University of North Georgia
The Faculty Voice
Fall 2018
Issue 1

UNG
UNIVERSITY of NORTH GEORGIA™

UNG Faculty Senate Newsletter

A "Faculty Voice"

Jamie D. Mitchem

Mitchum

When I was asked to write an article for the upcoming issue of the senate newsletter, three questions came to mind:

What exactly is the "faculty voice"

Is the faculty voice heard or ignored?

Does the faculty voice even matter?

What exactly is the "faculty voice"

As Vice-Chair of the Faculty Senate at the University of North Georgia this year, I would like to think that our Faculty Senate serves as a shared voice representing all faculty. "The Senate shall serve as the mechanism for shared governance at the University," according to the Faculty Senate By-Laws. Of course, we each individually have our own voice, but collectively, through our representative body, faculty concerns can be raised, policies can be recommended, and solutions to problems can be formulated with administrators and staff at UNG. For almost a century now, the American Association of University Professors' Committee on College and University Governance has emphasized the importance of faculty involvement in determining educational policies, budgetary priorities, selection of administrators, and personnel decisions. We now have an AAUP chapter here at UNG, and we need to ensure that faculty are included in each of these facets of operation so that we truly practice shared governance. The various committees on our campuses are also methods for faculty

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Dahlonega Campus, UNG. Photograph courtesy of University Relations.

We Want to Hear From You!

Have you recently attained an award or honor in your field? If so please send the information and we will try and include it in an upcoming issue.

Email Phillip Guerty—pguerty@ung.edu

voices to be expressed in important decision-making processes at UNG, and most of these committees report annually to the Faculty Senate. As faculty, it is very important that we all serve on these committees to represent our departments, colleges, and university to continue to strive for improvement. We are fortunate that so many faculty want to participate that the Leadership and Appointments Committee often cannot assign every volunteer to a committee. Let's continue to encourage our administration to work with these elected committees to collectively devise and implement policies to make UNG a great place to work and learn. Please keep participating and speaking up at meetings.

Is the faculty voice heard or ignored?

I would argue the faculty voice has been under assault nationwide in recent years, but it is time for it to be reasserted. In the current political and fiscal climate of extensive tax cuts reducing revenue, downsizing, wage stagnation with rising costs of living, and declining state funding of universities, it has seemed education, particularly PUBLIC education and higher education, have suffered from a lack of priority and support. Even more disturbing, it often seems that education itself is under attack. Some political pundits and media corporations demonize universities as no longer worth the cost or as brainwashing tools with a political agenda or simply as places for twentysomethings to keep partying four more years before finding a "real job." It is up to us as educators to counter these arguments and attacks with sound teaching, academic rigor, and professionalism to prove the "haters," often with their own political agenda, are wrong. Academics are now frequently targeted personally on social media or through activist groups in attempts to silence, vilify, or threaten them. Of course we must report and prosecute those who threaten or intimidate us personally, and to their credit our administration has been supportive in these cases. We must also do our duties as citizens to speak to our family, friends, and neighbors about the virtues of education and explain what we do at our jobs. We must participate in the political process to elect the best leaders possible and write op-eds to counter opinions with misinformation in them.

The stark fiscal reality of increasing demand for education and more incoming students without the funding for sufficient academic and support services has proven to be a strain on faculty, staff, and students. These challenges appear in a variety of ways—from increased tuition for students to offset austerity

Cumming Campus, UNG. Photograph courtesy of University Relations.

budgets, to increased workloads for faculty and staff, and increased reliance on underpaid adjunct faculty. Frankly, our profession is being treated unprofessionally. The current model of rapid growth without corresponding political and fiscal support seems unsustainable.

The temptation to make top down decisions often arises during challenging times, but faculty working on the front lines must demand participation of our administrative partners in decision making at universities and resist the slide toward corporatization in university governance. Higher education in the United States has historically been the envy of the world, and we must strive to keep it that way. Fortunately, our administrators, faculty, and staff here at UNG have proven to be efficient, creative, flexible, and committed good stewards of our public trust. Important questions remain, however. Will the acquisition of Lanier Tech and Chestatee Regional Hospital be enough to take the pressure off the growing pains at our two largest campuses? Will the funding ever surface to add parking garages and dorms as indicated in the UNG Master Plan on the Gainesville campus or new buildings at our Cumming and Oconee campuses? How do we attract new faculty and staff when our salaries are not competitive? How long can we retain our incredibly impressive and experienced faculty when salaries do not keep pace with inflation or neighboring states and universities? Should we move up a sector in the University System, and what are the implications

University Awards & Ceremonies

Please visit the CTLL page for a complete listing of Faculty Awards and Ceremonies: **https://ung.edu/center-teaching-learning-leadership/index.php**

Please visit the following page for more information on the Presidential Awards: **https://ung.edu/academic-affairs/faculty-awards/presidential-awards.php**

Blue Ridge Campus, UNG. Photograph courtesy of University Relations.

2016-17 UNG Faculty Senate Officers

Chair
Kelly McFaden

Vice-Chair
Jamie Mitchem

Parliamentarian
George Danns

Secretary
Mariana Stone

if we choose to do so? If we choose to move up a sector, would that be our opportunity to request funding equal to our peer institutions in the state? How shall the faculty be involved in this important decision, and are they? How do we improve the communication of information, plans, and policies within UNG? While these existential and strategic questions require administration decision making, they also demand faculty, staff, and student input if shared governance and shared success is to be realized.

