

# Academic Affairs

## News & Reflections

### From the Provost's Desk

By the time you receive this newsletter, we will be on the other side of mid-term break for students. I hope that it was all you wished for it to be: catch up time, rejuvenating, relaxing, and restful. As we celebrate the arrival of spring and march headlong into one of the busiest times in the academic calendar, I hope you all are as inspired as I am by what we have accomplished so far this year. I am excited about our upcoming SACSCOC (Southern Association of Colleges and Schools Commission on Colleges) reaffirmation team visit occurring April 3-6. Reaffirmation by a regional accrediting body is one way that we can communicate our pride and achievements to external, as well as internal, constituents; special thanks to Dr. Arthur Salido for his leadership of our self-study process over the past 18 months and for overseeing the team's visit. Please click on the following links for additional information about our 1) SACSCOC reaffirmation: <http://www.wcu.edu/discover/about/Accreditation/> and 2) Quality Enhancement Plan, DegreePlus: [degreeplus.wcu.edu](http://degreeplus.wcu.edu)

As the Chancellor shared with campus in a recent email, we have reached the next step in engaging with UNC General Administration in the system-wide strategic planning process (<http://northcarolina.edu/strategic-planning>) and are leveraging those efforts to also take a fresh look at our own strategic plan. We have two immediate foci related to the UNC plan. The first is to identify mission-focused 'Areas of Distinction' wherein we can achieve significant regional or national recognition by 2021-2022. Conversations around the Areas of Distinction are already underway and there will be multiple opportunities for you to share your ideas. These are due to GA by May. The second focus is to set targets on nine measurable system-level goals by August. WCU faculty and staff have already been influential in refining the system-level goals and we will work closely with a team of faculty, staff, and administrators to recommend targets that are logical for WCU. A third initiative that integrates well with the UNC Strategic Planning work is an interim review and update to our own 2020 Vision. This will not be a full-scale strategic planning process built from the ground up, but rather a "tune-up" to what we already have in place. My office is helping to coordinate each of these three interconnected efforts, seeking your input, and will update you continuously over the months to come.

### Provost on the Ground

Jamaican Program Accreditation	March 12-15
WNC LEAD: Arts	March 16
Soft Diplomacy Exhibition Reception	March 16
CEAP Advisory Dinner	March 20
Graduate School Open House	March 25
Roses and Pearls Fundraiser	March 25
African Theme Showcase	March 28
Department of Social Work	March 29
International Festival	March 29
STEM Career Panel	March 30
Graduate Research Symposium	March 30
WCU Leadership Academy	March 30
Board of Visitors	March 30-31

Finally, a word about our Summer Session activities. Now is the time that our continuing students are planning for the end of the semester and thinking about the months beyond May. I hope you will join me in encouraging our students to participate in the outstanding educational opportunities that we offer from mid-May until August: quality major, liberal studies, elective, and gateway courses; superior field experiences, internships and clinical placements; stellar camps and conferences; and a plethora of quality enrichment offerings to our students and our community. Please visit [summer.wcu.edu](http://summer.wcu.edu) for additional information on our summer programming.

I wish you a happy transition to spring!

Sincerely,

Alison Morrison-Shetlar  
Provost and Vice Chancellor for Academic Affairs

## Career and Professional Development

*from the Office of Undergraduate Studies*

There have been a number of changes recently in our Center for Career and Professional Development, including relocation to a new suite in Reid 150, redesign of career fairs into Catamount Networking events, increase in social media career planning and drop-in appointments support for students. The second Catamount Networking Day was held on February 1 and resulted in a total of 677 students and more than 100 employers/recruiters in the Ramsey Center. We have received 651 completed data files. Details are listed below.

### Student Demographics:

- 55% Seniors
- 26% Juniors
- 9.5% Sophomores
- 6% Freshmen
- 2% Graduate
- 1.5% Unknown

### Associated College:

- 27% College of Business
- 26% College of Arts & Sciences
- 21% College of Engineering and Technology
- 13% College of Health and Human Sciences
- 12% College of Education & Allied Professions
- 1% College of Fine and Performing Arts



# Mountain Heritage Center Update

*from the Office of Undergraduate Studies*



from left to right: Pam Meister, Director, Mountain Heritage Center and Ann Miller Woodford, community historian

The Mountain Heritage Center (MHC) is currently involved in several new projects and initiatives designed to explore the diverse racial and ethnic groups who have contributed to our southern Appalachian culture.

