



Spring 2020 The HELP! Newsletter

Volume 1 | Issue 3 | The University of North Georgia

Editor's Note

How does one start a note that is intended to be motivational and inspiring in the midst of a global pandemic? In my most sincere acquiescence, I just don't know. We are in an unprecedented time and more than ever the HELP faculty and I would like to be able to provide solutions and assurances. With so much uncertainty, what we all can do is take this opportunity to continue to develop our higher education leadership skills through engaging critical reflection, decision-making, and analytical proficiencies. As higher education leaders, we have the responsibility to be courageous in our planning and receptive to the monumental challenges and opportunities the future of higher education will experience. Now is the time to envision nontraditional ideas like [Free College](#), [Mega-Universities](#), [Ungrading](#), and elucidations not yet considered. As people experiencing a global crisis, we have the same responsibility to be compassionate to ourselves and others. Prioritizing expectations, focusing on physical and mental health, and practicing radical acceptance will also emerge as educational trends. We are moving forward, the grant writing workshop is moving forward with asynchronous and synchronous modules, HELP workshops for major advisors will occur in May, orientation planning is underway, and 20 applicants have just been granted admission to the program for fall 2020. In each new venture, we hope to be creative and courageous in our decision making towards sustaining a program of quality and compassion, and in preparation for a new state of higher education. – Katherine Rose Adams

COVID-19 shouldn't affect distance learners, right? That is what I foolishly thought myself when the pandemic first began. In fact, our family was on Spring Break at Disney World on March 11 and everything was fine. On March 12, we woke up to a new narrative being projected from all news sources. On March 16, theme parks, schools, restaurants, movie theaters, college campuses and more seemingly closed overnight. Places I am intimately familiar with in New York suddenly were thrust into the limelight of the continuous news coverage. With everything shut down and many Americans teleworking, one would think that finding time for distance learning would be easier. That assumption was certainly wrong for me, just as I am sure it is for many of you. We find our time helping spouses who were suddenly thrown into the role of parent/teacher, Wal-Mart hoping for toilet paper, and solving the second and third order effects of EVERYTHING being virtual. As a program we were already set for distance learning, but we certainly were not prepared for the rest of our world getting turned upside down. As a student, I appreciate the modifications the program made given the current pandemic. After living a month of our "new normal," I feel that I have finally found some balance in my life to focus on finishing the semester strong. I hope that you all have found some semblance of normal during these historic times. It is my hope and prayer that you and your families are safe and able to find joy in the midst of this complex trial. – Ross Skilling

Faculty Spotlight

Dr. Lauren Johnson



Tell us about yourself.

I am originally from Baltimore, Maryland, but I have lived in New York City, Tampa, and, now, Cumming, GA. I have traveled to 35 countries. I began teaching ESOL while I was in high school and continued to do so for many years. I have an MA in TESOL and a Ph.D. in Applied Anthropology. I came to UNG for an exciting new position in the College of Education to teach Social Foundations of Education courses and to work on the Education as a Human Right Project at that time in the college. This is my sixth academic year at UNG and I have enjoyed being the only anthropologist in the College of Education!

Tell us about your professional activities.

My most recent projects include research on the UNG RISE (Realizing Inspiring and Successful Educators) program developed in partnership with Hall County Schools. Dr. Sheri Hardee and I have been submitting scholarly publications and academic conference presentations on the development and evaluation of this program. "Teaching Social Justice in Racially Divided Contexts: Exploring Strategies for the Decolonization of Schooling in South Africa," is another Presidential Incentive grant-funded study for which I am collecting data along with my UNG colleague, Dr. Kelly Henderson.

What is your role in the Ed.D. program?

I currently serve as Interim Department Head for Culture, Language, & Leadership, which includes the EDD program. I am also a dissertation advisor for one of the amazing EDD students!

What are your research and/or professional interests?

My research interests include ethnic, class, and gender relations; educational anthropology; diversity pedagogy; issues of race in teacher education; immigration; and the African Diaspora of the United States, Latin America, and the Caribbean.

What advice do you have for EDD students?

I believe that it is important for students to manage their time and efforts accordingly in order to be successful. This often means finding ways to incorporate research into coursework and vice versa in order to concentrate one's focus.

