If you wanted to tell Northwest Georgia's history in one hundred objects, what would those objects be? You might include Cherokee artifacts, Civil War relics, or a hand-tufted bedspread, but you might also include a high school yearbook, a menu from a favorite local restaurant, photos from the Blizzard of '93, church bulletins and newsletters, or business advertising, to name a few. Help us tell those stories—your stories.

The Bandy Center exists as a resource for your research and study. It is here that the past has a future, a past that you can share. Drop by for a visit, and see how and why we do what we do. Our success depends greatly on the level of help we can provide you. Join us in our efforts to grow and maintain the Bandy Center as Northwest Georgia's premier historic research facility. §



Vision 2050 Strategic Plan: Transforming Lives and Partnering for Success

by John Fuchko, III

For this edition of the Dalton State Digest, I would like to highlight our newly developed “Vision 2050” strategic plan. Vision 2050 began in late spring with extensive participation from external partners and internal stakeholders to ensure that our near- and long-term objectives and goals are responsive to and consistent with regional needs. The overarching theme for the plan is “Transforming lives and partnering for success,” which is something that Dalton State has done well for many years and will continue to grow.

We produced an initial one-page strategic plan encompassing three strategic priorities and three foundational enablers, and, internally, we have refined that document over the past few months and completed it this fall.

Each priority has a “horizon map” outlining an overall goal supported by multiple projects to be actioned over the next four quarters, the following two years, and then longer-term horizons. One of our first projects is to develop a set of metrics that will be nested within the Student Success and Community Impact metrics identified within the USG strategic plan. We have developed an initial set of metrics but will finalize these with broader campus input in the coming months.

For reference, I have summarized below the key priorities, goals and projects in support of the USG’s goals:

Student Success, Economic Competitiveness and Community Impact

- Participate in NISS (approved for a Spring 2025 launch)
- Adoption of SLATE (a student-

focused Customer Relationship Management software)

- Designing and seeking approval for a post-bac program with embedded micro-credentials that would serve as a continuing / lifelong education program tied to an academic degree.
- Expand our summer Roadrunners Scholars program (math and English) to improve retention and graduation rates
- Radically expand participation in experiential learning (EL) with the goal that 99%+ of students participate in some form of EL, like internships or co-ops, and undergraduate research.
- Earn the Seal of Excelencia in support of our retention and graduation improvement efforts inclusive of our Hispanic students, as well as all students enrolled.
- Develop and implement the Roadrunner Experience consisting of a more cohesive core curriculum and upper-division curriculum changes that achieve:
 - Technology literacy, including AI
 - “Soft skills” to include work ethic, communications, moral and ethical reasoning, and workplace etiquette
 - Civics and social development, to include civil discourse and debate
 - Global experiences
 - A college-to-career mentoring and advising program inclusive of both traditional academic advising and coaching / mentoring for career success.
- Efforts are designed to impact our retention and graduation rates, number of degrees and certificates awarded, and median earnings of

graduates.

- Exploration of potential new programs (subject to Board of Regents approval!), including:
 - Bachelor’s degree of homeland defense with a focus on supply chain analytics and community resiliency. The U.S. Department of Defense Northern Command approached Dalton State about participating in a small cohort of institutions to develop this program. We are collaborating with the USO and the University of North Georgia to include them in this effort.
 - Bachelor’s degree in occupational safety and fire science
 - Stand-alone Bachelor of Science in Nursing
- Development of a K-12 Lab / Charter School that would deliver a “classical” curriculum model combined with a focus on outdoor activities and dual-immersion language (English and Spanish) alongside Latin through 10th grade with subsequent dual enrollment in 11th grade (either DSC or GNTC if the student is pursuing a trade) and an internship, co-op or apprenticeship for all seniors. We would target academically disadvantaged students with an initial focus in Whitfield County but with potential future inclusion of Catoosa, Murray, and Gordon counties. We also would hope to offer a MAT and M.Ed. to enable adoption of this model alongside more traditional public K-12 approaches.
- Development of multiple

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The Effects of Emotional Stimuli on Pain Tolerance

by Lizzy Dunaway

My research assistants and I have been busy this semester collecting data on the effects of emotional stimuli and pain tolerance. In previous research, we replicated a study by Stephens et al. (2009) in which students used either swear words or neutral words in the cold-pressor task (holding their hands in a bucket of cold water). Although we failed to find an effect of swearing on the length of time participants could keep their hands in the cold water, we have identified some explanations for our lack of effect. Additionally, my students presented this research in April 2023 at the Georgia Undergraduate Research Symposium and earned second prize for best presentation. Since this project, we have switched gears a bit and are currently investigating the role of other emotional stimuli on pain tolerance.

Previous research outside of our lab has suggested that certain emotional stimuli may have an influence on pain tolerance (Tse et al., 2002; Weid & Verbaten,



2001). For example, Weid & Verbaten found that participants who viewed pleasant images had a higher pain tolerance compared to individuals who were primed with unpleasant and neutral images. Furthermore, individuals who are in the presence of an emotional

support person often fare better in painful or stressful situations than when alone (Tamam et al., 2019). In our current study, we are comparing college students' ability to withstand the cold-pressor pain tolerance task in two separate conditions: the emotional condition, in which participants are asked to think about a specific person who makes them feel safe and less anxious (their comfort person), and a control condition (thinking about a table). We are still collecting data, but so far our results are showing that when participants imagine their loved one, they are able to withstand pain for longer than in a control condition.

This research can be used for a number of different applications, including the promotion of resilience, pain tolerance and recovery. My students will be presenting this research in the upcoming Fall Undergraduate Research Symposium as we'll also present at a regional psychology conference in the spring. §

(Cont. from prev.) partnerships to include efforts around literacy, entrepreneurship, healthcare, industry, and the arts.

- We are exploring launching an Army ROTC program.