A new exhibit, “When All God’s Children Get Together” opened in the Center’s second-floor space in Hunter Library on February 27 and will be on view through June 1. Curated by author and community historian Ann Miller Woodford in partnership with the MHC, the exhibit celebrates the lives and music of the African American people of far western North Carolina. The exhibit is part of a larger, year-long project that includes gospel music programs and exhibits in Sylva, Murphy, and Waynesville. History department faculty and students are collaborating

with Woodford and Hunter Library staff to create complementary online exhibits. Contact the MHC for more information on programs and events, and join us for a free public reception on Saturday, March 18, 2 – 4 pm at the MHC, second floor, Hunter Library.

This spring, the Center has also begun preliminary work on an exhibit about the Cherokee town that was once located in Cullowhee Valley. We are working with Dr. Andrew Denson’s Cherokee History class and members of the Cherokee Studies faculty to create a small prototype exhibit, with the ultimate goal of creating a permanent exhibit that will represent daily life in the town and explore its historic importance. Also, in preparation for next year’s learning theme, the MHC and the Fine Art Museum will collaborate on an exhibit of Cherokee arts and crafts for the second floor lobby of the H.F. Robinson administration building. The exhibit is tentatively planned to open at the beginning of Fall semester.

During the summer, the MHC will host a traveling exhibit, “Cecil Sharp, in Appalachia.” From 1916-1918, English ballad collector Cecil Sharp and his associate Maud Karpeles, traveled from London, England, to the southern Appalachian mountains to document the music and photograph some of the singers who shared their songs. Created by the Triangle Area Cecil Sharp and Maud Karpeles Centennial Committee, the exhibit includes twenty-four of Sharp’s photographs, offering a rare glimpse into the daily life of Appalachian people of that period. The traveling exhibit will be accompanied by a display of the MHC’s vintage Appalachian musical instruments, on display in the second floor of Hunter Library from June 9 – August 4, 2017.

The MHC’s popular exhibit about outdoor adventure writer Horace Kephart will remain on display through August, 2017 in our first floor Hunter Library exhibit gallery. A series of free demonstrations and programs highlighting various aspects of Appalachian culture, will be held in the gallery on Thursday afternoons. Visit [mhc.wcu.edu](http://mhc.wcu.edu) for dates, times, and locations of events.

# When All God's Children Get Together:

A Celebration of the Lives and Music  
of African American People  
in Far Western North Carolina



**Exhibit Curated by Ann Miller Woodford**

**In partnership with the  
Mountain Heritage Center**

**Sponsored by *One Dozen Who Care, Inc***

**February 27 - May 31, 2017**

**MHC, 2nd Floor Hunter Library**



This Project was supported by the N.C. Arts Council, a division of the Department of Natural & Cultural Resources, with funding from the National Endowment for the Arts.



Mountain  
Heritage Center



MANY STORIES. ONE PEOPLE  
This project is made possible by funding from the North Carolina Humanities Council, a statewide nonprofit and affiliate of the National Endowment for the Humanities.

# Upcoming Events

*from the Office of the Chief Diversity Officer*

## Hats Off to Women Luncheon

The inaugural “Hats Off to Women Luncheon”, will take place on March 21, 2017 in the Blue Ridge Conference Center. This RSVP-only event is an initiative that will bring selected faculty and staff together with a selected group of young scholars. The program will be a roundtable event, fancy hat, and all. The program aims to have honest and empowering conversations with our WCU scholars. Topics such as: the road to success, giving back, work ethic, leadership, and mastery of content, will be discussed.

The ultimate goal for the program is to allow our student scholars to see models of success in women in action and to give our student scholars marching orders for success.

Our keynote speaker will be Dr. Brandi Hinnant-Crawford, Assistant Professor in Educational Leadership, Department of Human Services, and lunch will be provided by our Aramark partner.

## National Coalition Building Institute (NCBI)

The renown NCBI training program is coming to Cullowhee in May 2017.

'Controversial Issues - Train The Trainer'

The NCBI Controversial Issues Process gives leaders a way to take on some of the most heated contemporary debates, including abortion, capital punishment, immigration, same-sex marriage, environmental policy, and assisted suicide, as well as regional and local issues of significance. Discussing these topics is difficult even for the most seasoned of leaders because the questions they raise challenge core beliefs and evoke strong emotions.