How would you describe your ideal student?

The most successful students I have mentored are persistent, goal-oriented, and consider themselves lifelong learners. While most have probably been perfectionists, I find it more important that they have been humble. This entails being able to listen, to ask for assistance, and to make improvements based on constructive feedback from others.

What has a doctoral degree done for your professional career and personal goals?

I am only in the position that I am because I earned a doctoral degree. This means that I can teach at the university level, that I can teach teachers, and that I can utilize my position to make scholarly contributions that I would not otherwise be able to achieve. I enjoy being in a position to help others achieve their own professional and personal goals.

What do you enjoy doing outside of your professional role?

I enjoy kickboxing, SCUBA diving, watching independent films, and visiting as many new places as possible in the world.

What is your favorite place you have visited, and why?

Impossible! In the last year, I have most enjoyed visiting Lagos, Nigeria, my hometown of Baltimore, and my husband's home country, Turks & Caicos.

If you had to choose ONE superhero ability, what would it be and why?

I would have the power to become invisible so I could run around saving people and getting in the right rooms to be able to impact important decisions.

If you could have dinner with three people (dead or alive) who would they be and why?

"My grandfather - He was a civil rights activist in Baltimore who passed away before I was born. Maya Angelou - She had a big impact on me as a young reader and I would love more of her words of wisdom. Stephen Biko - I would love to have a conversation about Black Consciousness, revolutions/revolutionaries, and the state of South Africa and the African Diaspora today.

Student Spotlight

Kristie Kiser ('20)



Tell us about yourself.

I am the Student Success Coordinator for the University of North Georgia. I teach UNIV1101, or Fundamentals of Academic Achievement Courses online at UNG. I am also the Chair of the UNG Gainesville Student Success Advocates, a committee tasked with identifying policies and procedures that may serve as completion barriers for students on the Gainesville campus. I serve on the One Hall Poverty Taskforce: Education Arena, UNG College of Education Advisory Council, UNG Gainesville Relay for Life Team, and volunteer with UNG GVL Staff Council fundraising events. I also built and maintain the UNG Community Resource page. I am the mother of a dual-enrolled UNG student, and have two fur babies. In my spare time (haha), I enjoy travel, cooking, and graphic design.

Why did you choose this program?

I wanted to earn doctoral-level credentials in an online setting. I looked at several programs within the USG system and determined that the UNG program would be the best fit for me. I also knew that having access to instructors/administrators would be important to me as I worked through the dissertation process.

What is your goal upon graduation?

I am looking to move into a leadership role within my current college at the institution prior to or soon after graduation. I would like to continue to advance through the ranks at UNG, and eventually serve in upper administration at a community college or other access institution near the Asheville area.

What is the best advice you would give a new student or potential applicant?

Take time to organize yourself at the beginning of every semester. It will be well worth it when week six rolls around and you are overwhelmed. I download and organize all of my readings for the whole semester, and go ahead and key them into Zotero so that I

can quickly access the readings and compose a discussion post with citations if necessary.

What are your research and/or professional interests?

I am interested in how to better serve minoritized and other traditionally underserved populations. I am specifically interested in some research/grant work that relates to designing spaces that are friendly for persons with "invisible" disabilities, particularly sensory issues.

Tell us about what professional roles you may have held.

I came to Gainesville State College to assist in the office of the VP for Academic Affairs. I was hired specifically to handle withdrawal appeals and to help organize suspension hearings. Working with struggling students on such a personal level made me extremely aware of the kinds of issues our students are facing on a daily basis. It sparked a passion for serving as an advocate for these students.

What has been your experience learning in an online format?

I very much enjoy learning in an online platform due to the flexibility that it offers. I don't feel that I have had to completely sacrifice my home life in order to pursue this degree. For me, I do think that this program was easier because I knew a few of our instructors, several people in the cohort, and the Dean of the College prior to starting this process. I wasn't incredibly surprised by anything as I also completed my Master's degree in a fully online platform. I suppose the only thing that did surprise me was that we were able to begin our dissertations right away. I have thoughts on both sides of whether that is a perfect plan, but I was very excited to get started sooner than later.