Responsible Stewardship

- In addition to our current participation in multiple shared services arrangements, we strive to be an institution of choice for USG pilots and a talent provider (leadership factory) across the USG. Our creation of the NWGA LEAD program with GHC and GNTC is one example of this effort.
- While we already are the #1 most affordable four-year college in

Georgia and #52 in the country (according to the U.S. Dept. of Education) when considering net price, we hope to move this needle significantly by incentivizing residents of northwest Georgia to study here, stay here, and work and thrive here. Toward that end, our plan will require extensive private fundraising, to include our bold "Northwest Georgia Promise," which would require a \$50 million endowment to support student attendance from northwest Georgia at either Dalton State or GNTC. We already have made considerable progress in pledges related to the \$50 million.

I am grateful to the involvement of so many of our faculty, staff and external partners in the development of Vision 2050. We have exciting times ahead! To review the new strategic plan and follow its progress, please see this site - <https://www.daltonstate.edu/about/strategic-planning/>. §



Assessment is Not Paperwork

But Paperwork Can (and Should) Support and Evidence Assessment

by Nick Gewecke

I spent my first 7.5 years at Dalton State (until 2022) understanding that assessment was a meaningless exercise in compliance. Every semester, I would be told to administer some assignments that were to be used for assessment and to assess a course based on the data collected by the department. Assessing a course consisted of following a flow-chart telling me which information went in which box in Weave. When a target was not met by the (typically) single multiple-choice question being used for measuring a particular course-level learning outcome, I would work to explain away the finding and be tasked with identifying an action plan. As one of several instructors of most courses, the action plans generated were often along the lines of “We will spend more time on this topic” or “We will increase the emphasis of that topic in assignments.” We did not discuss the data as a department or program and, even if we did, there is very little meaning one can get out of a single multiple-choice question. The reality of the situation was that “assessment” was strictly an exercise in paperwork. No one talked about how assessment can be beneficial, and we just kept doing the same thing because we were told to do it. The paperwork was ultimately evidence that we either were nor doing assessment or were not reporting on the real assessment we were doing.

Meanwhile, I performed meaningful assessment work without realizing it, which was recorded to some degree in annual evaluation reports rather than official assessment reports.

During those years, I had carved out a bit of a niche in teaching MATH 2181

(Applied Calculus) regularly, which, at the time, was required for business majors and allowed either MATH 1101 (Intro to Math Modeling) or MATH 1111 (College Algebra) as prerequisites. I also taught MATH 1101 regularly. It did not take me very long to see that students who were just getting by in MATH 1101 were struggling significantly in MATH 2181, and that student struggles in MATH 2181 were really rooted in struggles with algebra. I knew that I was not unique in observing struggles in MATH 2181, but I needed more data to make more sense of this.

One of the first major steps I took was to explore historical data about students in MATH 2181, primarily looking at how they did in MATH 2181, which prerequisite they had taken most recently (MATH 1101 or MATH 1111, or in some very limited cases MATH 1113), their grade in the prerequisite, and how much time had elapsed since completing the prerequisite. I was trying to add context and make meaning out of the performance data I had for my own sections. (This was on the extreme end of “analyze the meaning of the data” and is probably an example of me doing Institutional Research before I even knew what that term meant!) Once I had gathered this data, I invited other math faculty, business faculty, and advisors to a meeting where I presented the data and encouraged brainstorming about what we might do to improve student learning in MATH 2181. This could have been a valuable catalyst for some big changes but did not reach that potential.

Even without large-scale improvement efforts, I individually pursued a number of efforts over the years to improve

student learning in that course: I reorganized and regrouped the content in my sections of the course, added in-class problem sets to be completed in groups, implemented exam wrappers, implemented an exam score replacement policy designed to reward students who demonstrated increased proficiency with skills on the final exam without disincentivizing the original exams, and eliminated some lower-value content to make room for a focused algebra review, evaluation, and intervention early in the semester. I also added some critical content related to MATH 2181 at the end of MATH 1101 to ensure students passing through my sections of MATH 1101 had at least an introduction to and some experience with that material before they reached MATH 2181.

None of those efforts appeared in any assessment report in Weave. However, I did report and reflect on these efforts in my annual faculty evaluations, my pre-tenure portfolio, and my tenure and promotion portfolio, as evidence of teaching effectiveness, and I reported and reflected on many of these efforts to my departmental colleagues, so nearly all these efforts were documented somewhere. That documentation provided evidence that I was doing the work! I just had no idea it was assessment because I understood assessment to simply be meaningless paperwork, and none of my efforts linked to our official assessment work.

While I was not following the standard steps of an assessment cycle well, they were generally there in spirit: I had some semblance of expected outcomes, I identified methods to measure attainment, I measured attainment, I analyzed the

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Teaching in the World of Artificial Intelligence

by David Brown



Almost overnight, Artificial Intelligence has made its debut in our region. Among the many ways AI is impacting our region, we have Memorial Hospital's new AI Cardiac Machine, AI sensors in local chicken processing plants, Walmart's integration of AI on its online sales site, the flooring industry's use of AI sensors in its manufacturing process, and even the use of AI drones to inspect solar panels. AI has also made its way into higher education, with new generative AI tools that can create exams, write books, design courses, write rubrics, write papers, and even turn a complex article into an entertaining podcast. A series of four webinars recently offered through CETL covered the fascinating topic of "Teaching with AI." The webinar series was based on the book *Teaching with AI* written by Dr. Jose Antonio Bowen and Dr. C. Edward Watson, who co-hosted the sessions in the webinars.

The webinars shared helpful information for faculty about using AI to assist in their teaching and research. Additionally, the webinar included information about the challenges of enforcing academic integrity in assignments with so many AI tools available to students. Helpful AI tools

for tutoring and assisting students were also covered in the webinars. The presenters frequently referenced the website, www.teachnaked.com/prompts, that is available for faculty wanting to explore these powerful AI tools and learn about enforcing academic integrity. Before experimenting with these AI tools, discussed in more detail below, faculty must verify that the tool includes privacy guarantees as well as security protocols. Microsoft Co-Pilot is a popular tool used in the USG system that allows for secure sign-ins and Turnitin is currently a vetted AI detection tool most commonly used in the USG system (though as noted below, Turnitin continues to struggle with AI detection accuracy).