Within an organization or community, an internal resource team can be trained to lead the Controversial Issues Process. The NCBI train-the-trainer model offers these important qualities:

- Participants meet often in small learning groups where they receive individual coaching and practice in leading major process components.
- The combination of emotional healing work and practical skill training enables participants to learn quickly in a safe environment that values individual initiative.
- NCBI’s seasoned training teams, representing a wide variety of backgrounds, coupled with the diversity of the participants, provide a valuable resource that helps participants better understand and apply the skills.\*

If you would like to be part of an assertive proactive group of catamounts or want additional details please contact the Riccardo Nazario-Colón, Chief Diversity Officer at [rnazariocolon@wcu.edu](mailto:rnazariocolon@wcu.edu)

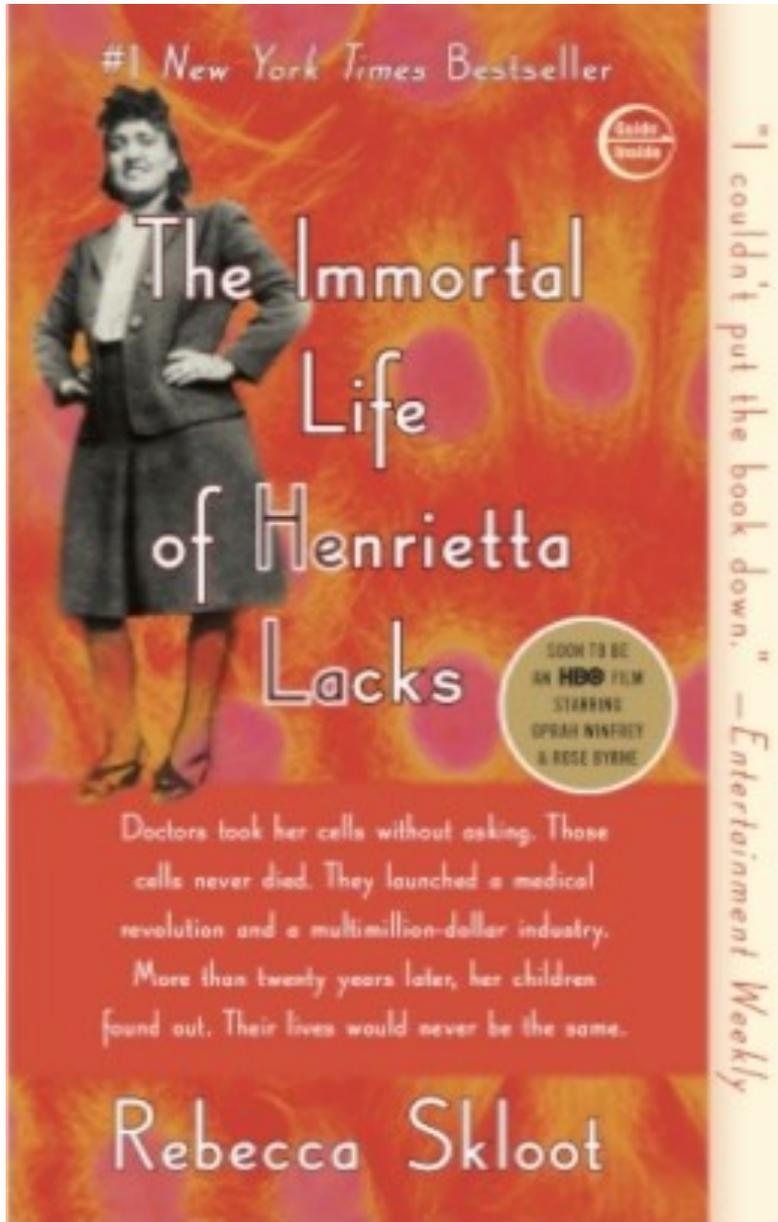
\*(reprinted with permission from the NCBI website 2017 <http://ncbi.org/workshop-training-descriptions/controversial-issues-train-the-trainer/> )

## Other News:

The English Department completed the second phase of their Safe Zone training in February. They are well on their way to having every member of the department SZ certified! Congratulations!

