

# The Faculty Voice



## We Will Be Resilient!

Jamie D. Mitchem



Mitchem

This note is predominantly for history's sake as we look back at this extraordinary time. According to the World Health Organization, coronavirus disease (COVID-19) is an infectious disease caused by a newly discovered coronavirus. This novel virus was first reported in China with subsequent deadly outbreaks in South Korea, Iran, Italy, and Spain before ultimately growing into a global pandemic. The first case in the United States was detected in Washington state on January 22, 2020 and cases began to surge in the United States in March.

This has been a disruptive event in many ways by causing sickness, hospitalizations, and deaths as well as economic distress due to the need for physical distancing and isolation to avoid the spread of the virus and "flatten the curve" to try to keep our hospitals functional. Many things have come to a standstill or been radically altered, and unemployment has skyrocketed as businesses shut down with over 10,000,000 seeking unemployment in the past few weeks.

In response to this threat, the University System of Georgia including UNG announced on March 12, 2020 that the system would suspend instruction for two weeks beginning March 16, 2020. UNG faculty and staff worked hard during that two week period, which included Spring Break, to transition courses to D2L and move student services to remote delivery. By March 16, 2020 the pandemic was hitting Georgia, and it was announced that courses would continue to be taught remotely for the remainder of the semester. Most meetings moved to virtual meetings to reduce travel and interactions to try to prevent the spread of the virus. The Faculty Senate moved all meetings to virtual meetings. Travel plans were canceled. Dorms were emptied, and campuses began to be shut down except for essential services. Heroic efforts were made to keep UNG functioning and to rapidly adapt to ever changing situations. While in the midst of this disaster stress levels were high and sadness at what was unfolding globally was palpable. K-12 schools also moved to virtual learning statewide, and many shelter in place orders, curfews, and lockdowns were enacted until ultimately the governor issued a statewide shelter in place order

### UNG Faculty Senate Newsletter

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*Nighthawk sculpture, Gainesville campus. Photograph courtesy of University of North Georgia.*

## 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](mailto:pguerty@ung.edu)

excluding certain essential services. Low risk prisoners were released to reduce the risk of infections spreading through our prisons. Sports events were all canceled. Sadly dozens of assisted living facilities in Georgia currently have outbreaks. Hospitals in the region opened tents in their parking lots to evaluate patients before entering, quarantine sites were established, ICUs were overloaded as ventilators were in short supply, and drive-thru testing sites were eventually established after a slow start to testing availability for the virus. Supply chains struggled to keep up with demand for cleaning products, paper products, and medical supplies. Creative memes were shared about the lack of toilet paper as some hoarding behavior was noted. The stock market crashed and gas prices dropped. I think it is important to document this in real time for history's sake because while we realize this is historic right now, it is hard to grasp the gravity and immensity of this global pandemic while we work to keep students on track to complete the semester (though graduation is postponed) and keep UNG running.

On March 25, 2020 we received confirmation that the first UNG student had tested positive for COVID-19 though with limited testing there was concern it could be more widespread. Classes resumed remotely on March 30, 2020 as everyone adjusted to this new way of life for a while. By April 2, 2020 it was announced that Maymester and Summer semester courses would also need to be taught remotely. We all hope the virus will subside soon or a vaccination or treatment will become available. There are some promising signs of that, but unfortunately the peak of the impacts looks to arrive later in April in Georgia. At the current time, April 5, 2020, there have been 1,268,855 cases of this disease worldwide with 69,330 deaths. In the U.S. so far there have been 334,345 confirmed cases and 9,558 deaths with New York City being hit especially hard. Finally, in Georgia so far there have been 6,742 confirmed cases and 219 deaths so far with Atlanta and Albany, GA particularly hard hit. The current total confirmed cases in counties where UNG campuses are located includes: Hall County—117 cases, Forsyth County—73 cases, Oconee County—24 cases, Lumpkin County—9 cases, and Fannin County—8 cases though Gwinnett County houses many of our students and it has 410 cases and Fulton County has 970 cases.

Epidemiologists continue to study this pandemic, and their advice is lifesaving. This virus can spread easily, and it can be spread by people who have it but are asymptomatic. It can remain on surfaces for a fairly long time, and it can hit vulnerable populations extremely hard producing deadly pneumonia. The world is coming together by staying at home to try to protect friends and neighbors and the world. Musicians are entertaining people with online and televised free concerts and fundraisers. People around the world are literally applauding our medical professionals on the front lines of this struggle and are also appreciative of the grocery store workers, truck drivers, transit workers, online retailers, delivery drivers, teachers, and others keeping society functioning as smoothly as possible. Facetiming family and friends to try to stay connected without infecting one another has become common practice.

It is vital that we put safety first and protect each other by physical distancing right now. Washing our hands frequently, trying not to touch our faces, and wearing facial masks are other advice that we are

being given by CDC and our leaders. It is also important that we maintain the ability to provide education to north Georgia during and after this horrible event. We can pull together and help each other and our students to succeed, cope, adapt, and then rebuild once this is over. May this end quickly, and hopefully a vaccine will be approved to prevent this. May we all remain safe and healthy as this global pandemic impacts our region. We will be resilient.

## **UNG Corona- virus (COVID-19) Information and Resources**

For information and resources on Covid-19 visit the following website:

<https://ung.edu/covid-19/index.php>



*Cumming Campus, UNG. Photograph courtesy of University of North Georgia.*

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

# Rise Up and Speak!

*Lisa P. Diehl*



*Diehl*

I have quietly and consistently taught as a non-tenured faculty member for over eight years. In addition to a full-course load, like many of my non-tenured and tenured colleagues, I am also an active member of my university community through participation in campus activities and service to the university and my profession. I consider myself a full member of the university community, but I often wonder if I, like many of my fellow non-tenured colleagues are viewed by others as permanent, long-term members of the university. Like many non-tenured faculty members, at times, I have been hesitant to express my thoughts and ideas because of my “non-permanent” status.

However, I do not consider myself a “temporary” member of my university community. I have dedicated myself to student success and the success of the university. I have struggled with the notion that I am “less secure” in my position than my tenured counterparts. I receive less pay, less recognition, less opportunity for self-improvement, and restricted access to travel funds and budgets. I teach the same, if not more, courses than my tenured counterparts, yet I am mired in a position which considers me temporary, with no job security and no expectation of long-term employment.

My colleagues and I are often referred to as “contingent” faculty. I hate the term “contingent.” Contingent implies non-tenured faculty are temporary, uninvolved and non-permanent. I am not an uninvolved member of my university community. I have invested time, effort and my heart and soul in my university, my students and my colleagues. According to the AAUP, contingent faculty appointments are defined as “short-term, temporary positions...with no contractual or legal expectation of reappointment...” I prefer being categorized as “non-tenured faculty.”

I was surprised when I was asked to share my thoughts and ideas about “contingent faculty” for the Faculty Senate newsletter. Over the past year, I have become a very strong advocate (annoyingly so some might say) for non-tenured faculty representation partially due to attending the AAUP Summer Institute this past July. This institute changed my perspective about my tenuous position within the university community.