If you could have dinner with three people (dead or alive), who would they be and why?

Bobby Flay, because he has cooked for me before and I know the food would be amazing. My grandmother, because she passed when I was a young adult and as an older adult, I have SO MANY QUESTIONS. Jackie Onassis, because the girl's got secrets.

What are your personal hobbies or ways in which you decompress from work and academics?

I really love to travel, and almost always have a trip of some sort planned. I enjoy architecture, photography, and trying new foods, which all tie into my love of travel. I like to entertain and try to always have an event or two on the horizon to plan for. I occasionally refinish furniture, and recently started dabbling in building websites for friends or family. I frequently play racing video games with my daughter because you really have to turn your brain off from everything else to play competitively (which I must).

Mental Health Corner

**I ONLY
SOCIALIZE
FOR RESEARCH
PURPOSES.**

Click the image below for information regarding motivational tips for graduate research students

7 Ways To Successfully Keep Your Motivation During Your PhD



Written By: Jeanette McConnell, Ph.D.

Mark Your Calendar!

Summer Graduation Dates

Apply to Graduate: 6/12

Regalia Deadline: 7/12

Spring & Summer Graduation: 8/1

HELP Repository deadline: 8/7

Sumer & Fall Registration Dates

Summer & Fall Regular Registration: 3/30

Summer TAP Registration: 5/13

Fall TAP Application Deadline: 7/15

Fall TAP Registration: 8/3

How to Set Up Mail Forwarding

As students and faculty communicate, it has become apparent that some people are more responsive to emails than others. To help with timely communication, we recommend forwarding your UNG Student or Faculty email account to a personal one that you may check more frequently. Here are the instructions for setting up automatic forwarding on your Office 365 account:

1. Open your Office 365 email in your web browser
2. Click the “settings” button on the top right corner (looks like a wheel)
3. At the bottom of the new tab, click “View all Outlook Settings”
4. In the new window, click “Forwarding” which is two thirds down the list
5. Click “Enable Forwarding” and type in the email address that you use frequently
6. Send a test email to yourself

Final Defense

Written by Keith Atonia ('20)

If you want a copy of my dissertation defense PowerPoint presentation, let me know.

My presentation was recorded and posted to YouTube. It begins at the 1:33:15 mark at this [LINK](#)

Keith's advice for how to prepare to defend your dissertation:

- If you have not been, go to a dissertation defense or watch mine on YouTube. You may not want to use the same style, but at least you'll get an idea of what to expect.
- Plan ahead. My process spanned 2.5 months from submitting final draft dissertation through dissertation defense. But ... Christmas break was in there.
- Re-read your dissertation (I forgot some key points that I had written in my dissertation which I included in my defense presentation)
- Create your presentation weeks in advance of your defense – I did it concurrently with my final committee's review.
- Write down questions that you think audience and/or committee will ask and prepare responses.
- Make your slides interesting (transitions, animations, etc.)
- Rehearse, edit, rehearse, edit, rehearse, edit
- Do a full rehearsal if you can in the location you will eventually present – get familiar with the technology, and the whole environment.
- For the actual defense, I brought a copy of my dissertation, data, and other related documents that I thought I may need to refer to during Q&A, a bottle of water, a pointer, and a slide clicker.



Keith answering questions from his committee during defense.

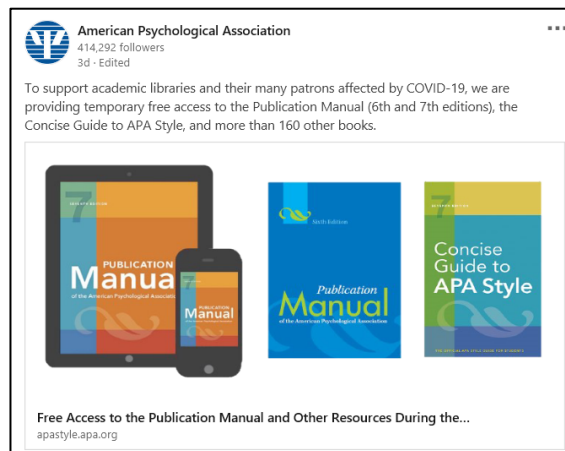
UNG APA 7 Resource

The UNG Libraries have created an APA 7 Citation and Formatting guide that is helpful in adhering to the new standards. Please click the image below to access the resource.