# Announcing the 2017 One Book The Immortal Life of Henrietta Lacks

By: Rebecca Skloot



Selected for its interdisciplinary potential, the British Medical Journal offers, “Seldom do you read a book that is science, social history, and a page turner.”

Common Intellectual Experiences are one of ten high impact practices identified by the Association of American Colleges and Universities (AAC&U). What better way to launch a successful college career than by engaging in meaningful conversation about relevant topics!

“Doctors took her cells without asking. Those cells never died. They launched a medical revolution and a multimillion-dollar industry. More than twenty years later, her children found out. Their lives would never be the same.” - Excerpted from book jacket

[ONEBOOK.WCU.EDU](http://ONEBOOK.WCU.EDU)

# Western Carolina University's 2017 Quality Enhancement Plan

*from the Director of SACSCOC Reaffirmation*

# DEGREE PLUS

Furthering Student Development Through Intentional Extracurricular Involvement

What is DegreePlus?

DegreePlus is a complementary view of student learning that incorporates transferable skills acquired through participation in extracurricular activities. The program, which is voluntary, will provide students with experience in cultural responsiveness, leadership, professionalism, and teamwork skills, which will prepare them for their post-graduation success.

What are the goals of DegreePlus?

1. Increase students' participation in extracurricular activities that promote transferable skill development.
2. Enhance students' cultural responsiveness, leadership, professionalism, and teamwork skills.

What are extracurricular activities?

Events and activities for DegreePlus should be extracurricular in nature, meaning the event or activity is not necessarily tied directly to a course for a grade or credit. In some cases, credit could be offered if the activity is open to others outside the class (e.g., extra credit for going to a "One Book" event). Examples include a seminar series, a career workshop, a trip or activity open to anyone in your major (or campus at large), etc.

## How does DegreePlus work?

Students will move through different levels associated with each skill. Each progressive level aims to teach students' transferable skills at higher and higher levels.

**Level 1: Experience & Exposure** – Students attend extracurricular events or activities related to the four targeted skill areas. After attending at least five events associated with a particular skill, the student has achieved Level 1 for that particular skill and is invited to celebrate his/her learning at DegreePlus Day. Students can continue to earn Level 1 achievement in the remaining skill areas. Participation is tracked and reported to students in an Experiential Transcript.

**Level 2: Reflection & Articulation** – At DegreePlus Day, students reflect on their experiences and how the intended learning outcomes relate to their classroom learning and career plans. A mentor guides small group discussions to enhance the reflection process. Reflections related to the skill area achieved in Level 1 are submitted and graded by mentors using a rubric that ties the reflection to the learning outcomes of the targeted skill. After successful completion of the reflection, students earn a “DegreePlus Participant,” designation which will be reflected on their academic transcript. Additional reflections for other skill areas can be submitted as well.

**Level 3: Integration & Application** – Students are encouraged to incorporate their developed skills into other areas of their life, such as capstone projects in advanced coursework, a work experience, or a service activity. They are invited back to DegreePlus Day to share how their DegreePlus skills played a role in their experience. Mentors engage with presenting students and judge their integration based on a rubric tied to the learning outcomes of the targeted skill(s). A “pass” signals the completion of Level 3 and the DegreePlus program. Students will be issued graduation cords to celebrate their success.



## When does DegreePlus start?

Students in the Honors College, the 2017 Academic Success Program (ASP), and the 2017 Leadership Living/Learning Community will be the first students to experience the opportunities provided by DegreePlus. To start, the program will be centered on the professionalism skill. The ASP students will experience some activities associated with professionalism as early as Summer 2017, and the rest of the pilot group students will begin participating in professionalism activities in the fall. In Fall 2018, DegreePlus will open up to more students, and additional skill area programming will be tracked.

## How will DegreePlus be managed?

Housed in the Center for Career and Professional Development, DegreePlus will have the support of one full-time associate director, a student worker, a reduced load faculty member, and an advisory committee for the first-year pilot. In subsequent years, the faculty member will be released, but additional help in the form of at least one full-time staff member will be provided.

