DEPARTMENTAL ACHIEVEMENTS

ALI TALIB SAIFEE & VERONICA GONZALES (APPLIED SOCIOLOGY) won Applied Sociology's first Outstanding Freshman Awards.

ALLYSON HAMILTON (ASL) presented at the 4th Annual Teaching and Learning Conference. Her presentation was on How to Work With an Interpreter in the Classroom.

ALPHA OMICRON CHI DSU’s chapter of the Phi Alpha Theta national history honors society, welcomed 11 new members.

AMELIA DAVIDSON, CHLOE SMITH, DUSTIN MATTEI, MICHAEL SANDERS & MICHELLE HULSE (APPLIED SOCIOLOGY STUDENTS) presented at the Dixie State Regional Research Symposium.

AMY GREENE & JENN MARSH (ENGLISH STUDENTS) presented at the Dixie State Regional Research Symposium.

ANNIE JOLLY, BRITTANY BENNETT, CASEY BANNER, KELAN WEISS, MACY WELLMAN, MEN CHEONG LAW & SALLIE SULLIVAN (HISTORY STUDENTS) presented at the Phi Alpha theta Regional Conference. They were the largest contingent DSU has sent to this conference.

JENN MARSH & SAMANTHA WEST (ENGLISH) presented at the Western Regional Honors Conference.

JEREMY C. YOUNG (HISTORY) was part of a roundtable on "Emotions
in the Gilded Age and Progressive Era" at the Organization of American Historians Annual Meeting. At the same conference, he also presented a report on membership trends to the Council of the Society for Historians of the Gilded Age and Progressive Era. Finally, he published an op-ed piece, "Why Quitting Facebook is a Bad Idea," in The Washington Post's Made By History digital section.

**JIM HAENDIGES (ENGLISH)** is presenting at the Computers & Writing conference at George Mason University on May 25th. His presentation, entitled "Rocking and Rolling and Writing," will be a discussion on how writing instructors can enrich their pedagogy by engaging in creative pursuits to inspire students while using practical knowledge to navigate literacy situations.

**JOSEE HILDEBRANDT (CRIMINAL JUSTICE STUDENT)** presented at the Dixie State Regional Research Symposium.

**MICHEAL SANDERS & MICHELLE HURSE (APPLIED SOCIOLOGY)** will be the first two Applied Sociology Bachelor's Degree recipients.

**PHI ALPHA THETA** the national history honors society, chose Dixie State to host their regional conference on March 30, 2019.

**RIK ANDES & SCOTT MILES (ESL)** presented at the 4th Annual Teaching and Learning Conference. The presentation was on Meeting the Needs of International Students and how to help international students succeed in the classroom.

**SANDY FERRARO (ESL)** published a historical fiction novel entitled Golden.

**TIM BYWATER (ENGLISH)** is currently reviewing humanities papers that will publish in the *University of Bucharest Review*. The 2018 Alpha Omicron Chi induction class (Left) Jenn Marsh (English) presenting at the Dixie Research Symposium (Right)
Valedictorian is a well-known honor; but another less-known honor given to a high achieving student at graduation is that of banner carrier. Each academic program has a banner carrier – a student who marches at the head of the graduates from their program, carrying the associated banner. According to English department chair Cheri Crenshaw, “The banner carrier might be the valedictorian, but it might not. Faculty receive a list of students with the highest GPA and then vote on which students stand out to them...it’s just a nice way of recognizing a student who has been involved in the program.”

CHaSS will have eight banner carriers this year representing various programs from the college. Michael Sanders will have the honor of representing Applied Sociology as their first ever banner carrier. Connor Heward will represent Spanish. Kerra Henke will lead the Psychology contingent. Macy Wellman will lead History and Annaliese Ott English. The banner carrier for Social Science Composite Teaching is currently unknown.