For the past few years, I have taught a social justice themed English 1102 course. Although I knew discussing social justice issues could be challenging, I plunged forward. The feedback from students was so positive I continued to re-shape and re-plan the course. Unexpectedly, I had to justify my course to the administration at UNG when a student complained about some of the content of the class. Because of the support of the AAUP and colleagues at UNG, I gained a new understanding of the issues all teaching professionals face in a national environment where academic freedom is being challenged daily.

Due to the strong support I received, I did not turn away from teach-

ing this class. As a non-tenured faculty member, I was suddenly faced with the precariousness and non-permanency of my teaching position. I was nervous but I also held my ground that what I was doing was necessary, was right and was needed. Luckily, the administration supported me and my right of academic freedom. But this situation made me realize that even though I consider myself to be a full and active member of the university community, the political and social nature of a college environment does not view my status in the same way. I realized I had to get more involved not only in the AAUP, but also as an active advocate for non-tenured faculty members.

I experienced several epiphanies at this institute. First, I discovered that the AAUP considers all faculty, tenured or non-tenured, as members of one group: Faculty of One. In fact, the AAUP has a campaign called “One Faculty.” The campaign’s main goal is to change the adverse and limiting groupings which distinguish tenured and non-tenured faculty in an educational environment, causing an unintended attitude of the “us versus them” on both sides of the teaching environment. The AAUP asserts, “If you do the work, then you are faculty, regardless of the title assigned by the administration.” Finally, I received confirmation that I am valued and appreciated by my fellow colleagues.

Second, was my insistence about the necessity of governance for non-tenured faculty members. I was astounded that non-tenured faculty members at my university have very little representation on the faculty senate. I realized a group of administrators and tenured faculty members were making decisions about non-tenured faculty teaching loads, responsibilities, duties and pay without feedback from the people who are impacted by these major decisions. According to research conducted by the non-tenured track (NTT) Faculty committee at the university, 52 percent of the faculty at the university are non-tenured, yet the governance of the university does not provide 52 percent of non-tenured governance.

I practice what I teach my students in my social justice class: Rise up and speak. I met with faculty representatives and advocated for non-tenured faculty to gain more representation as a full voice on the university level. More importantly, I spoke up (pestered is probably a better word) the faculty to listen to feedback from the non-tenured faculty. Jamie Mitchem, Faculty Senate chair and AAUP member acted. He met with non-tenured faculty from all campuses of the university. He established an ad hoc non-tenured faculty committee to compile data and report findings and recommendations to the faculty senate about the most important issues concerning non-tenured faculty on campus.

The NTT committee polled approximately one-hundred non-tenured faculty and discovered, not surprisingly, their number one concern is the low pay and non-permanence of their positions. Although this issue is not a surprise, I was shocked at the reluctance of some of my non-tenured faculty to provide feedback or answer the anonymous survey questions. Some colleagues indicated they did not want to respond for fear of retaliation because of their non-permanent status at the university.

I encourage non-tenured faculty to shed their fear and apprehension about job security. We must advocate for one another and understand that faculty working conditions affect student learning conditions.

## 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/>



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

## **2019-20 UNG Faculty Senate Officers**

### Chair

Jamie Mitchem

### Vice-Chair

Chuck Robertson

### Parliamentarian

John O'Sullivan

### Secretary

Jessica Miles

We are all educational professionals who are dedicated to the success of our students and the improvement of our campus community. We all need to demand more institutional support for time spent meeting with students, evaluating student work, and class planning and preparation and research.

I urge every faculty member, tenured, non-tenured, temporary, and adjunct to advocate for one another. The “One Faculty” campaign advocated by the AAUP focuses on combining our voices together to work for one another, not against one another. This campaign calls for acknowledgement as one voice, one body and one community.

How we are labeled and defined by ourselves is more important than how we are labeled by others. We all need to fight for fair wages, recognition of our importance to the college community and to demand equal representation in the decision-making process and leadership at the university.

Let’s come together as one voice, one community and one governing body. Positive advocacy and support for one another will lead to a better and more positive working environment for all of us.

Please know I will continue to be a voice for the voiceless and an advocate for all faculty members.

*Lisa Diehl is a Senior Lecturer in the Department of English at the University of North Georgia*



*Student Resource Center on the Oconee Campus. Photograph courtesy of University of North Georgia.*

# Update From the Faculty Senate Chair

*Jamie Mitchem*



*Mitchem*

The UNG Faculty Senate has been very busy this year. We began the year with a day-long Fall Retreat on the Dahlonega campus to establish goals and priorities for the year, hear from administrators, and have a vigorous open discussion. Regular Senate meetings are held on the first and third Mondays of each month during the academic year during the meeting hour (See meeting dates and locations here: <https://my.ung.edu/committees/faculty-senate/default.aspx> ). All faculty are welcome to attend.

The agendas for the Faculty Senate meetings are set by the Faculty Senate Executive Board based on feedback from faculty, requests from Senate members, and committee reports. The Faculty Senate Executive Board this year includes:

Jamie Mitchem (Chair)

Chuck Robertson (Vice-Chair)

Jessica Miles (Secretary)

John O'Sullivan (Parliamentarian)

Kelly McFaden (Immediate Past Chair)

Renee Bricker (At-Large Dahlonega)

George Danns (At-Large Gainesville)

Dan Cabaniss (At-Large Oconee)

Daniel Vaccaro (At-Large Cumming)

Each academic department has at least one faculty representative on the Faculty Senate, and larger departments (twenty or more full-time faculty) have two senators (See list of current members here: <https://my.ung.edu/committees/faculty-senate/default.aspx>). Please share concerns with your departmental representatives or any Faculty Senate member. Also, each campus gets two at-large Senators once the campus has more than ten faculty members assigned to that campus, the campus gets an additional two at-large Senators once it has more than forty full-time faculty assigned to that campus (See Senate bylaws: <https://ung.edu/faculty-senate/uploads/files/UNG%20Faculty%20Senate%20Bylaws.pdf?t=1582922229215>). The Cumming campus passed this threshold and elected its first two at-large senators this year: Ann Marie Francis and Daniel Vaccaro. The Blue Ridge campus is approaching the threshold soon. The Dahlonega, Gainesville, and Oconee campuses already have four at-large Senate members.

## 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>

## UNG Faculty Senate Bylaws

<https://my.ung.edu/committees/faculty-senate/Pages/FacultySenate-ByLaws.aspx>

## Statutes of The University of North Georgia

[https://ung.edu/about/uploads/files/UNG\\_Statutes\\_Approved20130111.pdf#search=UNG%20statutes](https://ung.edu/about/uploads/files/UNG_Statutes_Approved20130111.pdf#search=UNG%20statutes)

## 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>

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

Faculty Senate meetings are open to all faculty members.

Although not an exhaustive list, here are some of the things (a top twenty list) the UNG Faculty Senate has accomplished or has in progress from this year:

1. The Senate passed a revision of the Post-Tenure Policy in the Faculty Handbook based on a proposal from the Faculty Affairs Committee, suggested revisions by the Provost's Council (before the process had been revised to send these to the Academic Affairs Committee in the future), and the reconciliation of differences by a Joint Conference Committee. This was the first use (appearing to be successful) of the Revised Faculty Handbook Approval Process approved by the Faculty Senate and Academic Affairs Committee last year. Please make sure your department's post-tenure guidelines exist and are clear to all involved.