### How can faculty and staff be involved?

There are many ways faculty and staff can support DegreePlus. As academic advisors, having open, supportive discussions with students will not only encourage students to get involved, but will also help students to reflect on their experiences and relate them to coursework and future goals. A review of a students' Experiential Transcript will enhance those conversations, and can help students with post-graduation preparations, such as writing resumes or goal statements. Faculty and staff can also sign up to be a mentor at DegreePlus Day. Training and a small stipend will be provided to those individuals. Lastly, faculty and staff should consider any extracurricular programming they offer for students. If it is aligned with any of the DegreePlus skills, let the implementation committee know. Or if it doesn't currently, but it could, consider modifying the activity or event to incorporate a DegreePlus skill.

### What's in it for us?

Clearly, participation in DegreePlus will be intrinsically valuable to students. Faculty and staff can look forward to increased attendance at events and activities they work so diligently to prepare. Also, assessment of those activities can be managed by the DegreePlus staff, and feedback will be provided to the event host. Resources can potentially be allocated to support the development of activities, as well. Finally, DegreePlus provides a complementary approach to education that encourages faculty, staff and students to work together to shape student success.



### How can faculty and staff learn more?

I hope this article sparked your curiosity, and I strongly urge you to engage in discussion with our committee to learn more. A list of our committee members and a lot more information is available at the DegreePlus website: <https://DegreePlus.wcu.edu>. Also, members of our committee are currently planning visits to individual units on campus. If you'd like to be included, please speak to your Department Head, and have him or her contact me. Or simply, email me personally! [chuffman@email.wcu.edu](mailto:chuffman@email.wcu.edu) I'd be delighted to have a conversation with you to provide a more in-depth overview.

### Timeline

- April 2017: on-site SACSCOC review
- 2017-2018: Pilot with professionalism skill and subset of the student population: Honors College, Academic Success Program & Leadership Living/Learning Community
- 2018-2019: Expansion with more skills and more students

# Out of the Office and on the Road

*from the Division of Student Success*

These next few weeks will provide the opportunity for many staff members within the WCU Office of the Registrar to showcase their talents and specialized knowledge to much larger audiences.

Amelia Schlott, Senior Assistant Registrar for Technology, and April Hicks, Conferral Specialist, will present their poster titled “Bigger, Faster, Stronger: Employing Technology to Increase Articulation Effectiveness” at the 15th annual conference of the National Institute for the Study of Transfer Students (NISTS) held in Atlanta, GA. Their presentation highlights the current articulation process at WCU, as well as the utilization of data to drive the institution’s decisions for implementing change. Hicks stated that she is “excited to attend and represent Western” at such a large event.

Transfer articulation in the Office of the Registrar is a critical function that has evolved in recent years. The implementation of an institution focus, rather than one student at a time, has increased the speed and accuracy of transfer course equivalencies being granted to incoming students—which can ultimately be a deciding factor for whether or not a student chooses to attend WCU. “This prepares us for what’s down the road...growth,” says Hicks, referring to the influx of applications and transcripts that will likely begin with the implementation of NC Promise for incoming Fall 2018 undergraduate students.

Members of the Office of the Registrar will also present at the Registrar Drive-In Conference at UNC-Wilmington on March 6th and 7th on various topics, including tiered registration processes, Banner XE, and a collaboration presentation with the advising center on student athlete and military certification.

Bigger,  
Faster,  
Stronger

Employing Technology to  
Increase Articulation

Effectiveness

## PROBLEMS

- Focus on individual student
- Too many transcripts
- Continuing to see an increase in courses and equivalencies that need to be captured in catalog

## SOLUTIONS

- Changed focus from individual students to individual institutions—BIGGER!
- Image-processing software can extract data from transcripts—FASTER!
- Automated processing continuously reevaluates transfer work until all gaps are filled as more courses are built in transfer articulation catalogs—STRONGER!

Western  
Carolina  
UNIVERSITY

Amelia Schlott & April D. Hicks

Office of the Registrar  
828.227.7216

# Summer Institute for Teaching and Learning 2017

*from the Office of the Associate Provost, Academic Affairs*

May 16, 17, & 18, 2017 (9am - 4pm each day)

It's time to mark your calendar and register for the new and improved 'Summer Institute for Teaching and Learning' (SITL) which will be held at NCCAT this year! We have redesigned this seminar to give faculty more of what they want and need to be successful in the classroom. The theme for this year's SITL is "Take Your Teaching to the Next Level." There will be an all-day Quality Matters workshop, followed by two days consisting of four different mini sessions each day. Each session is geared towards supporting faculty to enhance and innovate their teaching techniques. In addition, we will be offering General Course Improvement with 1-on-1 assistance all day on Day 2 and Day 3 for Blackboard, Panopto, Collaborate, Course Design, Pedagogy, or any other area that faculty would like assistance with. Lunch, snacks and drinks will also be provided each day.