Creating course materials with AI

During the webinars, Bowen and Watson discussed several AI sites that allow instructors to quickly and easily create course materials. Instructors can create multiple-choice exams, write rubrics, create games, and even design an entire course using sites such as ChatGPT. Of course, the materials generated are only as accurate as the training data in the AI system, so instructors should proofread any materials generated by AI. Instructors should also be aware of where the AI tool's training data comes from in order to detect any potential biases.

NotebookLM and Turbolen.AI

Perhaps the most remarkable AI tool demonstrated was a program called NotebookLM made by Google. Instructors can simply upload materials onto the site, and, within seconds, this tool can output flashcards, multiple choice questions, and even a Podcast involving two people discussing the class material with each other. These

"AI actors" sound like real people talking back and forth and even add humor into their discussion. Another noteworthy site discussed in the webinar is Turbolen.AI. Turbolen.AI can quickly turn a lecture or PowerPoint presentation into flashcards, tests, and even create shorter, more concise summaries of information.

Another remarkable ability of AI discussed was the ability to easily and quickly create interactive games that once required the purchase of expensive software. For example, the "Teaching with AI" website includes an example of how to create an entertaining interactive game to teach political science using ChatGPT. The instructor can easily create these games by simply giving a command at an AI prompt that includes the rules of the game. Claude, Gemini, and Microsoft CoPilot all have these capabilities, but, as noted above, faculty need to be aware of each site's legality and compliance with USG and Dalton State regulations.

Bowen and Watson also mentioned numerous AI sites that allow users to interact with a prompt to come up with helpful strategies, such as a marketing plan to attract Hispanic students, or tips for making a course more friendly to first generation students. Bowen also demonstrated how faculty can create an "AI student" and then interact with that student to get tips on improving teaching practices.

Controversy with AI

The webinar also covered the many ethical issues with AI. Millions of papers have been flagged for AI usage by Turnitin in just the last year. In cases when an instructor must prevent AI usage, Bowen discussed using assignments that

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(Cont. from prev.) were “live, local, and/or in-person” to avoid student use of AI. The website, www.teachingnaked.com/prompts, includes many sample assignments that faculty can use to either prevent students from using AI or provide rules about AI usage if it is allowed.

AI detection tools continue to struggle to accurately identify when AI is used to write a paper. The result has been thousands of papers falsely flagged as being AI generated. According to Watson, Turnitin’s own estimate of wrongly flagged AI papers is over 800,000 in just the last year. There is currently no AI tool that has a 100% success rate for flagging papers for AI usage.

Controversial sites, such as dating sites where students can meet up with AI partners, were also briefly discussed in one webinar. One of these controversial sites was recently in the news after a college student took his own life following a failed relationship with an AI-generated person.

Another flaw with some of the AI tools is the lack of peer review sources for the training data. A student may think an AI site where they can chat about slavery with Thomas Jefferson is really awesome, but these kinds of sites may simply be motivated by profit and lack a scholarly basis for their information.

AI marketing tools have created controversy as well with their ability to find weaknesses in individual consumers. These powerful marketing tools can be used to prey on these consumers with deceptive marketing techniques that use knowledge of the individual’s online habits to create AI-generated advertising gimmicks that only these individuals see.

Fake videos, fake images, and pretty much fake anything :

Most people are aware that just about anyone can now create anything from a video, image, song, play, movie, or book, using AI. The webinar hosts noted that the best way around this ethical dilemma is to educate students on the importance of being AI literate. Dalton State’s AI Libguide, discussed below, includes a handy AI Student Guide, mentioned in the webinars, that includes helpful information about AI literacy.

What can faculty and students do to keep up with AI?

The Dalton State AI Committee is working on an AI policy statement and on some sample syllabus statements to help faculty navigate this challenging topic. The Dalton State Library has also created an AI Libguide with helpful information for faculty and students. The Libguide, found at <https://libguides.daltonstate.edu/ai> , includes

the above-mentioned “Student Guide to AI” created by Elon University.

AI certificates and degrees

Faculty and students have numerous opportunities to learn more about AI. The University of North Georgia offers low-cost AI training sessions through its Continuing Education Department. Khan Academy, Microsoft, Google and IBM all offer affordable online classes and certificates. Kennesaw State University recently launched a fully online Master’s degree in Artificial Intelligence, and Dalton State’s Roberts Library offers AI workshops for faculty and students. You can find out more about these AI opportunities for learning at the Dalton State AI Libguide libguides.daltonstate.edu/ai and the CETL libguide: libguides.daltonstate.edu/CETL . You can also view information and tools discussed at the recent CETL AI webinars by visiting www.teachingnaked.com/prompts .

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Bowen, J. A., & Watson, C. E. (2024). Teaching with AI: a practical guide to a new era of human learning. Baltimore, Maryland, Johns Hopkins University Press.

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(Cont. from p. 5)

meaning of the results, I used the results to pursue improvement, and then repeated this process.

Since I started my current role in 2022, I have come to gain a better understanding of assessment.

Assessment is an effective and standard academic and administrative practice, forming a solid foundation on which we can pursue improvement, and that is a

major reason it is encoded in accreditation requirements across the country. We can certainly do the work of assessment and meaningfully pursue improvement without doing any paperwork. However, we need documentation when it comes time to provide evidence that we are doing assessment and/or pursuing improvement, such as when an accrediting agency, a supervisor, or a

tenure and promotion committee comes calling, and paperwork is simply the standard method of doing so. The paperwork also helps to maintain records about our plans going forward and the efforts we have pursued, including information about whether those efforts proved beneficial. §

Library Updates

by Melissa Whitesell

Over the past seven years, the library has undergone renovations to address campus needs. New classrooms, study rooms, and video labs were built, and shelving was compressed to allow more room for collaborative group work and seating. New carpeting was installed, and painting was completed after a flood in the building in 2020. However, there were still several large projects that remained, including HVAC, lighting, and data updates. As a result, the college submitted a request to the University System of Georgia for approval of a capital project. The Board of Regents approved, and a Request for Proposal (RFP) for the library capital project was released on Aug. 23, 2024.