2. The Senate passed a revision to the Emeritus Faculty description in the Faculty Handbook based on a proposal from the Faculty Affairs Committee—in process in Academic Affairs Committee.

3. The Senate established an ad hoc Non-Tenure-Track Committee to “communicate directly with Lecturers, Senior Lecturers, Limited-Term Faculty, and other non-tenure track faculty on all UNG campuses to compile and prioritize their concerns to aid the Senate in representing their concerns” The committee has submitted a report with survey results to the Senate and is amending a bylaws amendment to make the committee a standing committee.

4. The Senate established an ad hoc Solar Power Committee to “get a quantitative expert's opinion (including quotes from potential vendors),” to look at the feasibility of installing solar panels on UNG campuses to “potentially save the university money.” The committee has compiled data for multiple buildings on multiple campuses for rooftop solar with costs and kWh estimates and has met with vendors and Georgia Power.

5. The Senate passed a resolution to support the implementation of equity adjustments adequate to bring all faculty salaries to median compensation this next budget cycle (in response to conclusion from salary report from last year showing “to reach median, an additional \$3,750,000 would need to be committed for equity adjustments.”). This resolution was forwarded to President Jacobs. The written response from the President was shared with faculty.

6. Senate passed a revision to the Role of the Faculty, section 3.1, in the Faculty Handbook to expand the information and better describe what we do for new faculty based off similar sections from other universities and AAUP. This revision was sent forward to Academic Affairs Committee.

7. The Senate is hearing a resolution from the Athletics Committee to count faculty work with university athletic teams as service for P&T and annual reviews.

8. The Senate is hearing a resolution concerning engaged scholarship and support for Community Engagement Classification designation by the Carnegie Foundation for the Advancement of Teaching.

9. The Senate raised several concerns about 2FA – Steve McLeod (CIO) and Rob Cherveney from IT came to Senate for Q&A.

10. The Senate passed a resolution to remove the Student Media Committee (at their request) from the Senate Bylaws. This resolution is awaiting full faculty vote.

11. The Senate's Faculty Advisory Committee on Budgets met with the Provost and Senior VP for Business & Finance at the beginning of budget making process for discussion and Q&A.

12. The Senate has committees nearing completion of revised administration) evaluation instruments (evaluating deans, department heads, etc.).

13. The Senate coordinated a brownbag session with HR to have Q&A about communication of retirement options and ORP/TRS.

14. The Senate conducted a SWOT analysis over the summer and is engaging with Strategic Planning process.

15. The Senate heard from and advised SGA in their proposed consolidation process.

16. The Senate has conducted nominations and is conducting elections for committee memberships for next Academic Year. Thanks to all faculty who volunteered and to all who voted.

17. The Senate received a report on QEP Progress and data related to changes in academic advising, master advisor program, and student retention.

18. The Senate is staying informed of looming revisions to core curriculum, and we are committed to faculty engagement in the process once USG finalizes the general guidelines. USG Faculty Council is engaged in this conversation along with UNG representatives on the USG's implementation committee, and Academic Affairs.

19. Senate is hearing a proposal to add an Inclusivity section to the supplemental syllabus.

20. Senate moved to virtual meetings and a Teams site with the help of IT to continue its work remotely in response to the coronavirus.

As I hope you can see, the UNG Faculty Senate has been staying busy. Enhancing our communication with everyone continues to be a challenge, and we welcome suggestions for improvement. I hope you can sense that Faculty Senate members are doing our best to be productive, visible, and representative of faculty at large. We have an outstanding group of Senate members who have stepped up to serve this year, and as Chair, I would like to personally thank them all for the time and effort they put into the work of the Senate. It is our collective voice in shared governance, and it is vital for a healthy university community. Let's strive to continue to strengthen and support the UNG Faculty Senate. Thanks for all you do!



*Gainesville Campus, UNG.  
Photograph courtesy of Faculty  
Voice.*

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



John Harrison Hosch Library, Gainesville. Photography courtesy of University of North Georgia.

## Library Resources for Faculty:

For information and faculty library resources, visit the webpage:

<https://ung.edu/libraries/for-faculty/index.php>

## Needle in the Haystack: Using LEAP Principles and Practices to Help Students Navigate Information Overload

*Teresa Nesbitt, Amanda Nash, and Barbara Petersohn*



*Nesbitt*

In the spring of 2018, our team of UNG librarians applied for a LEAP into Action grant to support our work revamping the 1-credit online course RSCH 1501: Research Strategies. RSCH 1501 introduces students to information literacy concepts and methods for thinking critically, ethically, and strategically about creating and consuming information. As the course had not been updated since the summer of 2013, many of the course's Read and Watch modules needed updates to make them relevant to the current information landscape. We also sought to align the course's assignments with the High-Impact Educational Practices (HIPs) and Essential Learning Outcomes (ELOs) promoted by the Leap Initiative, and by incorporating the Transparency in Learning and Teaching (TILT) framework into our assignment instructions (<https://tilthighered.com>).

We began our grant work in the summer of 2018. In the first phase of revisions, we focused on updating Read and Watch materials for the fall 2018 course. We then revised the Do & Share activities—which included discussion posts and On Your Own (OYO) exercises—for the spring 2019 course. Activity revisions used the TILT rubric to make assignment goals explicit and to clearly communicate expectations for completed student work. The team also redesigned assignments to better highlight ELOs like “connecting knowledge with choices and action” and “fostering civic, intercultural, and ethical learning.”



*Nash*



*Petersohn*

To evaluate the impact of our revisions on student success, we conducted pre- and post-course student assessments in both the fall of 2018 and the spring of 2019 to measure changes in student knowledge and information literacy skills over the course of the semester. We also examined trends in final exam scores for every course section taught from 2014-2019. Lastly, the instructor teaching RSCH 1501 in the fall of 2018 and the spring of 2019 kept a reflection journal documenting her observations of differences in student performance between the two semesters. We will continue collecting data on the new iteration of the course and using these qualitative and quantitative measures to evaluate the impact of the revisions. The project concluded with a poster presentation at the 2019 Symposium on Innovation, Research, and Engagement (SOIRE).

*Teresa Nesbitt is an Assistant Professor and Reference Services Librarian for Music, Theater, & Visual Arts. Amanda Nash is Assistant Dean of Libraries, Associate Professor, and Head Librarian on the Gainesville campus. Barbara Petersohn is an Associate Professor of Library Science.*

## Establishing an East Asian Studies Major at UNG

*Sungshin Kim*



*Kim*

A three-year Institutional Project Support grant given by the Japan Foundation was completed in June 2019. Principal Investigator of the project was Dean of the College of Arts & Letters Chris Jespersen, with Sungshin Kim (History, Anthropology, and Philosophy) serving as Academic Director. The main objective of the grant was the establishment of an East Asian Studies major at UNG. This was successfully accomplished, with the new major on the university catalogue by Spring 2019. Sungshin Kim has taken up the directorship of the major.