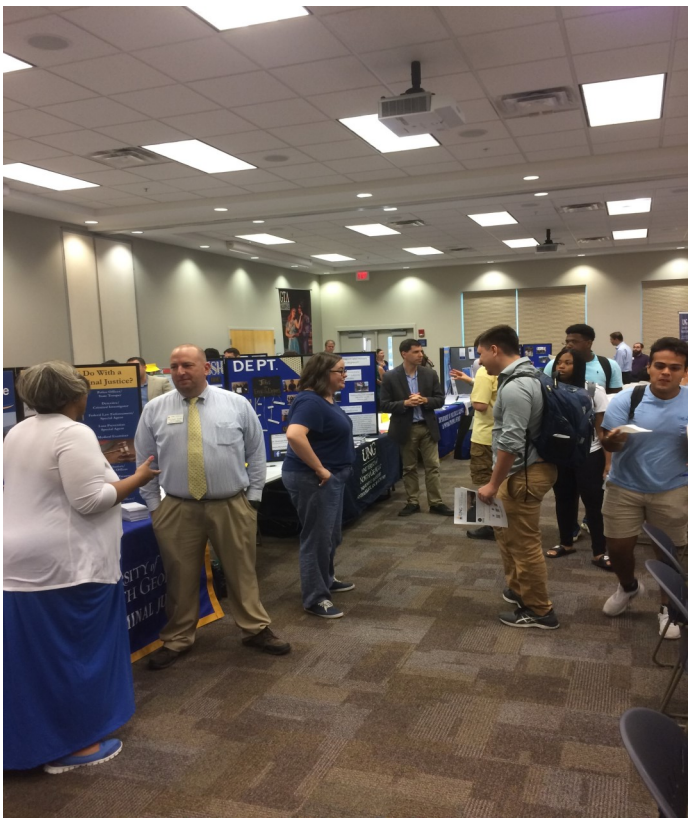
Administrators at UNG need our support and encouragement to firmly advocate for the funding our university needs to meet the demands of our growing region. Deciding how our funds are disbursed within UNG should include broad participation in a transparent process. Our faculty and staff need to speak up when concerns arise that could harm students or employees or threaten the ultimate mission of the university: educating our future. All too often it is easier to complain, grow frustrated, burn out, or simply give up when problems seem insurmountable. We must also not allow fear, complacency, or low morale to silence us. Instead, I encourage us all to speak up, participate, research, educate, and advocate for our faculty voice to collectively be heard at UNG, in this state, and across the country.

Does it even matter?

This is possibly the most fundamental question we end up asking ourselves. Fortunately, with every life changed, every award won, every concept grasped, every degree awarded, every student we advise, and

Student Resource Center on the Oconee Campus. Photograph courtesy of University Relations.

every family who cheers for their graduate, we are often reminded of the main reason what we do matters. We literally change lives and improve livelihoods. Public higher education is a fundamental asset of democracy that not only provides job-related skills but improves society with a critically conscious, humanly compassionate and civically active citizenry. UNG should model what we hope to see in society: a democratic system where each member can speak freely without fear of retribution, civil discourse with fact-based arguments that debate the big questions of our time, cutting edge technology with innovation and entrepreneurship to maintain global competitiveness, support for the arts and the richness they add to our lives, inclusion of all and celebration of our diversity, and a commitment to lifelong learning, professional development, healthy lifestyles, and self-improvement. Shared governance, transparency, and academic freedom are basic necessities for us to serve as that model for our students (who we hope to be training as future leaders), our region, and our state. I would argue the faculty voice certainly matters, and it quite possibly matters now more than ever.



Faculty members and students at the Majors Fair on the Gainesville Campus. Photo Courtesy of Faculty Voice.

Faculty By-Laws

The Faculty By-Laws can be found at https://ung.edu/faculty-senate/_uploads/files/UNG%20Faculty%20Senate%20Bylaws.pdf?t=1536159765824

University Awards & Ceremonies

Please visit the CTLL page for a complete listing of Faculty Awards and Ceremonies: https://ung.edu/center-teaching-learning-leadership/index.php

Please visit the following page for more information on the Presidential Awards: https://ung.edu/academic-affairs/faculty-awards/presidential-awards.php

Learning Community Teaches Scientific Writing and Literature

Evan Lampert and Steve Pearson

Evan Lampert (Biology) and Steve Pearson (English) received a Presidential Innovation Award to create and implement a Biology-English learning community designed to improve students' research and research-writing abilities. Lampert and Pearson called the learning community Scientific Communication and Literature Education, or SCALE, and implemented the class in the Fall of 2017. This program linked one section of Biology 1107K, "Principles of Biology I", with a section of English 1101, "English Composition I"; students carried out independent research projects in the Biology labs, wrote their formal lab reports in the English course, and gave formal, public, poster presentations at the end of the semester.

Because of the English 1101 component, the SCALE community had to be filled with incoming first-year students, that is, students who had not yet completed (or exempted) English 1101. To accomplish this, Lampert and Pearson worked with Nathan Cheesman and Darcy Hayes from the Admissions Office to identify high-scoring entering students and to invite them to special breakout sessions during summer New Student Orientations. From these sessions, they recruited sixteen incoming students, 14 of whom completed the course.