Eleven firms submitted bids for the \$3.5 million dollar project. Dr. Fuchko selected the members of the project committee, which included David Lesicko, William Moody, Melissa Whitesell, Wendy Sosebee, and Jeff Marshall. The committee reviewed the bids and narrowed the selection to three firms. 2WR Architects Inc., based in Columbus Georgia, was chosen for the library renovation project. The lead architect for the project is Emily Flournoy. Emily was responsible for architectural design for renovations at the Schwob Memorial Library at Columbus State University and the Roberts Library renovation at Middle Georgia State University.

Throughout the fall 2024 semester, the project committee met weekly with the architect to develop plans for the renovation. The following changes will be made to the building:

- A new entrance on the second floor will be created off the campus "spine" (facing Sequoya building).
- There will be a new café/coffee shop located on the first floor.



- The front desk will move to a new location on the first floor and a new information desk will be located on the second floor.
- The old elevator will be filled in to make a storage room on the first floor.
- Two new offices must be created, and a janitor's storage room converted into an office on the first floor to accommodate library staff members.
- Five new study rooms will be added on the first floor.
- There will be three new offices on the second floor for Advisors.
- The Center for Student Success and Advising will now be housed in an enclosed suite.
- The main stairwell will be reconfigured with glass across entrances, glass panels on railing.
- All restrooms will be remodeled.
- HVAC will be updated.
- Lighting will be updated.
- Data will be updated, and the data storage closet moved.

At this time, the bid has been released, and we are awaiting responses from contractors. By the first of December, the college will award a bid, and work will begin on the exterior and interior of the building.

The library director, along with Bill Moody, the DSC project manager, will work with the architect and contractor

to coordinate the project so demolition and construction will be completed in phases, with the first phase starting with the new exterior entrance and then moving to the second floor. Phase two will be the demolition and construction of the new central stairs, Advising suite, and first and second floor bathrooms. Phase three will be the new café, offices and study rooms on the first floor.

This will (hopefully) allow the library to remain operational within the building throughout the spring 2025 semester. The library team will clearly communicate any changes to entrances, desk locations or services as the project progresses. Unfortunately, meeting rooms and classes cannot be reserved in the library from spring-fall 2025 semesters. Librarians Amy Burger and David Brown will be available to meet with classes for library instruction but must come to your classroom. If you have any questions about library services or resources during the renovation project, please call (706) 272-2503 or email Melissa Whitesell (mwhitesell@daltonstate.edu). §



The Launch of a Makerspace at Dalton State College for Innovation and Collaboration

by Randall Griffus

Dalton State College is embarking on an exciting journey with the introduction of a new makerspace. This initiative aims to foster creativity and hands-on learning among the college's students, staff, and faculty.

A makerspace is a collaborative workspace equipped with various tools and resources enabling individuals to create, innovate, and experiment. By providing a platform for students to bring their ideas to life, the makerspace will enhance the educational experience at Dalton State College.

There are many benefits to having a makerspace on campus. First and foremost, it will offer enhanced learning opportunities. Students can engage in practical, project-based learning that complements their theoretical studies.

This hands-on experience is particularly valuable in fields such as engineering, art, and technology, where practical application is crucial for understanding complex concepts.

Moreover, the makerspace will serve as a hub for collaboration. Individuals from various departments and disciplines will have the opportunity to work together on projects, fostering teamwork and the exchange of ideas. This collaborative environment promotes innovation and creativity—skills that are increasingly vital in today's job market.

Key equipment will include 3D printers, a laser cutter, an electronics workstation, a DTG printer, a CNC router, an embroidery machine, and other tools. Additionally, the

makerspace computers are equipped with design software capable of various creative applications, including CAD (Computer-Aided Design) and game development. This extensive range of equipment will ensure that the campus community has the tools they need to bring their ideas to fruition.

The makerspace is set to open in Sequoya 104 in the Spring 2025 semester. The college plans to offer workshops and training sessions to ensure that the campus community can effectively utilize the equipment.

If you have questions or suggestions, please reach out to Daniel Danahy or Randall Griffus in the School of Arts and Sciences. §

Encouraging Students to Experience the Library's Book Collection

by David Brown

The library recently conducted an inventory of its more than 145,000 print volumes, and the results were a reminder that our intriguing collection offers a great opportunity to encourage reading. If you add the library's eBooks, which number over 500,000, that total number comes to over 645,000 volumes. All these books can be found using the library's online catalog, which can be accessed from any computer or device with Internet access.

Bringing your students into the library to experience these resources gives your students several advantages. Like other colleges and universities, Dalton State's library uses the Library of Congress classification system, which organizes books by subject. This means that when students visit the library

stacks, they see most of the books on their topic in close proximity to each other, allowing the student to see many books that may have been left out of an online search. Since neither Google nor most AI tools currently include our collection in its searches, coming to the library can give students access to unique sources they otherwise may have missed.

We have found that students who physically come to the library for a class assignment are more likely to check out books in the future and to use the library's other sources such as the video labs, study rooms and even laptop check-out. When visiting our second floor book collection, students will also find nearby the Advising Center, several student computers, and

a study area with a scenic view of our "library forest" outside.

Many of our books have connections to Dalton State, which students often find intriguing. Dozens of our books were authored by Dalton State faculty, giving students the opportunity to experience works by people they know and can connect with. Other books have interesting connections to Dalton State, such as *The Immortal life of Henrietta Lacks*, a book about a patient whose infamous cancer cells continue to thrive in nearby Peebles Hall. And the book *I Don't Mind Hitting Bottom, I Just Hate Dragging* follows the remarkable life of Dalton State's legendary basketball coach Tony Ingle as he overcame incredible odds to win national championships at two colleges.