The Japan Foundation, established by the Japanese government in 1972, counts as one of the most prestigious funders in area studies. Its grant to UNG—totaling \$400,000—was used to strengthen the university’s resources on Japan, complementing an already existing strength on China. It allowed the hiring and sustaining of three new faculty members dedicated to Japanese Studies. The UNG library could purchase a total worth of \$30,000 of resources on Japan, including books, visual sources and databases. Over this three-year period, fifteen guest lecturers spoke at the Dahlonega campus on topics ranging from Buddhism to Japanese modernism, manga and baseball in Japan. In total, 1,282 students attended these lectures by specialists from across the US and abroad. The grant also provided financial assistance to 25 UNG students studying abroad in Japan at Nanzan University, including coverage for their flights and meals.

All together the support from the Japan Foundation was indispensable in establishing UNG’s East Asian Studies program, which is the only one of its kind in the state of Georgia. Students in this multidisciplinary program do course work focused on East Asia and their country of focus (China, Japan, or Korea) in anthropology, art, film, history, political science and international affairs, philosophy, geography, as well as in languages. The ambition of the program is to educate the next generation of civilian and military leaders specialized on East Asia.

*Sungshin Kim is a professor of East Asian history and specializes in Modern China and Korea.*



*Jespersen*

## 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>

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## 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>

## Presidential Semester Incentive Award used to Research Social Media Networking

*Ahmad Ghafarian*



**Ghafarian** In fall 2019 I received a Presidential Semester Incentive award for the project “Assessing Security and Privacy of Online Social Media Networking.” The purpose of this research was, and continues to be, an empirical study of privacy and security of online social media networking (OSMN). Specifically, we focused on Facebook, Instagram and Twitter. We used forensics techniques and tools to experimentally evaluate the type and the amount of personal data and activity-related data that are stored on the device being used to launch a social media. The results of our research are two-fold. First, we developed a framework for forensics investigation of the OSMN. The framework consists of several phases as well as recommendation for using forensics tools and techniques for implementation. The framework would be very helpful for forensics investigators to gather forensics data from the memory of the device used to launch a social media. Second, we recommend specific actions, needed to be taken by the users of the social media in order to preserve their privacy and security. Our research was widely circulated. Daruis Fiallo, a student researcher, submitted “Twitter Forensics” to the UNG 25th Annual Research Conference. Justin Frady, another student researcher, and I presented the poster “Assessing Security and Privacy of Social Media” at the UNG Symposium on Innovation, Research, and Engagement (SoIRE) in November 2019. Deniz Keskin and I will also be presenting our paper, “Windows 10 Hibernation File Forensics” at the Computing Conference in July 2020.

*Ahmad Ghafarian is a Professor of Computer Science in the Mike Cottrell College of Business.*



*Price Memorial Hall. Photo by Susannah McBride, a graphic design student at UNG. Courtesy of UNG Public Relations.*

## Enhancing Student and Community Engagement in a Commuter Campus Library

*Rebecca Rose, Teresa Nesbitt, and Allison Galloup*



*Rose*

We used the Presidential Innovation award to assist us with our project of hosting a student art exhibit at the Cumming campus. The call for art for the exhibit was not associated with enrollment in art classes, and the campus only offers Art Appreciation classes. Cumming is a commuter campus where community building can be a challenge compared to residential campuses.

For our proposal, we articulated three goals. The first goal was to build a survey tool to measure the event's impact on the exhibit attendees' perceptions of the Cumming campus library. Our purpose was to determine if an increased awareness of library services occurred as a result of the exhibit. In addition, we wanted to know if perceptions of the library became more positive with the presence of art created by the faculty, staff, and students from UNG and area high schools. The second goal required the project leads to monitor increased involvement of UNG students in their scholarly activities of presenting and publishing outside of the classroom. The third goal involved students digitizing their art to upload into NOIR, UNG's repository. Students identified key words and wrote a description of their art to serve as metadata. Students were introduced to the concept that metadata greatly assists with the discoverability of their art within the digital repository and used critical thinking skills as they generated the metadata. Art show participants were given a chance to talk about their pieces during the art reception with visitors.



*Nesbitt*

The survey results indicated that the art exhibit improved the perceptions of the Cumming campus library in several ways. First, the art exhibit raised awareness of the Cumming campus library and the services it offers to students, faculty, and staff. Students from the local high schools were invited to participate in a college event. While the only high school students who participated were already dual-enrolled at UNG, their participation added to their college experience.



*Galloup*

The project leads presented a Round Table at the Lilly Conference discussing the Cumming campus art exhibit at the Lilly Conference: Innovative Strategies to Advance Student Learning in Asheville, NC and presented on the topic at the Southeastern Library Association conference in Hot Springs, AR. A paper proposal about the project to *The New Review of Academic Librarianship* was accepted. The manuscript was submitted in January 2020 and in March was accepted with revisions due by June 2020.

*Rebecca Rose is Assistant Dean of Libraries, Associate Professor and Head Librarian on the Dahlonega campus. Teresa Nesbitt is an Assistant Professor and Reference Services Librarian for Music, Theater, & Visual Arts. Allison Galloup is an Associate Professor and Collections & Initiatives Librarian.*

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

## Statutes of The University of North Georgia

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## Gender and Policy Entrepreneurship

*Sarah Young*



*Young*

In 2019 students in my POLS 4303 Public Policy course and I completed a qualitative case study that was funded by a UNG CURCA grant. The students and I interviewed four female policy entrepreneurs and four male policy entrepreneurs to determine what are the common characteristics and motivations among female policy entrepreneurs. We also interviewed family and staff that knew each of the policy entrepreneurs well. We used a three-step methodological approach, starting first with grounded theory to capture the underlying concepts, then assessing correlations with quantitative cluster analysis, and finally using deductive narrative analysis testing. We found that female policy entrepreneurs were more likely to be exposed to politics at a younger age. They are more likely to be motivated by public service motivation and achievement motivation. Female policy entrepreneurs also demonstrate higher levels of the characteristics of grit. Finally, they experience different internal and external dynamics, specifically gender role expectations and negative political influences such as political gaming.

*Sarah Young is an Assistant Professor of Political Science.*



*Loyd Strickland Building, Gainesville Campus. Photo courtesy of the University of North Georgia.*

## Faculty Publications, Awards, Grants, Honors & Performances

The following list was submitted by faculty members to the Faculty Voice in Spring 2020.

Shelley N. Aikman, Professor, Department of Psychological Science published,

Verhaeghen, P. & Aikman, S.N. (2020). How the mindfulness manifold relates to the five moral foundations, prejudice, and awareness of privilege. *Mindfulness*, 11(1), 241-254. doi 10.1007/s12671-019-01243-2

McLaughlin, K. & Aikman, S.N. (2019). That is what a feminist looks like: Identification and exploration of the factors underlying the concept of feminism and predicting the endorsement of traditional gender roles. *Gender Issues*, 1-34. doi 10.1007/s12147-019-09240-4

Alla Balueva, Associate Professor of Mathematics, published:

Dashevskiy, Ilia, Balueva, Alla, Todebush, Patricia, Campbell, Chasen, Magana, Jerry, & Clement, Nathan. (2019). On Estimation of Adhesive Strength of Implants Bioactive Coating with Titanium by Density Functional Theory and Molecular Dynamics Simulations. *Materials Research*, 22(3), e20190030. Epub May 30, 2019. <https://dx.doi.org/10.1590/1980-5373-mr-2019-0030>

Jacob M. Bateman McDonald, Assistant Professor of Geography and Geospatial Science published the following articles and technical reports,

Cho, S., Hiott, L., McDonald, J.M., Barrett, J., McMillan, E., House, S., Adams, E., Frye, J., Jackson, C., 2019, Diversity and antimicrobial resistance of *Enterococcus* from the Upper Oconee watershed, Georgia: Journal of Applied Microbiology, doi:10.1111/jam.14550.