In their Biology labs, the SCALE students designed, researched, implemented, and analyzed their own experiments involving the effects of two plant chemicals (iridoid glycosides and pyrrolizidine alkaloids) on caterpillars. The class was divided into four groups, and their final experiments included "The Effects of Pyrrolizidine Alkaloids on *Trichoplusia ni* Fitness", "Effects of Iridoid Glycosides Plant Diets on *Manduca sexta* Growth", "Spider Preference of Prey Reared on Diets Rich in Iridoid Glycosides vs. Pyrrolizidine Alkaloids", and "Do Iridoid Glycosides and Pyrrolizidine Alkaloids Have an Effect on Food Consumption in *Chrysodeixis includens?*" Additional

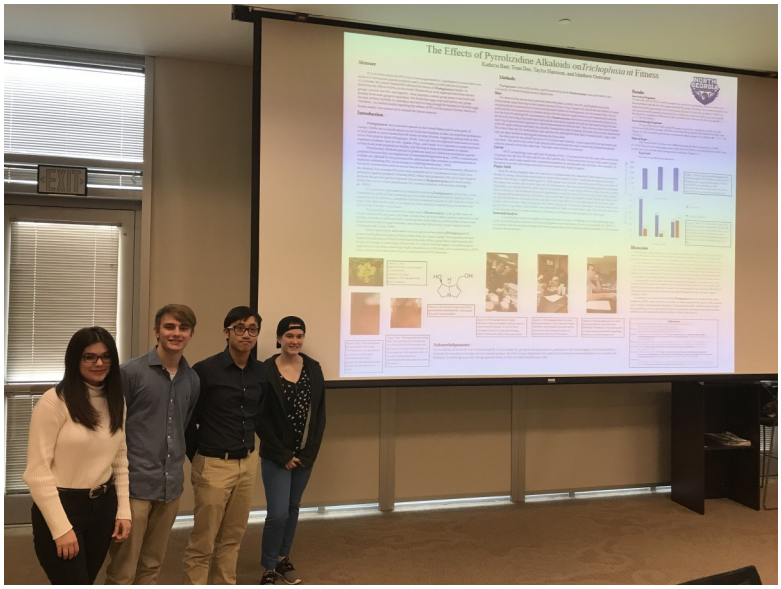
Students working in a Biology lab. Photo Courtesy of Lampert and Pearson.

technical assistance for the labs was provided by Axel Jones, Rose Quezada, Grace Cooper, Hope Griffin, and Dr. Tom Diggs.

In the English course, the SCALE students learned to use Biology databases and to use published Biology articles as models for their own papers, examining particularly the structure of the IMRaD (Introduction, Methods, Results, and Discussion) format commonly used for experimental write-ups. Students also worked with figures and tables and gave an oral "funding pitch" of their project, as well as the above-mentioned poster presentation. Four of the students presented their work at this year's UNG Annual Research Conference.

For purposes of analysis, the SCALE class was compared to two sections of Dr. Lampert's standard Biology 1107K course. Preliminary analysis suggests that the SCALE program did in fact lead to better scientific writing and increased confidence in writing; biology student Annah Coker helped with the analysis. Lampert and Pearson are presenting their work at the 2018 USG Teaching and Learning Conference and are drafting an *IJSoTL* article on the project. They plan to offer the community again in 2019 and hope to create more collaboration between science and composition faculty.

In addition to those mentioned above, Lampert and Pearson would also like to give thanks to the Biology Department, which helped support the operations of the project; to Dr. Shannon Gilstrap and Dr. Ric Kabat, who supported the project from the English Department and the College of Arts & Letters; and to the UNG Offices of the President, Academic Affairs, and Research and Engagement, particularly Dr. Andy Novobilksi, for their support throughout this project.



Students presenting their work at the UNG Annual Research Conference. Photo Courtesy of Lampert and Pearson.

Gainesville Campus, UNG. Photograph courtesy of Faculty Voice.

AAUP Websites

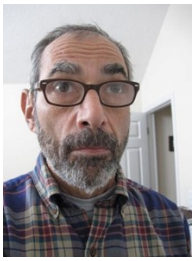
Visit the AAUP website for information on programs, publications, membership, and more: https://www.aaup.org/

AAUP Georgia Conference and Membership Information:

https://aaupgeorgia.wordpress.com/

From the AAUP

David Broad



Broad

Greetings from your University of North Georgia Chapter of the American Association of University Professors (AAUP)! Our chapter re-organized in 2017 after several years of dormancy. We are already one of the largest chapters in Georgia! The AAUP has a hundred year history of being the most effective voice for academic freedom, shared governance and the viability of tenure – the features of American higher learning that have distinguished us in the world and kept our profession secure.

The AAUP's commitment to academic freedom was recently re-affirmed by the publication in the AAUP magazine, *Academe*, of the essay "A New Reality? The Far Right's Use of Cyberharassment Against Academics" by Joshua A. Cuevas, Associate Professor of Education at UNG. This essay described the year of hyper-ideological digital attacks he had experienced that included false allegations of his spreading anti-Semitic views in class, fabricated screen-shots purporting to be evidence of his having given flagrantly biased assignments, racist rants and even threats of physical violence. In response to those manufactured allegations, United States Representative Doug Collins made an inquiry with the university. The UNG administration, when advised of this situation, were supportive of Dr. Cuevas. They suggested that he file criminal charges of a hate crime, which he did. When asked to comment on his experiences for this essay, Cuevas wrote this: "I've long been a member of the APA (American Psychological Association) which is a relatively exclusive and prestigious organization, but it has never actually provided me with any benefits. It's just a plaque on my wall and a line on my vitae. The AAUP actually provided me with real assistance when I was in a delicate situation (and I wasn't even a member at the time). I think this says something about the value of local, on-campus organizations and how they can impact our everyday lives."

The organizational principles of the AAUP are clearly stated in the *1940 Statement of Principles on Academic Freedom and Tenure*. This statement, which has been adopted by an impressive list of professional organizations, is specifically cited by UNG Faculty Handbook Policy 4.14: "UNG agrees with the tenets listed in the 1940 Statement of Principles on Academic Freedom jointly developed by the American Association of University Professors and the Association of American Colleges." Thus, the goals of the AAUP and the

administrations of most American institutions of higher learning, including UNG, are far from antithetical. Although the AAUP has a long history of standing up for academic freedom and shared governance when institutions have failed to live up to their stated commitments, AAUP members and chapters have helped colleges and universities achieve effective shared governance far more often than they have had to stand in opposition to administrative shortcomings.