(Cont. p. 16)

A Different Kind of Accounting Assignment

by Carl Gabrini and John Fuchko, III

A recent article in *Education Sciences* (Gratchev, 2023) examined the practice of replacing exams with project-based assessments. The author concluded that these types of assessments offer students “a better learning experience” because of their practical value, the time allowed for completion, the ability to receive feedback incrementally, and the resources they can access but not traditionally allowed when completing a traditional exam. This is not a new idea. John Dewey (1938), often referred to as the father of progressive education, was a early proponent of the idea that students learn more from real-life experiences than from merely passively receiving information from a lecture. The use of case studies also is a well-supported practice in business school education (Kamat, S., 2013). Two faculty members in Dalton State’s Wright School of Business gave this idea a trial run in an accounting course. They decided to use a project-based assessment option in a special topics course offered during the fall 2024 semester. This article briefly examines this trial, and the outcomes achieved.

During the fall 2024 semester, WSOB students were offered the opportunity to take a special topics course to learn about planning, conducting, and reporting on internal audits. In planning the course, the faculty decided to offer students a choice between completing a traditional final exam, consisting of short answer and essay questions, taken at the end of the semester, and a case study completed during the semester. The project used in the course was a case competition offered through the Atlanta Chapter of the Institute of Internal Auditors (IIA). The case focused on an internal audit of the voting process as conducted throughout the State of Georgia. Completing the case would require students to use what they were

learning in the course, apply it to the case, and submit their response for an opportunity to present at a chapter event and be considered for one of three top cash prizes.

Six of the nine students taking the special topics course elected to participate in the case competition. Two teams were formed, and both teams worked with the faculty to prepare their response to the case. Teams were required to prepare PowerPoint presentations that included a risk matrix, an audit program, and actionable recommendations identifying risks and gaps to enhance election security and integrity. Both teams successfully submitted their solutions to the case and were selected among ten finalists out of sixteen submissions received. Both teams gave their initial presentations, and one of the teams was selected to be among four teams competing for one of three cash prize awards. In the end, that team won third place, with each team member receiving an award of \$500. The IIA also presented the finalists with \$25 gift cards.

It is hard to argue that the student outcomes would have been better using a traditional final exam. First, the students were given the opportunity to select the self-select into the case versus the final exam. This ensured that they would be more interested and motivated to participate in the competition. Second, students electing to participate were given several weeks to work together in their teams preparing their case responses. They had to engage with the course material, the case, and work closely with their faculty as advisors. Third, the students gained experience defending their case with judges at the competition. One student commented to one of the professors that it took more of their time choosing the case over the

final exam, but the experience made it worth the extra effort.

In summing up the experience, it is best to let the students’ own words offer some final thoughts. One student stated “The IIA case competition was a challenging, thrilling, and rewarding experience to go through. From brainstorming and building the presentation to presenting it before accomplished judges, I believe it’s an experience every WSOB student should consider during their time here.” Another student added “The IIA Case Competition was a great opportunity to get a feel for what Auditing can be! Made many connections and insight on handling an Auditing case. I only wish I was introduced to this Case Competition sooner!” Aside from the students’ words, the faculty witnessed the students’ level of excitement over the experience and their deep engagement with the content of the course.

This was the first time that students from Dalton State College participated in the IIA Case Competition, and it is hard to believe that it could have turned out better for the students. They learned more about internal auditing than they would have through straight lectures, made professional contacts through the networking opportunities during the competition, and showcased their abilities to members of the profession. While including this option in the course resulted in additional effort by the faculty, they both count it as gain, given the outcomes achieved. In the end, the effort expended by faculty and students resulted in engaged learning, professional achievement, and student success, and that is what we are all about at Dalton State College.

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The Importance of Bringing Guest Speakers from the Industry to a Project Management Class

by Fernando Garcia

In an increasingly interconnected and rapidly evolving business environment, cultivating strategic partnerships with industry professionals is essential to delivering high-quality education. At our AACSB-accredited Wright School of Business (WSOB), the integration of guest speakers, particularly seasoned project managers, into the curriculum aligns with the United Nations' Sustainable Development Goal (SDG) #4, Quality Education. This initiative emphasizes the need for inclusive, equitable, and quality education to promote lifelong learning opportunities for all. Furthermore, leveraging partnerships, as advocated by SDG #17, Partnerships for the Goals, enhances the quality of education by building collaborative relationships with industry leaders.

By partnering with Parrish Construction Group, a regional construction company based in Atlanta, GA, to provide guest speakers who are actively working as project managers, the WSOB has cultivated a learning environment that combines theoretical knowledge with practical application for societal impact. This approach not only enhances the quality of education but also provides business students' exposure to real-world challenges in managing projects. Through regular visits from industry experts, the WSOB's commitment to preparing students for the workforce is reinforced, ensuring a learning experience that aligns with AACSB's standards.

Bridging the Gap Between Theory and Practice

One of the most compelling reasons for incorporating guest speakers into a project management course is the tangible connection they provide between classroom learning and real-world application. Textbooks and lectures offer essential theoretical foundations, but hearing firsthand from active project managers about their experiences managing projects adds a layer of practicality to the learning process.

Project managers from the construction industry bring classroom insights into time management, risk management, stakeholder communication, and the unpredictable nature of unique projects. For students, this exposure is invaluable, as they can see how the principles they learn in class—such as resource leveling or 'crashing' projects—are directly applied in the real world.

This interaction serves to make the classroom more interactive and engaging. By asking questions and participating in discussions with our guest speakers, students gain practical insights that deepen their understanding of project management concepts. It encourages critical thinking, as students analyze real-world scenarios and apply classroom knowledge to these actual situations. Ultimately, this mix of theory and

practice encourages a more comprehensive learning experience, directly supporting the aim of SDG #4: ensuring inclusive and quality education.

Developing Soft Skills and Career-Readiness

Guest speakers can offer more than just technical knowledge; they also provide insights into the soft skills essential for successful project management, including leadership, oral and written communication, critical thinking, and problem-solving. These skills are all crucial for students preparing to enter a competitive job market. Project managers often face the challenge of managing diverse teams across multiple time zones, handling conflicts, and maintaining effective communication with multiple stakeholders—skills that are difficult to master through knowledge of theory alone.