Remember, if you want to "Step Up" your teaching, please join us for SITL 2017! For more information, please contact [mhawes@wcu.edu](mailto:mhawes@wcu.edu) at ext. 2927 or check out the CFC's Web Page (<https://cfc.wcu.edu/>) or our Faculty Resources Web Page (<https://sandbox.wcu.edu/>). The SITL Agenda is also available here: <http://ccnt3.wcu.edu/WebFiles/SITL-2017-Agenda.pdf>.

To register for one or all sessions: [https://wcu.az1.qualtrics.com/SE/?SID=SV\\_8vKBAYhujLIpDxj](https://wcu.az1.qualtrics.com/SE/?SID=SV_8vKBAYhujLIpDxj).

## Classroom Space

*from the Office of Institutional Planning and Effectiveness*

No, we're not out of classroom space, not even close!

Have you ever heard someone talk about the shortage of classroom space on campus? That's our local version of fake news! If one were to fact-check this assertion, it becomes quite clear there is no shortage of classroom space. One could make the argument that there is a temporal (between the hours of 10am and 2pm) or spatial (I have to walk outside of my building to get to my classroom?) shortage of classroom space.

OIPE staff conducted an analysis of classroom utilization using Fall 2015 course scheduling data. The question was: Accounting for scheduled course sections, how many additional course sections could have been scheduled between the hours of 8am and 5pm, Monday through Friday, and how many total available seats does this represent? It turns out that an ADDITIONAL 287 sections and 11,201 seats could have been offered in Fall 2015 in main campus general use classrooms! If we assume students register for five course sections in a term, this is sufficient capacity for over 2200 ADDITIONAL full-time residential students!

While there are certainly legitimate reasons why some courses could not be easily taught before 10am or after 2pm, the reality is that many universities make much better use of early mornings and late afternoons for instruction, than WCU currently does. So the next time you hear someone express concern about the shortage of classroom space, support the facts, and not the alternative facts!

# Staff Spotlight

## Chris Dahlquist

*Human Resources Consultant*



Christopher Thomas Dahlquist is our Talent Development Manager in Human Resources. He earned a BS in Journalism/Communications from the University of Florida, and an MS in Geosciences/Broadcast Meteorology from Mississippi State University.

Chris is currently employed in Human Resources and Payroll as an HR Consultant, with the working title of Talent Development Manager. He specializes in managing, promoting, organizing and facilitating learning opportunities for front-line employees, managers and supervisors, as well as campus leaders. His passion is in the facilitation of the “softer” skill development programs aimed at enhancing leadership and personal effectiveness. Chris enjoys seeing participants beginning a learning event with a specific set of assumptions about their personal and professional roles, then seeing a transformation of their paradigms as they progress through the program. Helping to bring a modern approach to work and leadership practices can transform one’s perceived role as a leader, and this can be rewarding as a facilitator.

This past year, Chris helped the WCU Works Committee launch WCU Works, a professional and leadership development program for employees. With 60 participants now registered for the 2-year program, a variety of learning opportunities are offered on a monthly basis. The vision of this two-year program is to provide recognition and professional skill development for employees who complete meaningful professional learning programs that contribute to organizational success.

Chris and the WCU Wrks Committee are looking forward to promoting additional professional development programs later this year...stay tuned!

Additionally, Chris manages the SHRA and EHRA performance programs which are important tools for promoting our organizational mission.

Chris loves to travel, exploring new cultures and landscapes both near and far. In the past 10 years, he has explored Turkey, Ecuador, Costa Rica, Mexico, the Dominican Republic, Britain, as well as many parts of the Caribbean. He's also visited most of Western Europe and Morocco on past trips. Having been to 5 continents, Chris also enjoys exploring his own country, discovering culture, cuisine, landscapes and architecture unique to specific regions.

When he has time, Chris enjoys inviting friends and family over to his home to enjoy a meal that he has prepared.