Free APA Resources

The American Psychological Association is offering free access to books published by APA Books through VitalSource and Redshelf. You can make an account with VitalSource and download some helpful books! Please click the image below to access the free resources.



Student Paralysis

By Katherine Rose Adams

In 2012, Inger Mewburn offered dissertation students a moniker for the challenging periods during a doctoral program when students just become paralyzed. Mewburn noted that, “the [Valley of Shit](#)” is that period of your {dissertation}, however brief, when you **lose perspective and therefore confidence and belief in yourself**. You can start to think your whole project is misconceived or that you do not have the ability to do it justice. Or you might seriously question if what you have done is good enough and start feeling like everything you have discovered is obvious, boring, and unimportant. As you walk deeper into the Valley of Shit, it becomes more and more difficult to work and you start seriously entertaining thoughts of quitting.” Recognizing that most graduate students experience times of periods of doubt or self-isolation, it can be valuable to examine where those thoughts and behaviors come from, and how to address them before they become debilitating.

Tips:

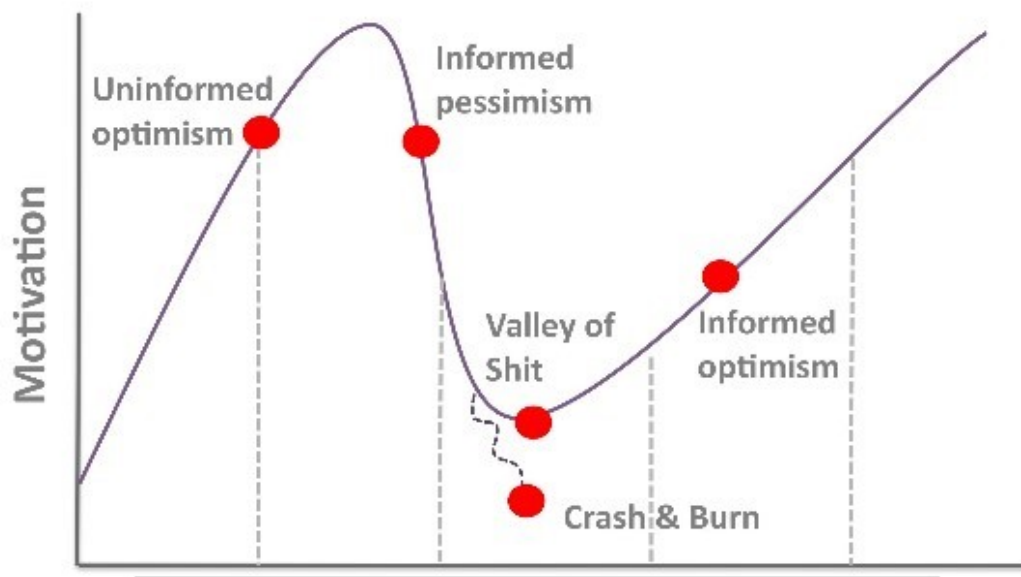
- **Check-in.** Your major advisor and HELP faculty genuinely care about you. Open communication and updates are important, and also help breakdown the nervousness in having open conversations. I would rather hear that a student had not been able to get any assigned tasks done than be ghosted by an advisee (which results in checking in with their instructors, committee members, or department heads).

- **Re-evaluate.** So, you spent more time watching Netflix than working on your dissertation’s tasks during spring break. Then take the lead on your next major advisor meeting and come prepared with a new timeline or task checklist. This shows initiative, accountability, and that you are still making steps to progress.

- **Chunking.** Create smaller, but achievable tasks. Breakdown your work into meaningful sections, either by time (I’m going to spend 40 minutes on this section and that’s it today!) or size (I’m going to knock out three paragraphs on a lit review section today!)

- **Self-Motivate.** Scott Gellar’s [TedTalk](#) on the psychology of self-motivation suggest three questions to ask yourself. 1) Can you do it? (Education -Do you believe you have the ability, time, knowledge?), 2) Will it work? (Behavior – will my actions have an expected result?), 3) Is it worth it? (Motivation – Are you reminding yourself why you are accomplishing this goal?).