By hearing from practitioners who are actively using these skills in their daily work, students gain an understanding of how to navigate the socio-cultural aspect of managing projects. This exposure prepares them for the interpersonal challenges they will encounter in their future professional careers. Furthermore, the guest speakers serve as role models and mentors, offering advice on career development, networking, and leadership in the workplace. Students benefit from

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(Cont. from prev.)

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business schools use it. *MBA Crystal Ball*, <https://www.mbacrystalball.com/blog/2013/12/03/case-study-in-business-schools/> §

Update on the Title III HSI STEM Grant

by Frances Haman-Prewitt

We've just completed year three of our five-year project, and we are pleased to share several highlights from the project so far.

Dual enrollment is up significantly, from 241 students in 2022 to 556 students in 2024, and we have already reached our 5-year goal, which is to increase the percentage of Hispanic students who participate in dual enrollment to at least 30%.

We met our Y3 goal for retention of Hispanic students in STEM, with 65% of the 2023 first-time full-time freshman cohort returning in fall of 2024.

In AY23-24, 44 students participated in undergraduate research projects. This is a "half empty/half full" number – a significant increase from our baseline of 28, but short of our goal of 50.

After evaluating this objective in light of STEM faculty overloads, we received approval to reduce our goal for undergraduate research projects from 66 to 50, but we added CURES (course-embedded) **(Cont. on p. 15)**

(Cont. from prev.) hearing about potential career paths and opportunities within the construction industry or other sectors requiring skilled project managers. Some speakers agree to host business students on job shadowing visits as they explore business career opportunities as freshman or as interns with their companies.

Strengthening Partnerships

The partnership between the WSOB and Parrish Construction Group supports the United Nations' SDG #17, Partnerships for the Goals, which calls for strengthening community partnerships to achieve sustainable development. By collaborating with a regional industry leader, the WSOB enriches its curriculum and offers students insights into a growing industry with significant economic impact.

This partnership allows both the WSOB and Parrish Construction Group to benefit from a symbiotic relationship. The company gains access to a pipeline of well-educated, career-ready graduates, while the WSOB enhances its reputation as an institution that fosters such industry connections, preparing students for the workforce. Furthermore, these regular guest speaker sessions allow the WSOB to remain current with industry trends, ensuring that its curriculum stays relevant and responsive to the evolving needs of the business world as well as the latest technologies.



Feedback Loop and AACSB's Indirect Measures of Success

An essential aspect of the AACSB business program accreditation process is demonstrating that students are achieving desired learning outcomes. By incorporating guest speakers into the project management course, the business school can use student feedback to support AACSB's indirect measures of student success. After each guest speaker session, students provide feedback on what they learned, how the speaker's insights helped them understand course material, and how this experience may influence their career aspirations.

This feedback can serve multiple purposes. First, it allows the WSOB to assess the effectiveness of using guest speakers as part of its pedagogical strategy. If students report that guest speakers significantly enhance their

understanding of course concepts, it provides evidence that the school is meeting its learning objectives. Second, the feedback can help the school identify areas for improvement. If students indicate that they would like more focus on specific aspects of project management, such as budgeting or risk analysis, the school can adjust its curriculum accordingly.

Using feedback from guest speaker sessions helps the WSOB demonstrate its commitment to continuous improvement — an essential criterion for AACSB accreditation. It can show that the WSOB is actively seeking ways to enhance the student learning experience and is responsive to student needs. This approach not only supports the school's accreditation efforts but also aligns with SDG #4, as it promotes quality education through ongoing refinement and development of the curriculum. §

Dalton State Public Safety

by Elicia Walker

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.

In the wake of recent school violence, it is natural to have questions and concerns about security here at Dalton State. While we cannot eliminate all risks of an incident, we can plan and prepare to respond in the most effective way possible when there is an emergency on campus. Here are a few things you need to know to keep yourself and others safe:

- Memorize the Public Safety phone number and program it into your phone. Public Safety is staffed 24 hours a day, seven days a week. Your call to 706-272-4461 will always be answered immediately by a dispatcher or an officer.
- Register with [Roadrunner Alert](#). You will receive timely messages about emergencies at Dalton State via text, phone, and email, but only if properly registered.
- The CARE Team is working. Dalton State has an interdisciplinary Campus Assessment Response and Evaluation team that investigates any instance of student, faculty, staff, or others who display dangerous, disruptive, threatening, or otherwise concerning behaviors.
- Dalton State Public Safety officers are armed, certified peace officers who are highly trained to respond to emergencies on campus. As law enforcement community members, we maintain solid working relationships with other local first

responders and communicate with them regularly.

- Familiarize yourself with safety plans. The Public Safety Department regularly provides training on active shooter, risk reduction, and other personal protection topics. All of the training is free and open to all students, faculty, and staff. In addition, multi-colored flip emergency guides are posted on bulletin boards across campus. Additional emergency information is available on the [Public Safety Website](#). Maintaining the safety of our students, faculty, and staff is our highest priority. It is our privilege to serve the Dalton State community. Please do not hesitate to contact us if you have questions or concerns about your safety.

Due to the current political climate, we would like to share some guidance on protests and demonstrations.

- The Dalton State Freedom of Expressions Policy is available [here](#).
- The Board of regents Freedom of Expression Policy is available [here](#).

Statement on Freedom of Expression and Assembly

Freedom of thought, inquiry, speech, and lawful assembly are fundamental rights of all persons. These rights include the freedom to express opinions, to hear, express, and debate various views, no matter how unpopular, and to voice criticism. Free speech is uniquely essential to the college setting as it brings about a free interchange of ideas integral to the college's fundamental mission of teaching, research, and public service. However, civil disobedience is not protected under the Constitution. The Constitution does not guarantee any right to engage in civil disobedience – which, by its very definition, involves the violation of laws or regulations – without incurring consequences. Civil disobedience may hurt the protected

interests of others, interfere with college business, or threaten public safety or college assets in ways that may require Dalton State to act to protect those other interests. Dalton State College has an identified Freedom of Expression Area on the quad between the Student Center and Sequoya Hall. Protesters are required to register with the Dean of Students Office.