Criminal Justice will have two banner carriers: Elizabeth (Liz) Rinehart and Morgan Palmer. While two people leading a program is uncommon, the Criminal Justice faculty decided that choosing either student would be insufficient. Lish Harris, the director of the Criminal Justice program, spoke warmly about both women and the dedication shown to their studies. This dedication was put to the test last fall semester when Liz and Morgan attended a Las Vegas concert where a mass shooting occurred.

To get a better understanding of these remarkable students, CHaSS Connections recently caught up with them to discuss their experiences here at DSU.

**HOW DO YOU FEEL AFTER HEARING WHAT DR. HARRIS SAID ABOUT YOU?**

**MORGAN:** Lish is an amazing professor and an even more incredible mentor. To think that such an incredible man holds me in such high regards means the world to me.

**LIZ:** His words brought a smile to my face. One thing I love about Dixie is you actually get to bond with your instructors. I am thankful my instructors and our program were willing to work with me to achieve my goal of graduating.

**WHAT HELPED YOU DECIDE ON THE CRIMINAL JUSTICE PROGRAM?**

**LIZ:** On the first day of Introduction to Criminal Justice, Reed handed out a paper that had over a 100 different jobs that you were able to do after graduation ranging from police officer, to lawyer, to social worker or therapist. That’s when I knew this program was going to be the one I would continue on with.

**MORGAN:** I really was interesting in the criminal justice field when I started but the first few courses really intrigued me and helped me to solidify my major. The courses
were fascinating and all the professors in this field were engaging and so knowledgeable I never even thought to change my major, it was perfect for me.

**WHICH FACULTY MEMBER(S) HELPED MENTOR YOU THE MOST? HOW?**

**MORGAN:** As I said before, Dr. Lish Harris was the most influential professor I had. He believes in all his students and pushes you to think outside the box and to expand your horizons in ways you never thought you could. I learned so much from his classes. Another professor that really helped me succeed was Dr. Morris. He holds each student to a set standard and pushes you to meet this standard, making you accountable for your education and always pushing you to be your best. His classes were always the most difficult ones I had, but also the most rewarding ones.

**LIZ:** I worked in the registration office most of the time while I attended. Julie Stender, the registrar, is one person who always pushed me to do more and to show my full potential. She’s who I would go to when I needed a little tough love. From CJ, Lish and Morris definitely helped mentor and push me through my education. I loved that Lish actually wanted to have a connection with his students. He gives great lectures that allow for debates, allowing students to actively participate in the learning experience. Morris’s classes always pushed me to try harder and improve on my performance.

**HOW DID THE AFTERMATH OF THE LAS VEGAS SHOOTING AFFECT YOUR ABILITY TO FOCUS ON YOUR EDUCATION?**

**MORGAN:** After the shooting, simple things were impossible. Crowds and loud noises terrified me. Being on campus was difficult. For the next few months, the shooting was brought up in all my classes. Frequently. It was really hard for me. I couldn’t focus and simple words, phrases, images or comments would trigger flashbacks and panic attacks that I did my best to hide. It was honestly too much for me. I barely attended classes the last few months of the semester.

**LIZ:** The night the shooting took place, I had ten weeks of school left. Although, most people thought I was CRAZY… I went back to complete my final semester. My last semester of school was WAY MORE COMPLICATED than my first. With the traumatic event I went through and having a physical injury to deal with, I had the attention of a 5-year-old… or if you’ve seen the movie UP, how the dog was every time he saw a squirrel. But finishing was the best thing. It gave me the opportunity to not only focus on what had happened, but allowed me to push forward with my goals.

**WHAT RESOURCES/PEOPLE HELPED THE MOST TO KEEP YOU ON TRACK AT SCHOOL?**

**LIZ:** My teachers were definitely the main ones to help me finish, they worked with me to make sure I could reach my goal of graduating in December, instead of having to set it back. My family was also amazing. My mom actually moved to Utah (from California) so I would have someone to help get me where I needed to be. My therapist was another resource: learning to adapt to being in a wheelchair, depression, anxiety
and PTSD was difficult. Being injured in a very serious way was difficult for me and she helped me learn ways to cope. Lastly, my friends were a big help, including Valorie, Zach, Alyssa, Mikyla, Autumn, my Coral Canyon Family, Dixie family to name a few, but there were many more that helped in different ways. Getting through this has been rough, but knowing I had everyone’s support behind me meant the world.