Long-time AAUP member John O'Sullivan of the UNG Institute for Environmental and Spatial Analysis offers this view: "Excellent universities are characterized by shared governance and faculty groups and administration closely working with each other. Shared governance is a must if students are to have good learning outcomes. Universities must have administration and faculty working deeply with each other for the same reason one would hope the local hospital has doctors and nurses closely working with each other. In one setting, students succeed or fail because of functioning learning systems; in the other setting, patients live or die because of functioning medical systems. Further, in this day and age of shrinking budgets and other challenges in society, faculty and administrators have everything in common and everything to lose. A mature university has a climate of shared governance and mission, and an AAUP chapter can be key in reminding every one of our best traditions and the front-line realities of teaching another generation of unique Americans who aspire to reach their dreams."

The UNG Chapter of the AAUP has already identified a number of issues, such as faculty compensation, that it will be taking up and advocating for faculty participation in action. UNG does not compare favorably with peer institutions in faculty compensation. Fortunately, President Jacobs agrees that this needs to be a priority, and so this opens a great opportunity for us to develop a mutually-beneficial relationship with the administration.

For more on Academe article by our colleague Dr. Cuevas, follow:
https://www.aaup.org/article/new-reality-far-rights-use-yberharassment-against-academics#.WteT6KJCh1j

UNG Policy on Academic Freedom

To view the UNG policy on academic freedom, visit: https://ung.edu/academic-affairs/faculty-handbook/6-academic-freedom/index.php

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UNG Faculty Senate Bylaws

https://my.ung.edu/committees/faculty-senate/Pages/FacultySenateByLaws.aspx

Statutes of The University of North Georgia

https://ung.edu/about/_uploads/files/UNG_Statutes_Approved20130111.pdf#search=UNG%20statutes

Faculty Publications, Awards, Grants, Honors & Performances

The following list was submitted by faculty members to the Faculty Voice *in Spring 2018.*

Brent Allison, Associate Professor, Social Foundations of Education, Director of UNG WECN College of Education, published:

> Allison, B. (2017). "Japanese animation as moral instruction: A Bourdieusian perspective of rural aspiring teachers' and urban anime fans' instrumentalist pedagogies." Urbana: *Urban Affairs and Public Policy*, 18.
>
> Allison also received the following grants and awards:
>
> Presidential Innovation Grant worth $5,000 for a project to facilitate faculty exchanges between UNG-Osaka University in Japan and UNG-Wilfrid Laurier University in Canada.
>
> fellowship grant from the American Association of State Colleges and Universities to participate in the Chinese Studies Institute in Beijing, Shanghai, and Xi'an valued between $12,000-$15,000 per fellow depending on the exchange rate.
>
> travel grant from the Society for the Promotion of Japanese Animation (SPJA) valued at approximately $2000 to help co-chair the Anime and Manga Studies Symposium at Anime Expo in Los Angeles.
>
> Earned the "Most Unforgettable Professor" award from the Oconee Honors Student Association.

Katja Biswas, Assistant Professor of Physics published:

> Katja Biswas, A thermally driven differential mutation approach for the structural optimization of large atomic systems, J. Chem. Phys. 147 (2017) 104108
>
> https://doi.org/10.1063/1.4986303
>
> Katja Biswas, An iterative aggregation and disaggregation approach to the calculation of steady state distributions of continuous processes, IOP Conf. Series: Journal of Physics: Conf. Series 921 (2017) 012011
>
> Biswas also gave the following talks and presentations:
>
> Katja Biswas, Efficient calculation of steady state distributions, 30th Annual CSP Workshop - Recent Developments in Computer Simulation Studies in Condensed Matter Physics, Feb. 21 (2017) Athens, GA (invited talk, international conference)
>
> Katja Biswas, Structural modeling of amorphous graphene: a differential-mutation approach, APS March Meeting, Mar. 17 (2017) New Orleans, LA
>
> talk, international conference
>
> Katja Biswas, Involving Students in Structural Optimization in Computational Physics, SACS-AAPT meeting, Apr. 22 (2017) Gwinnett, GA

T. Jameson Brewer, Assistant Professor of social foundations of education, was named to the Editorial Board of the *Journal of Educational Foundations*. Brewer also published:

Brewer, T. J. & Lubienski, C.A. (2017). Homeschooling in the United States: Examining the rationales for individualizing education. *Pro-Posições*, 28(2), 21-38.

Hartlep, N. D., Hensley, B. O., Wells, K. E., Brewer, T. J., Ball, D., & McLaren, P. (2017). Homophilly in higher education: Historicizing the AERA member-to-fellow pipeline using theories of social reproduction and social networks. *Policy Futures in Education*, 15(6), 670-694.

Heilig, J, Brewer, T. J., & White, T. (2018). What instead?: Reframing the debate about charter schools, Teach For America, and testing. In R. Ahlquist, P. C. Gorski & T. Montano (Eds.), *Assault on Kids and Teachers: Countering Privatization, Deficit Ideologies and Standardization of U.S. Schools* (201-217). New York: Peter Lang.

Lubienski, C. A., & Brewer, T. J. (2017). The weak case for vouchers. In R. A. Fox & N. K. Buchanan (Eds.), *The Wiley Handbook of School Choice* (p. 304-321). Oxford: Wiley-Blackwell.

Collier, D., Brewer, T. J., Myers, P. S., & Witt, A. (2017). It takes more than a village, it takes a country. In N. Hartlep (Ed.), *The Neoliberal Agenda and the Student Debt Crisis in U.S. Higher Education: Voices of Students and Faculty*. New York, NY: Routledge.