Cho, S., Nguyen H.A., McDonald, J.M., Woodley, T., Hiott, L., Barrett, J., Jackson, C., and Frye, J., 2019, Genetic characterization of antimicrobial resistant *Escherichia coli* isolated from a mixed-use watershed in northeast Georgia, USA: International Journal of Environmental Research and Public Health, v.16, no. 3761, 14p.

Cooper, C.S., McDonald, J. M., and Starkey, E.N., 2019, Wadeable Stream Monitoring at Ocmulgee Mounds National Historical Park: 2017 Baseline Report. Natural Resource Report NPS/SECN/NRR—2019/2053. National Park Service, Fort Collins, Colorado.

McDonald, J.M., Starkey, E.N., and Cooper, C.S., 2019, Chattahoochee National Recreation Area – Wadeable Stream Monitoring Baseline Report. Natural Resource Report NPS/SECN/NRR—2019/2036. National Park Service, Fort Collins, Colorado.

## 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>

McDonald, J. M. and Starkey, E.N., 2019, Wadeable stream habitat monitoring at Kennesaw Mountain National Battlefield Park: 2017 baseline report. Natural Resource Report NPS/SECN/NRR—2019/2030. National Park Service, Fort Collins, Colorado.

Moorman, M.C., McDonald, J.M., Rankin, N.M., and Mulligan, A.S., 2019, Determining elevation of rod surface elevation table benchmarks at coastal wetland elevation monitoring sites: baseline report. U.S. Fish and Wildlife Service, South Atlantic - Gulf and Mississippi Basins. Atlanta, GA. 69 pp.

McDonald J.M., 2019, Wadeable stream suitability assessment for long-term monitoring: Horseshoe Bend National Military Park. Natural Resource Data Series. NPS/SECN/NRDS—2019/1234. National Park Service, Fort Collins, Colorado.

T. Jameson Brewer, Assistant Professor, Social Foundations of Education Culture, Language, and Leadership Department published,

Brewer, T. J., deMarrais, K., & McFaden, K. (Eds.). (2020). *Teach For All counter-narratives: International perspectives on a global reform movement*.

Brewer, T. J., Hartlep, N. D., & Scott, I. (2018). Forbes 30 under 30 in education: Manufacturing “edu-preneur” networks to reinforce privatization/marketization. *Education Policy Analysis Archives*, 26(76), 1-39.

Lubienski, C. A., Brewer, T. J., & Ah, J. (2020). A framework and typology of privatization in the United States. *Revue Internationale d'éducation de Sèvres*, (82), X-X.

Veltri, B. T. & Brewer, T. J. (2019). Comply, embrace, cope, negotiate, counter-crusade, subvert: Teach For America corps members respond to (internal) and external mandates. *Education and Urban Society*, 0(0), 1-29.

Vasquez Heilig, J., Brewer, T. J., & Williams, Y. (2019). Choice without inclusion? Comparing the intensity of racial segregation in charters and public schools at the local, state, and national levels. *Journal of Education Sciences*, 9(205), 1-17.

Vasquez Heilig, J., & Brewer, T. J. (2019). Making the case for academia's engagement in knowledge: Mobilization and purposeful public scholarship in social media. *Critical Questions in Education*, 10(2), 81-91.

Brewer, T. J., Vasquez Heilig, J., Gunderson, M., & Brown, J. (2018). Chi-town activism: Confronting privatization in the nation's windy city. *Thresholds in Education*, 41(3), 138-153.

Vasquez Heilig, J., Brewer, T. J., & Ojeda Pedraza, J. (2018). Examining the myth of accountability, high-stakes testing, and the achievement gap. *Journal of Family Strengths*, 18(1), 1-14.

Lubienski, C. A. & Brewer, T. J. (Eds.). (2019). *Learning to teach in an era of privatization: Global trends in teacher preparation*. New York: Teachers College Press

deMarrais, K., & Brewer, T. J., Atkinson, J. C., Herron, B., & Lewis, J. B. (2019). *Philanthropy, strategy, and collective resistance: A primer for educators*. Gorham, ME: Myers Education Press.

Vasquez Heilig, J, Brewer, T. J., & Adamson, F. (2019). The politics of market-based school choice research: A commingling of ideology, methods, and funding. In M. Berends, A. Primus, & M. Springer (Eds.), *Handbook of Research on School Choice (2<sup>nd</sup> Edition)* (pp. 335-350). New York: Routledge.

Brewer T. J. (2019). *Review of “The Effects of Means-Tested Private School Choice Programs on College Enrollment and Graduation.”* Boulder, CO: National Education Policy Center. Available at <https://nepc.colorado.edu/thinktank/choice>

Brewer, T. J. (2019). *NEPC review: The 123s of school choice: What the research says about private school choice: 2019 Edition*” Boulder, CO: National Education Policy Center. Available at <https://nepc.colorado.edu/thinktank/school-choice>

Lubienski, C. & Brewer, T. J. (2018). *Review of “do impacts on test scores even matter? Lessons from long-run outcomes in school choice research: Attainment versus achievement impacts and rethinking how to evaluate school choice programs”* Boulder, CO: National Education Policy Center. Available at <http://nepc.colorado.edu/thinktank/review-goalposts>

Brewer, T. J. (2019). Opinion: Voucher bill is not “neutral.” It will hurt Georgia public schools. *The Atlanta Journal Constitution*. Retrieved from [https://www.ajc.com/blog/get-schooled/opinion-voucher-bill-not-neutral-will-hurt-georgia-public-schools/1zFwybpuhGBvosJnJBrCJ/?fbclid=IwAR2Ewzm6EABqF2wlUgzyUAEzwhZnocEu16\\_eapHGY6d0w5F3dmic6dkRYgk](https://www.ajc.com/blog/get-schooled/opinion-voucher-bill-not-neutral-will-hurt-georgia-public-schools/1zFwybpuhGBvosJnJBrCJ/?fbclid=IwAR2Ewzm6EABqF2wlUgzyUAEzwhZnocEu16_eapHGY6d0w5F3dmic6dkRYgk)

Brewer, T. J. (2019). Letter: Education policies need to be built on facts, not nostalgia. *The Times*. Retrieved from <https://www.gainesvilletimes.com/opinion/letter-education-policies-need-be-built-facts-not-nostalgia/>

Brewer, T. J. (2018). Don’t alter school calendar to increase pool of summer workers. *The Atlanta Journal Constitution*. Retrieved from <https://www.myajc.com/blog/get-schooled/opinion-don-alter-school-calendar-increase-pool-summer-workers/PLYeKZREMQUmrIJxMAEzsJ/>

Brewer, T. J., Hartlep, N., & Scott, I. (2018). Who wins the annual Forbes “30 Under 30” education awards? New study

## 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>

details telling links between judges and winners. *The Washington Post*. Retrieved from <https://wapo.st/2lTZncx>

Brewer also received a 2019 Teaching Excellence Award at the University of North Georgia, an American Educational Studies Association Critic's Choice Book Award, and a Fieldale Scholar Award, University of North Georgia, College of Education. He was also inducted into the Phi Kappa Phi Honor Society, University of North Georgia in November 2019.