Most campus demonstrations, such as marches, meetings, picketing, and rallies, are peaceful and non-obstructive. These types of demonstrations should not be interrupted. The demonstrators should not be obstructed or provoked, and normal College business operations should continue. If one of the following situations exists, then it may be necessary to disrupt the demonstration:

- Interference with normal operations of the college
- Blocking of access to offices, buildings, or other college facilities
- Threat of physical harm to persons or damage to college facilities/property
- Failure to vacate the premises of a closed college facility

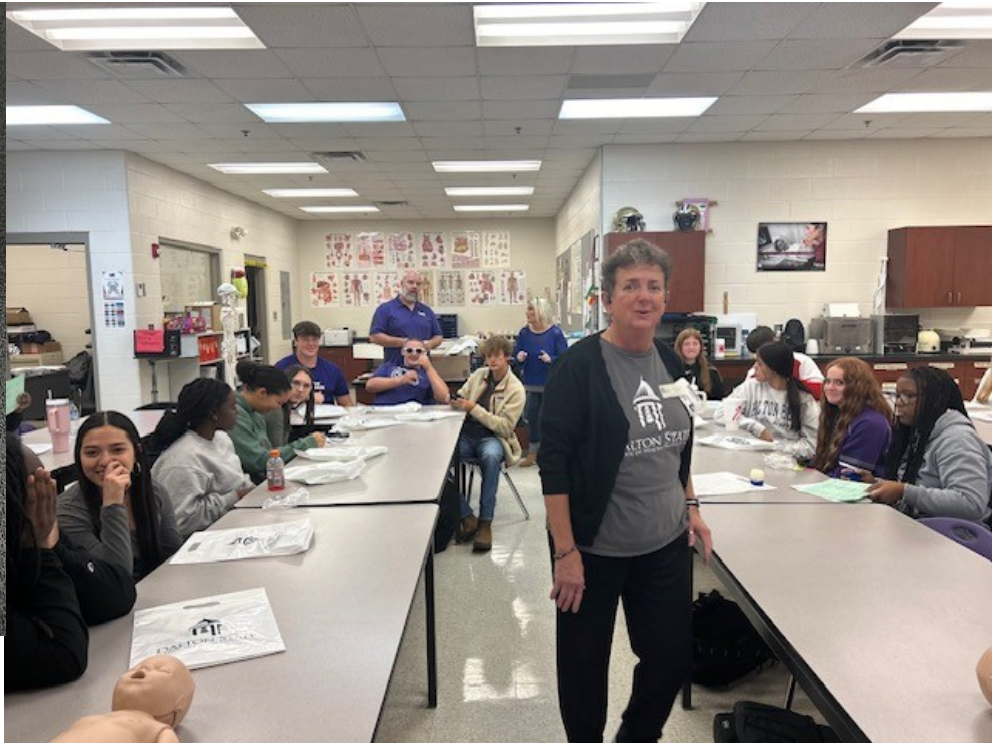
All media relations will be handled through the Dalton State Marketing and Communications Department. College Administration will work with other departments such as the Public Safety Department to manage demonstrations.

You can contact the Public Safety Department at 706-272-4461 or by stopping by Suite #300 in the Health professions Building on the main campus. §



School of Health Professions Happenings

by Holly Miller



The School of Health Professions has been very busy this semester. We have added several new faculty members. We want to welcome Dr. Marina Smitherman, currently the interim Dean of the School of Health Professions. We have also added two new members to the nursing department. We welcome Madison Gowin, Assistant Professor of Nursing, and Taylor Coker, Skills Lab Coordinator. Bria Hale joined our Rad Tech department as a Lecturer. Bria is a Dalton State alumna and is working on her Master of Education-Adult and Higher Education at Eastern Washington University. Fun Fact! Bria is also a pilot and used her talents to fly to North Carolina to take needed supplies for those affected by Hurricane Helene. Welcome, ladies!

The SHP Outreach Committee has been busy throughout September and October. The first outreach event was hosted at the DSC Mountain Campus for high schools local to the area. In October, we gave tours to Calhoun High, River Ridge High, Ridgeland High, and Christian Heritage. Dr. Sylvia Driver

and I went on a field trip to Cartersville High School to speak with two Health Occupation classes.

The Social Work Department had a successful peanut butter drive in partnership with the Cheesecake Factory and the Chattanooga Area Food Bank.

The Ken White Health Center held a successful Health Fair in October, which offered a flu clinic for all faculty, staff, and students.

A Health Career Fair was organized for the SHP students to introduce possible future job opportunities. Jennifer Parker, Program Director of the LPN program, oversaw this event. Many vendors attended, including Hamilton Medical Center, AdventHealth, and Erlanger. This is always a huge success for the students and the vendors.

Chris Manis, curator of the Turtle Assurance Colony/ SAFE Project, contacted the Rad Tech department

and asked if we could take images of one of the turtles. He wanted to see if she was possibly gravid. The students enjoy doing this and being able to help an extended part of our DSC family.

The Rad Tech students must choose a pathology for a bulletin board project during the fall semester. The students were placed in small groups and asked to choose a pathology. The bulletin board includes pertinent information about the pathologic disease and labeled radiographic images of the diseased anatomy as compared to an image of healthy anatomy. The information gathered includes symptoms, treatment options, life expectancy, population effect, and a 3D model of the diseased part. When the project is complete, the students present their findings to the class explaining their chosen pathology. This is always one of the favorite projects completed by the students. §

Preserving Our Stories: A Vision for the Bandy Heritage Center

by Matthew Gramling

My appointment as director of the Bandy Heritage Center feels especially meaningful as a northwest Georgia native. Growing up in historic Cassville in Bartow County, I was surrounded by regional history—from Cherokee removal sites to the Dixie Highway, and even Shaw carpet industry artifacts from my father's work. These early experiences fostered my deep connection to the area's cultural heritage and shaped my professional aspirations.