He also loves following politics, and is addicted to Morning Joe and all of the Sunday pundit/analysis shows. With a degree in Meteorology, Chris is a bit of a weather geek, and he gets excited over dramatic weather events, such as a severe thunderstorm or the occasional WNC snowstorm.

Chris currently lives in Waynesville with his partner and two cute Schnauzers.

Chris believes the following quote from Frederick Herzberf sums up human motivation for performance, "If you want someone to do a good job, give them a good job to do." Chris is passionate about helping people motivate themselves and others by helping them realize the value in what they are accomplishing.

# Faculty Spotlight

## Laura Lembeck

*Lecturer, Department of Math and Computer Science*



Laura Setzer Lembeck is a Lecturer in the Department of Math and Computer Science.

She earned a BS in Mathematics, and a BS in Computer Science here at Western Carolina University. Laura went on to earn her MS in Mathematics from Florida Atlantic University.

In mathematics, she continues to do research in the areas of number theory, specifically cryptography and the transcendental number  $\pi$ . In education, she continues to study methods for engaging students in the mathematics classroom.

Upon graduation from WCU, Laura worked for ten years in the telecommunications industry designing systems and on project management. Her personal life took her to live in Munich, Germany for 5 years. Before coming back to WCU, Laura taught math at Florida Atlantic University in Boca Raton, FL, and Georgia Perimeter College in Atlanta.

Her father taught Industrial Arts and Technology, and coached football at WCU when Laura was a child. She went to Camp Lab Elementary School and grew up loving the “learning environment” in Cullowhee. Laura still gathers with friends from her childhood a few times a year and they reminisce about Cullowhee of the 60s and 70s!

Back then, the physical education majors used to teach them many different sports in the summertime. They rode their bikes or walked to swimming lessons in the morning. After lunch back at their homes, they would reconvene in the afternoon for classes in bowling, gymnastics, tennis, golf, and free swim! Often the psychology majors would come and give them IQ tests on the lawn in front of Breese gym!

When Laura was in high school at Sylva-Webster, where her mother taught English, the WCU Mathematics Department sent Ron Marshall to teach them Calculus (probably one of the first dual-enrollment offerings of its time). This education allowed Laura to win a partial math scholarship to WCU, and gave her the academic strength to become one of WCUs first graduates with a Computer Science degree. Laura is proud of her education at WCU!

Laura is happy to be back at WCU teaching and carrying on the tradition of learning based here in Cullowhee! She enjoys working in the Math Department and interacting with so many educators who are renowned in their fields of study. One of her favorite parts about being back is watching her students engaging in all the activities available to them through the university, from academics, to sports, to art, to theater and music! She is really looking forward to next year’s focus on the Cherokee heritage in this area and learning more! Laura recently learned that the name Cullowhee comes from Judaculla, and that “he” left the writings on the rock to educate us about life in the area! Maybe one day, we’ll derive what all those drawings on Judaculla Rock are meant to tell us!

# Student Spotlight

## Dylan Rood

*Undergraduate Student, Chemistry*



Dylan Thomas Rood is a chemistry major who is minoring in mathematics and biology.

He is an active member of the LEARN LLC/program, which is a National Science foundation funded undergraduate research program offered to freshmen in order to give the student a hands-on learning experience with emphasis on research and apprenticeship. Dylan is also part of the Phage Hunters LLC here on campus.

Dylan is very involved in music, having played the viola for 7 years. He currently plays for personal enjoyment and the occasional gigs back in his hometown of Atlanta. Dylan has performed in the Atlanta Symphony Hall, and is an advocate for younger children to start learning music as early as elementary school. In the past he would volunteer lessons to children who had an interest in learning a string instrument.

“A man who dares to waste one hour of time has not discovered the value of life.”- Charles Darwin

Dylan has enjoyed this quote for some time. It was introduced to him when he was in high school by his chemistry professor. The reason it has stayed with him is because he has always been one that hates wasting time. Dylan values the meaning of time more than anything since he has come to realize that as humans we do not have much time, and we need to make every last second count for something.

Dylan's grandmother used to tell him frequently, “Do not waste a moment Dylan; you are too young to waste away. Go, go and achieve all that you can.” She was a huge inspiration behind Dylan's choice to choose Western Carolina University.



Want to include news in next month's issue?

Please send information to [sctobin@email.wcu.edu](mailto:sctobin@email.wcu.edu)