Brewer, T. J. & Lubienski, C. (2017). Does Homeschooling Improve Educational opportunities?. Cambridge, MA: Scholars Strategy Network.

Brewer, T. J. & Lubienski, C. (2017). Review of: Differences by design? Student composition in charter schools with different academic models. Boulder, CO: National Educational Policy Center.

Brewer, T. J. (2017). NAACP report re-affirms organization's commitment to racial justice for students. *The Huffington Post*.

Brewer, T. J. (2017). [Fill-in-the-blank] for America organizations would never be accepted outside of education. *Cloaking Inequity*.

Brewer, T. J. & Robinson, M. (2017). The empress has no clothes. *The Huffington Post*.

John Broman, Professor of Music, received a Certificate of Appreciation from the University of North Georgia Military Department.

Jiyoung Daniel, Assistant Professor of Korean,

Daniel, J. (2018)."Online Contact Effects of English on the Korean Language: Salient Morphological Features of Korean in Casual Online Situations." *The New Studies of English Language & Literature* 69, 25-43.

George K. Danns, Professor of Sociology, published:

Danns, G. K. (2017).A Critical Analysis of Aldon Morris's' The Scholar Denied: W.E.B. Du Bois and the Birth of Modern Sociology; *CLR James Journal*, Fall 2017, Vol 23 1-2, Fall 2017.

Danns, G. K., & Danns, D. E. (2017). Sharing or Taking? Analyzing China-LAC Economic Relations. *Journal of Business & Economic Policy*, 4 (2), 20-29.

Danns, D. E., & Danns, G. K. (2017). The Creation of Financial Literacy Programs in Small Developing Countries: An Institutional Approach. *Journal of International Business Disciplines*, 12(2), 16-37.

UNG Office of Research and Engagement

The Office of Research and Engagement serves the students, faculty and staff at UNG by providing support and access to resources that enhance the experience of being part of an engaged university and directly supports faculty and staff through the Center for Teaching, Learning, and Leadership and the Office of Grants and Contracts. For more information please visit the following website:

http://ung.edu/research-and-engagement/index.php

Faculty Suggestion Box

A faculty suggestion box is available to all faculty members of the University of North Georgia to make anonymous suggestions to strengthen and improve the university. All comments are welcome and will be reviewed by the university's administration. This form was designed to ensure that all suggestions entered will be anonymous, unless the user elects to add their name to their message.

Questions submitted anonymously may be answered on the Office of the President website.

https://my.ung.edu/committees/faculty-senate/default.aspx

Gill, B. I. & Danns, G. K. (2017). Xenophobia in Africa, Latin America and the Caribbean: Definitions, Theories, and Experiences. In Abidde, S.O. & Gill, B. I. (Eds.) *Africans and the Exiled Life: Migration, Culture and Globalization*. Roman and Littlefield/ Lexington Books. USA.

Danns, D. E., & Danns, G. K. (2017). College Students as Consumers: A Determination of Personal Financial Education Needs of a Diverse Population. *Quarterly Review of Business Disciplines*, 3(4), 279-301.

Danns was also awarded:

Danns, D. E. & Danns, G. K. Presidential Summer Incentive Award 2017. The Impact of Youth Entrepreneurship in a Less Developed Country: A Case Study of Youths in the Town of Linden, Guyana."

Lisa P. Diehl, English Lecturer, was chosen as a Fellow for the Governor's Teaching Fellows Program: Summer Symposium for 2018. The program will meet on the University of Georgia campus May 14-18 and May 21-25.

Diehl was also have been appointed as a chairperson for "Teaching Writing in College" forum for the Midwest Modern Language Association's 2018 Conference.

Geran F. Dodson, faculty member in the Mike Cottrell College of Business and the College of Arts & Letters, published *Free Will, Neuroethics, Psychology and Theology*. Vernon Series in Philosophy. Vernon Press.

Adam Frey, Assistant Professor of Music, recorded the world premiere recording of David Maslanka's UFO Dreams on the Mark Masters Records label with the Utah Wind Symphony, Scott Hagen, director. The work appears on Hymn for World Peace: The Music of David Maslanka Volume 3.

Frey will serve on the adjudication panel at two major international music competitions and festivals this summer. The Lieksa International Brass Competition in Lieksa, Finland features the euphonium only once every 8 years and artists present workshops and solo performances as part of the 10-day event. The Jeju International Brass Competition in Jeju, South Korea brings together the top brass players from around the world to the island of Jeju each August. Dr. Frey has been involved with the Festival since 2000 when he was the inaugural winner of the solo competition and in 2016, his career and association with Jeju was highlighted in a one hour feature program by Ariang Travel TV based in Seoul, South Korea.

Barry D. Friedman and Maria J. Albo, faculty members in faculty of the Department of Political Science and International Affairs, published:

Barry D. Friedman and Maria J. Albo, "Punishing Members of Disadvantaged Minority Groups for Calling 911" (Chapter 7) in *Policing and Race in America: Economic, Political, and Social Dynamics*, ed. James D. Ward (Lanham, Md.: Lexington Books, 2017).

Ahmad Ghafarian, Professor of Computer Science, published: Cannols, B and A. Ghafarian, "Hacking Experiment Using USB Rubber Ducky Scripting." Journal of Systemics, Cybernetics and Informatics, 15(2), pp. 66-71, 2017.

Danielle Hartsfield, Assistant Professor of Teacher Education, published:

> Hartsfield, D.E. (2017). "It's pretty and all, but I want it to be realistic": Exploring children's situational interest in nonfiction books." *The Dragon Lode*, 35(2), 8-16.
>
> Kimmel, S.C., & Hartsfield, D.E. (2018). "It was . . . the word 'scrotum' on the first page": Educators' perspectives of controversial literature." *Journal of Teacher Education*. Advance online publication.