Jack Broman, UNG Director of Choral Activities received the WESTON H. NOBLE AWARD "in recognition of outstanding achievement in the field of choral music." He received this award at Luther College in Decorah, Iowa on October 6, 2019. Broman was the sixteenth recipient of the award created to honor Professor Noble and his service to Luther College and the choral world.

The University of North Georgia *Le Belle Voci*, under the direction of Broman, has been invited to be one of the guest performing ensembles at the summer conference of the Georgia American Choral Directors Association on June 15, 2020. The UNG choir will be performing in Spivey Hall on the campus of Clayton State University in Morrow, Georgia.

Mitra Devkota, Assistant Professor, Management and Marketing received the UNG Athletics Outstanding Professor Award in the year 2019.

S. A. Emplaincourt, Assistant Professor of French published,

Emplaincourt, Shane A., "King and Country: Remembering a Chthonic Tragedy at Passchendaele, 1917," *War, Literature & the Arts: An International Journal of the Humanities*, vol. 31 (2019), 1-47.

Emplaincourt, Shane A., "La Chambre des officiers and Recapturing the Evanescent Memory of the Great War's Gravely Disfigured," *War, Literature & the Arts: An International Journal of the Humanities*, vol. 30 (2018), 1-28.

Barry D. Friedman, Professor of Political Science published,

Barry D. Friedman (Political Science and International Affairs) and NGCSU alumna Amanda M. (Wolcott) Main, '11, wrote the chapter titled "The Nonprofit Sector: Charity and Chicanery," which appears in *Global Corruption and Ethics Management: Translating Theory into Action*, edited by Dr. Carole L. Jurkiewicz (Rowman & Littlefield, 2020).

Ahmad Ghafarian, Professor of Computer Science, Mike Cottrell College of Business published,

Ghafarian, A, Ash Mady and Charlie Wood. “An empirical Study of Skype Data Retrieval from Main Memory”. *International Journal of Computer Applications* (0975 –8887). Vol 178, No. 29, pp. 4-12, July 18, 2019. DOI: 10.5120/ijca2019919115.

Ghafarian, A. Capabilities of Email Forensics Tools. Proceedings of the Computing Conference. 16-17 July 2019. PP. 514-528, 2019. ISSN 2194-5357, ISSN 2194-5365 (electronic), ISBN 978-3-030-22867-5, ISBN 978-3-030-22868-2 (eBook). Advances in Intelligent Systems and Computing. <https://doi.org/10.1007/978-3-030-22868-2>.

Ghafarian also composed and submitted another paper to the 15th International Conference on Cyber Warfare and Security (ICCWS) (coauthored with Saman Sardari). This paper has also been accepted for presentation and publication in the conference proceedings. The title of the paper is “An Analysis of the Connected Cars Technology and Security.” The conference date is March- 12-13, 2020, Norfolk, Virginia.

Ghafarian also received a Presidential Semester Incentive award for “Assessing Security and Privacy of Online Social Media Networking.”

Danielle Hartsfield, Assistant Professor in the Teacher Education Department published:

Hartsfield, D.E., & Kimmel, S.C. (2020). *Genre-based strategies to promote critical literacy in grades 4-8*. Santa Barbara, CA: Libraries Unlimited.

Kimmel, S.C., & Hartsfield, D.E. (2019). Does ALA ban books?: Examining the discourse of challenged books. *Library Quarterly: Information, Community, Policy*, 89(3), 217-231.

Hartsfield, D.E., & Kimmel, S.C. (2020). Exploring educators’ figured worlds of controversial literature and adolescent readers. *Journal of Adolescent & Adult Literacy*, 63(4), 443-451.

Hartsfield, D.E., Maxwell, N., Jones, J.L, & Hilaski, D. (2019). Co-operative discussions for critical thinking: Protocols for the pre-service classroom. In G.J. Mariano & F.J. Figliano (Eds.), *Handbook of research on critical thinking strategies in pre-service learning environments* (pp. 55-79). Hershey, PA: IGI Global.



Gainesville Campus, UNG.  
Photograph courtesy of University Relations.

## 2019-20 UNG Faculty Senate Executive Board

### Chair

Jamie Mitchem

### Vice-Chair

Chuck Robertson

### Parliamentarian

John O'Sullivan

### Secretary

Jessica Miles

### Executive Board Members

Renee Bricker

George Danns

Dan Cabaniss

Daniel Vaccaro

Kelly McFaden

Underwood, J., Kimmel, S., Hartsfield, D.E., & Dickinson, G. (2019). Moving toward culturally relevant librarianship: Booktalking in a mixed reality simulation. In M.A. Mardis & D. Oberg (Eds.), *Social justice and cultural competency: Essential readings for teacher librarians*. Santa Barbara, CA: Libraries Unlimited.

Hartsfield also received an American Association of School Librarians Research Grant awarded to Sue C. Kimmel and Danielle Hartsfield (<http://www.ala.org/news/member-news/2019/09/aasl-announces-recipients-2019-research-grant>)

Rosann Kent, Director of the Appalachian Studies Center at the Historic Vickery House was appointed Appalachian Teaching Fellow for 2019 to 2020 by the Appalachian Regional Commission. The Appalachian Teaching Project is an applied research training program in which faculty from 15 institutions design an academic course and lead research projects in their communities to address regional challenges. [https://www.arc.gov/news/article.asp?ARTICLE\\_ID=605](https://www.arc.gov/news/article.asp?ARTICLE_ID=605)

Michael Lanford, Assistant Professor of Higher Education, published,

Lanford, M. (Ed.). (2019). The art of life history: Novel approaches, future directions [Special issue]. *Qualitative Inquiry*, 25(5), 459-522.

[Lanford, M. \(2019\). Long term sustainability in global higher education partnerships. In A. Al-Youbi, A. Zahed, & Tierney, W. G. \(Eds.\), Successful global collaborations in higher education institutions. Cham: Springer. https://doi.org/10.1007/978-3-030-25525-1\\_9](https://doi.org/10.1007/978-3-030-25525-1_9)

Lanford, M. (2019). John Henry Newman: The idea of a university. In J. Gossling & G. Fenwick (Eds.), *The literary encyclopedia: English writing and culture of the Victorian period, 1837-1901*. London: The Literary Dictionary Company.