**MORGAN:** I regret that I didn’t communicate to any of my professors or really anyone that I had been at the shooting. I thought that they might just see it as some excuse for my declining grades. I know now that I should have talked to all of them and that they would have easily worked with me and helped me through the rest of the semester, but the thought of the added attention just made me want to avoid it. Fortunately, someone talked to Dr. Harris and he really helped me through my last couple months of the semester.

**DO YOU HAVE ANY ADVICE FOR STUDENTS THAT GO THROUGH A TRAUMATIC EXPERIENCE WHILE ATTENDING SCHOOL?**

**MORGAN:** My advice would be to always reach out and communicate with your professors no matter what. Their compassion and understand would surprise most people. I am a very private and independent person. My ego really got in the way and set my education back simply because I was too proud to ask for help and that’s something I think many people can relate to.

**LIZ:** Have a plan, but don’t worry about the occasional rocks that get thrown in your path. Eventually everything will work out. Also, therapy. **GO TO THERAPY.** This was the first time I’ve had to use it, but was one of the best tools to help me. There is nothing wrong with needing help.

**WHERE TO FROM HERE? DO YOU HAVE PLANS FOR WORK OR GRADUATE SCHOOL?**

**LIZ:** I’m waiting to hear back from schools to begin my master’s program in Clinical Mental Health. Due to my injury, I’m finally getting the opportunity to apply for jobs and to be able to start on my future. Goal wise, I want to be a therapist. I’ve been on the teeter-totter about whether I’m wanting to work with juveniles or adults.

**MORGAN:** I am in the process of applying for the SLC police department. I also plan on getting my Masters in Psychology.

CHaSS and our Criminal Justice department are proud to honor these two remarkable, determined women who not only successfully completed their DSU education, but overcame incredible obstacles along their path to graduation.
When I was a high school student, I asked my math instructor why he liked being a teacher. He responded, “Three reasons – June, July, and August.” You have probably heard this joke before, but my math teacher offered something worth thinking about for those of us in higher education. While not everyone at DSU is on a nine month contract and gets summer “off,” we can all look to summer as a special time of year.

Summer provides an opportunity for reflection and renewal. We can look back on the past school year to celebrate what went well, and think about what we can do better. It’s a time to consider our goals and plans for the coming school year. Full-time faculty have a built-in reflection assignment here at DSU. It’s the annual Self-Evaluation Form, also found here: http://bit.ly/dsuse2018. This document asks questions designed to get faculty thinking about what they do well and what more they can achieve. This year, the form also asks faculty to include their role statement from last year, so they can assess how well they met the goals and responsibilities included therein.

All full-time faculty need to submit the self-evaluation to their department chair by June 15. Your department chair will read it, provide you feedback, and forward the document to me so I can read it as well. Please take time to consider the professional development you would like to receive this coming year. Your department chair and I want to help you improve as you leverage your strengths.

This year’s role statement is due to your department chair by September 1. This affords the entire summer to consider what you hope to accomplish in the upcoming academic year. Please be aware that faculty are expected to use the new role statement template that was optional last year. Here is a link to this form: http://bit.ly/dsurs2018.

After my high school teacher told me his three favorite reasons for being a teacher, I asked him if September was his least favorite month, since that’s when school begins. He surprised me when he replied, “No, in September I am reborn. Summer enables me to start teaching again with renewed energy and fresh goals.” These were deep thoughts from a mathematician, and include some great advice for us all. I hope this summer will likewise be refreshing and encouraging to each one of you.

– Richard
Dean, College of Humanities & Social Sciences
SOUTHERN QUILL BENEFIT
AND SILENT AUCTION