Natalie Hyslop, Associate Professor of Biology, was awarded a "Master in Teaching" annual award which is a regional award recognizing teaching; award to 2 regional college professors annually in addition to several k-12 teachers. Hyslop and her husband welcomed the birth of our daughter, Elizabeth, in June 2017.

Annmarie Jackson, Assistant Professor, Teacher Education, published:

> Tinker Sachs, G. Clark, B., Durkaya, M., Jackson, A., Johnson, C., Lake, W. and Limb, P. (2017). Disrupting Perceptions of the Other through Ethnographic Approaches in the Teacher Education Classroom. In Fatima Pirbhai- Illich & Robyn Cox (Eds.), *Culturally responsive pedagogy: Critical multicultural literacy education in action*. Continuum Press (Bloomsbury Academic), London, UK.
>
> Tinker Sachs, G. Jackson, A., Sullivan-White, T. & Wynter-Hoyte, K. (2018). Explorations in developing culturally re sponsive literacy assessments for Bahamian children. *In ter national Journal of Progressive Education*. 14(1), 130- 147. DOI:10.29329ijpe.2018.129.10
>
> *Lesson Plan Template for Scaffolding Student Learning. April 18, 2017. A Teaching Academic: A CTLL Blog at UNG*

Lauren C. Johnson, Assistant Professor and Coordinator, Diversity & Recruitment Initiatives in the college of education, was awarded:

> 2018 University of North Georgia Presidential Summer Award, "Teaching Social Justice in Racially Divided Con texts: Exploring Strategies for the Decolonization of School ing in South Africa," Co-PI Dr. Kelly Henderson; $10,000
>
> 2018 UNG Presidential Innovation Award, "Building Bridges, Not Walls: Developing Pathways for Latinx Educators in the United States," Co-PI Dr. Sheri Hardee, $5,000
>
> 2017 Fulbright-Hays Seminar Abroad Program for Postsec ondary Educators to Chile*
>
> 2017 UNG Student Government Association Outstanding F aculty Member Award
>
> 2017 Governor's Teaching Fellows Summer Symposium Program, University of Georgia

Faculty Senate Minutes

To view current and past faculty senate minutes, visit: https://my.ung.edu/committees/faculty-senate/Pages/FacultySenateMinutes.aspx

Faculty Senate Meetings

For information on faculty senate meetings times and locations, visit: https://my.ung.edu/committees/faculty-senate/default.aspx

Faculty Senate meeting are open to all faculty members.

Faculty Senate Website

Visit the Faculty Senate website for a full list of Senators, Senate meeting times, minutes, and more. https://my.ung.edu/committees/faculty-senate/default.aspx

Faculty Senate minutes: https://my.ung.edu/committees/faculty-senate/Pages/FacultySenateMinutes.aspx

Johnson published:

Johnson, L. "Making "Easy" Money: Resilience and Risk in Jamaica." In Anthropological Considerations of Production, Exchange, Vending and Tourism, pp. 257-273. Emerald Publishing Limited, 2017.

Johnson, L. "Sex Tourism and STI/HIV Risk in a Jamaican Tourism Destination," in TA. LaVeist (ed.), Legacy of the Crossing: Life, Death and Triumph Among Descendants of the World's Greatest Forced Migration, Diasporic Africa Press, 2017.

Johnson was also invited to give the following talks:

2017 "Building Bridges: Issues for Undocumented Students in U.S. Schools" and workshop on applying to graduate school, Salisbury University. October 12 – 13, 2017.

2017 Africana Studies Program luncheon and panel on teaching race in the classroom, "The Responsibilities of Academic Freedom: Bringing Diversity into the Curriculum and the Classroom," Georgia College and State University. April 12, 2017.

Anastasia Lin, Assistant Vice President, Research & Engagement and Associate Professor of English published:

Lin, Anastasia. "Mapping Multiethnic Texts in the Literary Classroom: GIS and Karen Tei Yamashita's Tropic of Orange." *Teaching Space, Place, and Literature*, edited by Robert Tally, Jr., Routledge, 2018, pp. 40-48.

Stanciu, Cristina and Anastasia Lin. "Guest Editors' Introduction." *Teaching Multi-Ethnic Literatures of the United States: Pedagogy in Anxious Times*. Special issue of MELUS: Multi-Ethnic Literature of the U.S., edited by Cristina Stanciu and Anastasia Lin, vol. 42, no. 4, 2018, pp. 1–19.

Lin also gave the talk "Mapping Opportunities in Undergraduate Research Student Scholars Symposium." Student Scholars Symposium, 18 April 2018, Georgia Southern University, Armstrong campus, Savannah, Georgia. Keynote Address.

Lin has been reelected for a second three-year term as the Secretary of MELUS (The Society for the Study of Multi-Ethnic Literature of the United States).

Timothy May, Associate Dean of Arts & Letters and Professor of Central Eurasian History, published:

May, Timothy. "Sübedei Ba'atur: Portrait of a Mongol General," *Portraits of Medieval Eastern Europe, 900-1400*, ed. Donald Ostrowski and Christian Raffensperger, pp. 68-78. London: Routledge, 2018.

May, Timothy. "Grand Strategy in the Mongol Empire", *Acta Historica Mongolici* 16 (2017): 78-105.

Esther Morgan-Ellis, Assistant Professor of Music History and World Music Orchestra Director Scholarship & Audition Coordinator published:

Everybody Sing!: Community Singing in the American Picture Palace. Athens: University of Georgia Press, 2018.