Lanford, M. (2019). Making sense of “outsiderness”: How life history informs the college experiences of non-traditional students. *Qualitative Inquiry*, 25(5), 500-512. <https://doi.org/10.1177/1077800418817839>

Lanford, M., Corwin, Z. B., Maruco, T., & Ochsner, A. (2019). Institutional barriers to innovation: Lessons from a digital intervention to improve college access for low-income students. *Journal of Research on Technology in Education*, 51(3), 203-216. <https://doi.org/10.1080/15391523.2019.1576558>

Lanford, M., & Maruco, T. (2019). Six conditions for successful career academies. *Phi Delta Kappan*, 100(5), 50-52. <https://doi.org/10.1177/0031721719827547>

Lanford, M., Tierney, W. G., & Lincoln, Y. S. (2019). The art of life history: Novel approaches, future directions. *Qualitative Inquiry*, 25(5), 459-463. <https://doi.org/10.1177/1077800418817834>

Lincoln, Y. S., & Lanford, M. (2019). Life history's second life. *Qualitative Inquiry*, 25(5), 464-470. <https://doi.org/10.1177/1077800418817835>

Tierney, W. G., & Lanford, M. (2019). Life history methods [Flagship article]. In P. Atkinson, S. Delamont, A. Cernat, J. W. Sakshaug, & R. A. Williams (Eds.), *SAGE research methods foundations* (pp. 1-20). London: Sage. <https://doi.org/10.4135/9781526421036>

Johanna Luthman, Professor of History, published:

“Mary Tudor, the First Sovereign Queen of England: The Politics of Blood, Law, Gender, and Religion in the 1500s,” in Martin Gutmann ed., *Historians on Leadership and Strategy* (Springer, 2019)

and an article on Frances Villiers, Viscountess Purbeck in the online version of *Oxford Dictionary of National Biography* (May 2019).

Sonny Mantry, Associate Professor of Physics, published,

H.Hoang, S. Mantry, A. Pathak, I.W. Stewart, “Extracting a Short Distance Top Mass with Light Grooming” *Physical Review D*, 100, 074021, (2019). was selected as "Editor's Suggestion" and prominently displayed in the journal.

A.H.Hoang, S. Mantry, A. Pathak, I.W. Stewart, “Nonperturbative Corrections to Soft Drop Jet Mass” *Journal of High Energy Physics*, 12 002 (2019)

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

May, Timothy. *The Mongols*. Past Imperfect. Kalamazoo, MI: ARC-Humanities, 2019.

May, Timothy. “The Mongols and Gunpowder: Dissemination and Use in Mongol Warfare” *Acta Historica Mongoci* 20 (2019): 62-76.

May, Timothy. “Spilling Blood: Culture and Conflict in Mongol Eurasia”, pp. 151-177, in *Animals and Human Society in Asia: Historical and Ethical Perspectives*, ed. Rotem Kowner, Guy Bar-Oz, Michal Biran, Meir Shahar and Gideon Shelach-Lavi. New York: Palgrave Macmillan, 2019.



Dahlonega Campus. Photography courtesy of University of North Georgia.

May, Timothy. “The Mongol Body at War”, pp. 129-138 in Matheiu Eychenne, Stéphane Pradines, Abbès Zouache, *Guerre et Paix dans le Proche-Orient medieval (X<sup>e</sup>-XV<sup>e</sup> siècle)*, Textes Arabes et Études Islamiques 54, Cairo: Institut Français D’Archéologie Orientale and Institut Français du Proche-Orient, 2019.

May, Timothy. “Race to the Throne: Thoughts on Ariq-Böke’s and Khubilai’s Claims to the Mongol Throne”, pp. 343-358 in George Bilavski and Dan Aparaschivei (eds), *Studia Mediaevalia Europaea et Orientalia: Miscellanea in Honorem Professoris Emeriti Victor Spinei Oblata*. Bucuresti:Editura Academiei Romane, 2018. (I didn’t know it had been published until February or March).

May was also invited to present,

“The *tamma* and the creation of a Mongol diaspora”. Presented at “Mongol Diaspora in Northeast Asia”. Korean Association for Mongolia Studies-International Conference on Mongol Studies (November 1-3, 2019). Jeju National University, South Korea.

“Cultural Influences on Mongol Warfare”, National University of Mongolia, April 10, 2019, Ulaanbaatar, Mongolia.

“Military Integration in Mongol Warfare: The Development of Combined Arms Warfare in Mongol Empire”, American Center for Mongolian Studies, April 10, 2019, Ulaanbaatar, Mongolia. [https://www.youtube.com/watch?v=pXO-3xPdQ\\_E](https://www.youtube.com/watch?v=pXO-3xPdQ_E)

“A Mongol Military Revolution?: Chinggis Khan’s Military Reforms”, Institute of History, Mongolian Academy of Science, April 10, 2019, Ulaanbaatar, Mongolia.

“The Mongols and Gunpowder: Dissemination and Use in Mongol Warfare”, Mongolian State University of Education, April 9, 2019, Ulaanbaatar, Mongolia.

“The Chinggis Exchange”, Shippensburg World History Lecture, Shippensburg University, February 26, 2019, Shippensburg, PA.

Jamie Mitchem (UNG, IESA) and Melissa Hopkinson (UNG, IESA) were 2 of many co-authors on this important paper:

Rudd, M.A., Moore, A.F.P., Rochberg, D. *et al.* Climate research priorities for policy-makers, practitioners, and scientists in Georgia, USA. *Environmental Management* **62**, 190–209 (2018). <https://doi.org/10.1007/s00267-018-1051-4>

Mitchem (UNG, IESA) is also a co-author of:

Pham, E.O. *et al.*, 2020. Evacuation departure timing during Hurricane Matthew. *Weather, Climate, and Society* **12** (2), 235-248. <https://doi.org/10.1175/WCAS-D-19-0030.1>

Richelle L. Oakley, Assistant Professor of Information Systems, published,

Abegaz, T., Smatt, C., Oakley, R., Freeman, M. (2019) Win or Lose: A Study on the Effects of Video Game Violence. *Quarterly Review of Business Disciplines*, 6(1), 79-93. <https://faculty.utrgv.edu/louis.falk/qrbd/QRBDmay19.pdf>.

Oakley was selected to join the Circle of Compadres, KPMG PhD Project's Information Systems Doctoral Student Association (ISDSA), 2019

J. Michael Rifenburg, Associate Professor, Co-Director of First-Year Composition, English Department, Interim Assistant Director, Center for Teaching, Learning, and Leadership published,

Rifenburg, J. Michael. "To Ensure Warfighting Function: Writing Inside a U.S. Army Brigade Headquarters." *Composition Studies*. 47.1 (2019): 117-135.

Connie Ringger, Professor, Psychological Science, published, Ringger, C. S. Attitudinal Predictors of Juror Decisions on Gender and Sexual Minority Defendants *Journal of Homosexuality*. Advanced online publication. (2020). <https://doi.org/10.1080/00918369.2020.1717839>

Rebecca Rose, Assistant Dean of Libraries and Associate Professor published,

Rose, R. (2019). Using storytelling as an effective teaching tool and community builder. [Review of the book *The Akron Story Circle Project: Rethinking Race in Classroom and Community*, by C. Behrman, B. Lyons, P. Hill, & J. Slowiak. Akron, OH: U of Akron Press.] *Journal of Community Engagement and Scholarship* 2.