After earning a history degree from Oglethorpe University and a Master of Divinity from Princeton Theological

Seminary, where I studied southern religious history, I began volunteering at local museums. This experience, combined with my Master of Science in Information Sciences from UT-Knoxville and work at the Chieftains Museum, prepared me well for this role.

As director, I aim to build on past successes by increasing the Center's visibility through community engagement and digital initiatives. With our extensive collection of 6,500 photographs, 250,000 documents, and 300 objects, the Bandy Heritage Center can become northwest Georgia's premier public history institution. Key

priorities include expanding access to historical resources, developing partnerships with regional organizations, providing preservation guidance, creating digital humanities opportunities for students, and growing our collection, especially from underrepresented communities.

I'm grateful for the opportunity to advance the Center's mission of preserving northwest Georgia's cultural heritage and sharing these stories with future generations. Together, we can ensure that our region's diverse history remains accessible and relevant for years to come. §

(Cont. from p. 12) research projects to our objectives, with a goal of reaching at least 600 students.

Thirty-four STEM students participated in internships, with 17 of those doing so for credit. This far outpaces our final goal of 15.

Nancy Avila de Welles, our Case Manager/Non-clinical Social Worker, worked closely with 155 students during AY 23-24 to provide wraparound services and help these students overcome personal obstacles to success.

We contributed another \$50,000 to an endowment for a STEM scholarship, with \$25,000 from the Dalton State Foundation matched by \$25,000 from the grant.

In fall of 2023, peer mentors were embedded into 2 STEM Perspectives courses as a pilot project. Surveys showed that the students in those classes highly valued their peer mentors. Six are embedded in STEM Perspectives classes this fall, and, next fall, all STEM Perspectives classes will

have peer mentors. In exciting news, this program will begin to expand to Perspectives classes throughout the College with the help of the new Title V Developing Hispanic Institutions grant.

Drs. Lizzy Dunaway and David DesRochers developed a GA View course on best practices in undergraduate research, "Undergraduate Research Faculty Training Module." This is open to all faculty campus-wide and can be found on your GA View page. (If not, please contact Dr. Lizzy Dunaway or Dr. David DesRochers.)

Our biggest challenge is increasing the percentage of Hispanic students who are participating in undergraduate research. Our 5-year goal is 38%, roughly reflecting the percentage of Hispanic students enrolled in STEM, but we have been stuck at 26% for 2 years now. We are increasing our marketing efforts to help reach Hispanic students, and will be featuring current student researchers in posters, on Instagram, and with t-shirts in an effort to help other students feel that they, too, belong in research. Keep an eye out for

our "Student Research Wall of Fame" in Sequoya Hall!

Students in focus groups also expressed hesitancy in approaching faculty, so we are working to make students aware that faculty are eager to work with them on research. We will have a "STEM Research Mentor Wall of Fame" to match our student version, and we are working to update the Undergraduate Research webpage on the College's website. We have invited all faculty (not just STEM) who are interested in working with student researchers to post their research interests on this page. (If you would like to be included, please contact Frances Haman-Prewitt at fprewitt@daltonstate.edu.)

Finally, we want to increase the number of students who transfer to Dalton State after completing courses at Georgia Northwestern Technical College (GNTC) and to increase support for our AS Physics/Pre-engineering students who hope to transfer into 4-year engineering programs. We will be turning our attention to these goals during Year 4. §

Faculty and Staff Accomplishments

Rick Herder, adjunct professor of Communication Studies and Emeritx Professor of Communication Studies, has a new book, *Ending Slavery in the Corporate Supply Chain: Storytelling, Leadership, and the Coalition of Immokalee Workers*. The CIW is a farmworkers coalition in Southwest Florida, and most of its members are immigrants from Mexico and Central America.

The National Endowment for the Humanities (NEH) invited **Dr. Susan Eastman**, Associate Professor of English, to serve as a peer review panelist for the Dialogues on the Experience of War grant. Dr. Eastman's previous NEH awards include a 2016 participant grant for the Summer Institute "Veterans in Society" and a 2020 role as a community discussion leader for the Dialogues of War grant titled "We Are Veterans Too: Women's Experiences in the Military."

Lorena Sins, of the Department of English, has a short story accepted for publication in *Adirondack Ghosts*, a collection of fictional ghost stories set within the "Blue Line" that marks the borders of the Adirondack State Park in Northern New York State. The anthology is being published by North Country Books. The title of the story is "The Ghost of the Great White Stag," and it is set on Whiteface Mountain, one of the 46 high peaks in the Adirondack Range. *Adirondack Ghosts* will come out in the summer of 2025, and it will be available through Amazon.

Tammy Rice, BSW Program Director and Associate Professor in the Department of Allied Health and Social Work, has received a \$10,550.00 grant from the Morehouse School of Medicine and the Prevention Research Council CECAN. Dr. Rice will utilize the grant in support of research and community engaged service related to the Grand Challenge of Social Work to eradicate social isolation, particularly with respect to the elderly in our region. The grant will support student research and service in the community and student engagement with community partners including the Housing Authority of Dalton and the senior living communities that are a part of Vitruvian Health Systems.

Cicero Bruce, Professor of English, authored an article on W.H.Auden that has been translated into Catalan. His work, "Auden en Transició: Una Interpretació de 'Carta d'Any Nou,'" appears in an edition of *Quaderns de Versàlia*.

<p>(Cont. from p. 9) Our collection doesn't just include books related to class assignments. For example, we have an impressive collection of eBooks about Taylor Swift and other cultural icons well known by our student population. Our</p>	<p>eBooks also include the handy feature of being able to search the inside of a book to link to the page a term is listed on. We would be happy to meet with your students to explain how to find books</p>	<p>and conduct searches in Galileo. We can also provide a scavenger hunt or library tour to give students a chance to see our resources up close in the library. Simply email us at library@daltonstate.edu to get the process started! §</p>
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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.