"An Interview Project for the Arts Classroom." *It Works for Me with High-Impact Practices*, edited by Charlie Sweet, Hal Blythe, and Russell Carpenter. New Forums Press, 2018. Pages 77-79.

"Warren Kimsey and Community Singing at Camp Gordon, 1917-1918." *Journal of Historical Research in Music Education*. Volume 39, Number 2. 2018. Pages 171-194.

Douglas A. Orr, Assistant Department Head and Assistant Professor of Criminal Justice, published:

Orr, Douglas A. and Laura Sanchez. (2017, Forthcoming). Alexa, Did You Get That? Determining the Evidentiary Value of Amazon Echo® and Alexa related data. *Digital Investigation: The International Journal of Digital Forensics and Incident Response*.

Orr, Douglas A. and Michael Reiter. (2017, October). Cisco's Jabber: A Closer Look with a Python Script. *International Journal of Forensic Computer Science*, Vol. 12, No. 1, pp. 22-30.

Erica Owens, Part-Time Faculty, Communications, Media & Journalism, wrote a 10 Minute Play that has been selected and is going to be produced by Union County Playmakers at their New Play Day on April 20th, 2018. The play is titled Left Out of Limbo.

Margaret Poitevint, Assistant Professor of Mathematics and NCAA Faculty Athletics, received the "Peach Belt Conference Faculty Mentor Award."

Diana Pulido, Spanish Lecturer published:

Lee, S., & Pulido, D. (2017). The impact of topic interest, L2 proficiency, and gender on EFL incidental vocabulary acquisition through reading. *Language Teaching Research*, 1, 1, pp. 118-135. Special Issue: Vocabulary. Sage.

Gina Reed, Professor of Mathematics, received the Excellence in Undergraduate Research award on the Gainesville campus.

Ray-Lynn Snowden, Associate Professor of Communication and CMJ Organizational Leadership Internship Coordinator, was named The Ann Mathews Purdy Outstanding UNG Full-Time Faculty Member of the Year 2017 for the Gainesville campus.

Stanislaw Solnik, Assistant Professor of Physical Therapy and Director of Research, published:

C. A. Potts, A. A. Brown, S. Solnik, D. A. Rosenbaum DA. "A method for measuring manual position control.", *Acta Psychol* (Amst).;180:117-121, Oct. 2017

M. P. Furmanek, S. Solnik, D. Piscitelli, O. Rasouli, A. Falaki, M. L. Latash, "Synergies and Motor Equivalence in Voluntary Sway Tasks: The Effects of Visual and Mechanical Constraints.", *J Mot Behav*. 15:1-18, Sep. 2017

O. Rasouli, S. Solnik, M. P. Furmanek, D. Piscitelli, A. Falaki, M. L. Latash, „Unintentional drifts during quiet stance and voluntary body sway.", *Exp Brain Res*; 235(7):2301-2316. Jul. 2017

S. Solnik, M. Qiao, M. L. Latash, „Effects of visual feedback and memory on unintentional drifts in performance during finger-pressing tasks.", *Exp Brain Res*; 235(4):1149-1162. Apr. 2017

D. Piscitelli, A. Falaki, S. Solnik, M. L. Latash, „Anticipatory postural adjustments and anticipatory synergy adjustments: preparing to a postural perturbation with predictable and unpredictable direction.", *Exp Brain Res*; 235(3):713-730, Mar. 2017.

Gainesville Campus, *UNG. Photograph courtesy of University Relations.*

2018-19 UNG Faculty Senate Executive Board

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Solnik was also awarded:

The 2017 Outstanding Faculty Award for excellence in Scholarship by the College of Health Sciences and Professions.

A UNG Presidential Summer Incentive Award for the research project titled: "Performance Stability in Tasks Performed by Two Persons."

Elaine Taylor and Heather Harris of the Nursing Department published: Taylor, L. E., & Harris, H. S. (2018, January). Stewards of children education: Increasing undergraduate nursing student knowledge of child sexual abuse. *Nurse Education Today*, 60, 147-150.

Jenny R. Vermilya, Assistant Professor of Sociology, was the recipient in 2017 for the Clifton Bryant Animals & Society Course Award from the American Sociological Association, Animals and Society Section and, my greatest accomplishment. Vermilya and her husband, Eric Hardies, also welcomed their son, Benjamin Morgan Hardies, into the world on December 23rd, 2017.

2017 FUSE Awardees (each successfully completed a FUSE Grant)

Troy Smith and Lynn Cameron: The Effects of Binaural Beats on Long Term Memory and Brain Activity.

Megan Hoffman, Cayman Smith and Chase Williams: Individual Differences in Responses to Enrichment Opportunities in Zoo-Housed American Black Bears.

Adam Jordan, Allison Reilly, and Desmond Vaird: Bridging the Gap: Understanding Student Perspectives of Mentally Healthy School Spaces in Alternative School Settings.

Tony Zschau, Devin Hing, Severin Mangold and Chelsey Willoughby: Tiny Houses—Big Community: Mapping the Early Formative Stages of the Largest Tiny House Community in the Nation.

Kasey Jordan and Madison Jackson: Family Perceptions of Mental Health in a Georgia Alternative School.

Nancy Dalman, Jill Schulze, Kendall Maze, Richard Settele, and Logan Young: Establishment of a Long-Term Study of the Cushion Star Oreaster reticulatus in Calabash Caye, Belize.

Yu Wang and Caroline Brown: Expediting Furan Production for Biofuel Application and Application of a Research Project in an Advanced STEM Course.

Ellen Best and Rebecca Blythe: An Exploratory Investigation into the Impact of the Georgia Film Tax Credit in Three North Georgia Communities.