Rose also received a Presidential Innovation Incentive Award for *Enhancing student and community engagement in a commuter campus library*– Rebecca Rose, Principal Investigator, with co-investigators Teresa Nesbitt and Allison Galloup (Funded \$4,800).

Alejandro Sarria, Assistant Professor, Department of Mathematics published J. Choi, N. Krishna, N. Magill and A. Sarria, On the  $L^p$  regularity of solutions to the generalized Hunter-Saxton system, *Discrete Cont Dyn-B* 24 (12) (2019), 6349-6365."



John Harrison Hosch Library, Gainesville. Photography courtesy of University of North Georgia.

Miriam Segura-Totten, Professor of Biology and Harry Forester Chair published,

Nelms, AA and Segura-Totten M.<sup>§</sup> (2019) Expert-novice comparison reveals pedagogical implications for students' analysis of primary literature. *Cell Biology Education – Life Sciences Education* 18:ar56, 1–12, Winter 2019.

Shanks, RA, Hazel, AN<sup>#</sup>, Jones, WH<sup>#</sup>, and Segura-Totten M.<sup>§</sup> (2019) Genome Sequence of *Mycobacterium* Phage LilHazelnut. *Microbiology Resource Announcements* May 2019, 8 (19) e00431-19.

Ryan C. Thompson, Assistant Professor of Mathematics published, R. C. Thompson *The Cauchy Problem for the 1-D Gurevich-Zybin System*, *Journal of Mathematical Physics*, 60, No. 5 (2019).

Ning Wang, Assistant Professor of Finance, Mike Cottrell College of Business published,

Wang, N. (2019). The Demand for Life Insurance in a Heterogeneous-Agent Life Cycle Economy with Joint Decisions. *The Geneva Risk and Insurance Review*, 44(2), 176-206. <https://doi.org/10.1057/s10713-019-00040-0>

Wang, N., Murdock, M. (2019). A Dynamic Model of an Insurer: Loss Shocks, Capacity Constraints and Underwriting Cycles. *Journal of Risk Finance*, 20(1), 82-93. <https://doi.org/10.1108/JRF-03-2018-0051>

Juanita Woods, Assistant Professor, Project Management published,

Cooke, D., Brant, K., & Woods, J. M. (2019). The Role of Public Service Motivation in Employee Work Engagement: A Test of the Job Demands-Resources Model. *International Journal of Public Administration*, 42(9), 765-775. doi:0.1080/01900692.2018.1517265

Williams, E. A., Woods, J. M., Kloepper, K., & Hertelendy, A. (2019). Supervisory Influence: Subordinate Development of Crisis Leader Potential in an Extreme Context. *Journal of Organizational Change Management*. doi:JOCM-10-2017-0373

Woods, J. M., Cooke, D., & Brant, K. (2019). Public Service Motivation and Employee Engagement in Bureaucratic Organizations. In A. Farazmand (Ed.), *Global encyclopedia of public administration, public policy, and governance* (Living Reference Work. ed.): Springer International Publishing.

Sarah Young, Assistant Professor of Political Science published,  
Wiley, K., Searing, E., and Young, S. (2020). The Utility of the  
Advocacy Coalition Framework in a Regional Budget Crisis.  
Public Policy & Administration. (Accepted - Forthcoming).

Young, S., Wiley, K., Searing, E., (2019). When politics and public ad-  
ministration collide: The impact on human service delivery. Illinois Mu-  
nicipal Policy Journal. 4(1) p. 104-120.

Young also received the Scholarship for Engagement award  
from UNG in August of 2020.

Young's memoir on learning from Roy Peter Clark was pub-  
lished by the Poynter Institute: Young, S. (2019, September 3).  
Spreading his fairy dust. In Poynter Institute (Ed.), Get the name  
of the dog, mind your word order, and other famous writing ad-  
vice from Roy Peter Clark. Retrieved from: : [https://  
www.poynter.org/reporting-editing/2019/get-the-name-of-the-  
dog-mind-your-word-order-and-other-famous-writing-advice-  
from-roy-peter-clark/](https://www.poynter.org/reporting-editing/2019/get-the-name-of-the-dog-mind-your-word-order-and-other-famous-writing-advice-from-roy-peter-clark/)



*Aerial shot, of the Dahlonge Campus . Photograph courtesy of the Universi-  
ty of North Georgia.*

## 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](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.



Honors Program class. Photograph courtesy of the University of North Georgia.

# UNG Faculty Senate Members, 2019-2020

President (Ex-Officio) Bonita Jacobs  
 Provost (Ex-Officio) Chaudron Gille

## Cumming Campus

At Large Cumming	Ann Marie Francis
At Large Cumming	Daniel Vaccaro (EB)
Clinical Mental Health Counseling	Chris Pisarik
Teacher Education	Danielle Hillaski

## Dahlonega Campus

At Large Dahlonega	Renee Bricker (EB)
At Large Dahlonega	Kelly McFaden (Past Chair)
At Large Dahlonega	David Broad
At Large Dahlonega	David Hair
Biology	David Patterson
Chemistry/ Biochemistry	Megan Foley
Computer Science & Information Sys.	Mingyuan Yan
Computer Science & Information Sys.	Cindi Smatt
Criminal Justice	Pamela Newell
Economics & Finance	Ruohan Wu
English	David Brauer
History, Anthropology & Philosophy	Yi Deng
Interdisciplinary Healthcare	Joanne Patterson
Kinesiology	Jessica Miles (Secretary)
Kinesiology	Greg Palevo
Libraries	Melissa Lockaby
Mathematics	Jeffrey Landgren
Military Science	Mark Legaspi
Modern & Classical Languages	Jiyoung Daniel
Modern & Classical Languages	Juman Al Bukhari
Music	John Broman
Nursing	Amanda Reichart
Nursing	Km Massey
Physical Therapy	Andrzej Przybyla
Physics	Thomas Vogel
Political Science & International Aff.	Luisa Diaz-Kope
Psychological Sciences	Chuck Robertson (V. Chair)
Psychological Sciences	Abby Meyer
Sociology & Human Services	Toralf (Tony) Zschau
Teacher Education	Max Vazquez Dominguez
Visual Arts	Craig Marshal Wilson
Spanish	Kristi Hislope

### **Gainesville Campus**

At Large Gainesville	George Danns (EB)
At Large Gainesville	Connie Ringger
At Large Gainesville	Anita Turlington
At Large Gainesville	John O'Sullivan (P)
Biology	Ghulam Hasnain
Chemistry/ Biochemistry	Brynna Quarles
Communica Media Studies/ Journ.	Merrill Morris
Culture, Language & Leadership	Linda Reece
English	Terry Easton
History, Anthropology & Philosophy	Steve Nicklas
IESA	Jamie Mitchem (Chair)
Management and Marketing	Zuoming Liu
Mathematics	Benkam Bobga
Spanish	Ary Malaver Copara
Theater	Larry Cook

### **Oconee Campus**

At Large Oconee	Dan Cabaniss (EB)
At Large Oconee	Margaret Williamson
At Large Oconee	Matthew Horton
At Large Oconee	Derek Thiess
Accounting & Law	Penny Lyman
Political Science & International Aff.	Kathleen Woodward