Logan Moore, Professor Zac Miller, and Dr. Katayoun Mobasher: Generating a Lithological Map Of the Khoy, Iran Ohiolite Region, Using Remote Sensing and GIS. ((Student Start-Up FUSE)

Kaitlin Ramspeck, Dr. Ching-Yu Huang: A Study of the Differences of Soil Invertebrate Activity Between Organic and Non-organic Tea Plantations in Taiwan

2017-2018 Mini Grants

William Balco, assistant professor of anthropology,; "Culture, Space and Place: Identifying and Assessing Strategically Important Locations in Post-Medieval Sicily"

Swapna Bhat, assistant professor of biology, and Dr. Evan Lampert, associate professor of biology, "Identification of Microorganisms Obtained in the 'Bugs on Bugs' project by Culture-Dependent and Independent Methods."

Paul Johnson, associate professor of biology, and Dr. Dobroslawa Bialonska, assistant professor of environmental microbiology, "Isolation of Antimicrobial Compounds from Trischosporon spp."

Mengyi Ying, assistant professor of math; Karen Briggs, professor of math; and Ping Ye, assistant professor of math, "Exploring the Model Minorities: Studies of Asians Academic Performance at UNG."

James Diggs, assistant professor of biology, "The Phylogeography of the Southeastern Species of Dalea (Fabaceae) and Calycanthus (Calycanthaceae) Using a Molecular Approach."

Yu Wang, assistant professor of chemistry; and Dah Thompson, professor of chemistry, "Biomanufacturing High-Value Furan Compounds and Expediting Biofuel and Biopolymer Production."

David Patterson, assistant professor of paleobiology, and Jessica Patterson, lecturer of biology, “Unlocking Ancient Carnivore Ecology with Contemporary Feeding Experiments."

Paula Seffens, assistant professor of kinesiology, “Yoga-Based Exergame Development for Adolescent Health Promotion”

Ramneet Kaur, professor of biology, “The Effect of Natural Products Like Ginger, Garlic, Blueberries, Turmeric, Grapefruit, and Ashwagandha on the Growth of Triple Negative Breast Cancer Cells”

CTLL Teaching Awards

Distinguished Teaching Award: Donna Gessell

Distinguished Scholarship of Teaching and Learning Award: Laura Ng

Governor’s Teaching Fellows: Laruen Johnson, Summer Symposia Program 2017 ; Katherine Kipp, Academic Year Symposia 2017

Scholarship of Teaching and Learning: Renee Bricker, Adam Jordan; Michael Proulx

Teaching Excellence Awards for Non-Tenure-Track Faculty: Heather Murray, Kendra Sanderson, Barry Whittemore

Teaching Excellence Awards for Tenured/Tenure-Track Faculty: Martin Blackwell, Jennifer Graff, Johanna Luthman

Emerging Leader Awards: Leigh Dillard, Sungshin Kim, Michael Rifenburg

UNG Office of Research and Engagement

The Office of Research and Engagement serves the students, faculty and staff at UNG by providing support and access to resources that enhance the experience of being part of an engaged university and directly supports faculty and staff through the Center for Teaching, Learning, and Leadership and the Office of Grants and Contracts. For more information please visit the following website:

http://ung.edu/research-and-engagement/index.php

2018-19 Faculty Senators

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At Large Dahlonega	Kelly McFaden
At Large Dahlonega	Irene Kokkala
At Large Dahlonega	Bryson Payne
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Clinical Mental Health Counseling	Tiffany Roger
Computer Science and Information Systms	Mingyuan Ya
Computer Science and Information Systms	Cindi Smatt
Criminal Justice	Douglas Orr
Economics & Finance	Pete Oppenheimer
English	David Brauer
Kineseology	Jessica Miles
Libraries	Melissa Lockaby
Mathematics	Jeffrey Landgren
Military Science	Mark Legaspi
Music	Gabe Fankhauser
Nursing	Amanda Reichart
Nursing	Vanessa Jones
Physical Therapy	Andrzej Przybyla
Physics	Sonny Mantry
Political Science & International Affairs	Luisa Diaz-Ko
Psychological Sciences	Chuck Roberts
Sociology & Human Services	Toralf (Tony) Zschau
Spanish	Mariana Stone
Spanish	Art Malaver
Teacher Education	Chantelle Renaud-Grant
Visual Arts	Craig Marshal Wilson

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At Large Gainesville	Anita Turlington
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Chemistry/ Biochemistry	Brynna Quarles
Comm/ Media Studies/ Journalism	Merrill Morris
English	Leverett Butts
History, Anthropology & Philosophy	Steve Nicklas
History, Anthropology & Philosophy	Martin Blackwell

IESA	John O'Sullivan
Mathematics	Jennifer Williford
Modern & Classical Languages	Olivier LeBlond
Psychological Sciences	Clayton Teem
Theater	Zechariah Pierce

Oconee Campus

At Large Oconee	Dan Cabaniss
At Large Oconee	Margaret Williamson
At Large Oconee	Matthew Horton
At Large Oconee	Lance Bardsley
Accounting & Law	Penny Lyman
Political Science & International Affairs	Kathleen Woodward

Cumming

Teacher Education	Danielle Hillaski

If you need this document in any other format, please email Phillip Guerty at pguerty@ung.edu or call 678-717-3462.

Faculty Suggestion Box

A faculty suggestion box is available to all faculty members of the University of North Georgia to make anonymous suggestions to strengthen and improve the university.

https://my.ung.edu/committees/faculty-senate/default.aspx

All comments are welcome and will be reviewed by the university's administration. This form was designed to ensure that all suggestions entered will be anonymous, unless the user elects to add their name to their message.

Questions submitted anonymously may be answered on the Office of the President website.