- **Peer Support.** Text your cohort that you’re in the VOS and need motivational or funny memes STAT! One of the greatest strengths of the HELP cohort is the bond that you guys build to support one another.



Student Accomplishments

Please continue to update us as you grow and experience success stories in both your personal and professional lives at the following [link](#)

Congratulations for all the accomplishments and achievements!

Bob Myers ('22)– Was awarded the 2020 Linda and Lloyd Byars Award for Faculty Teaching Excellence from the Georgia Tech Scheller College of Business.

Ashlee Pollard ('22)– Presented at the 18th NISTS Annual Conference from February 5-7 in Atlanta, GA. The presentation team included participants from Ohio University, UNG, University of West Georgia, Austin Community College, and USG eCampus. Pictured below are the presenters from left to right: Katie Taylor, Maggie Segnitz, Janet Marling, Ashley Pollard, Renee Esparza, and Vincent Prior. For more information on the Transfer Leadership and Practice Certificate click this [link](#).



James Blackburn ('22)– Presented on data analytics at the Southern Association of Student Financial Aid Administrators (SASFAA) conference on February 10th. The presentation included the use of descriptive, predictive and prescriptive analytics to transform the culture of the Financial Aid office. The conference was in Norfolk, VA.

Kristie Kiser ('20), Renee Hayes ('20) and Dr. Lanford– Published an article titled “You’ve moved your courses online but is it impactful?” on March 23rd in University Business. The article can be found [HERE](#).

Lauren Pugh ('22) and Rob Talley - Were married on April 2nd at the Hall County Courthouse. Congratulations!



Dr. Katherine Adams (Program Coordinator) – Turned 40 years old in February! Happy Birthday Dr. Adams and thank you for all your hard work and dedication to the HELP!



Georgia Association for Women in Higher Education

On February 26-28, 2020, 13 HELP students attended the Georgia Association for Women in Higher Education conference at the University of Georgia. Seven students presented and the program was recognized for having the largest group attendance at the conference.



The HELP program representing UNG strong at the University of North Georgia GAWHE conference

LEADING A MIDDLE MANAGEMENT PROGRAM FOR WOMEN IN ACADEMIC LIBRARIANSHIP Ariel Turner and Marie Golian-Lui

ARAB WOMEN IN U.S. HIGHER EDUCATION Juman Al Bukhari

INNOVATIVE BOUNDARY SPANNING: PRACTICES FOR AN ENGAGED DEPARTMENT Ashlee Pollard & Katherine Rose Adams

THE DEMOGRAPHICS, ETHICS, NORMS, BELIEFS, AND VALUES BEHIND ACADEMIC DISHONESTY Angela Brodsky

DUAL ENROLLMENT IN GEORGIA Jennifer Roberts

USING TECHNOLOGY TO SURVIVE YOUR DOCTORAL PROGRAM Kristie Kiser

PROMOTING FUTURE LEADERS THROUGH EXPERIENTIAL LEARNING: A BEST PRACTICE FROM A FOREIGN LANGUAGE COURSE

Yizhe Huang



From left to right: Stephanie Greicke ('20), Yizhe Huang ('22), Elizabeth Hutchins ('21)

For a brief overview of each presentation, please click the image below

| | |
|--|---|
| <p>gather critical information and feedback, convince others to work towards common goals, increase resource access and opportunities for learning, and build lasting working relationships. As highly visible members of their organization or community,</p> | <p>team members comprised of three nontraditional students from three majors in two colleges. The team leader is an African American comes from a big family. A female member comes from a low-income family and has multiple jobs. Another male member is a transfer student who had considered discontinuing a degree. The coaching and</p> |
| <p>LEADING A MIDDLE MANAGEMENT PROGRAM FOR WOMEN IN ACADEMIC LIBRARIANSHIP Ariel Turner Marie Golian-Lui Associate Dean, Library Science, Kennesaw State University</p> | <p>laboratively big boundary spanner and This role, high growth rates and skills, an analysis of and families, higher</p> |
| <p>ARAB WOMEN IN U.S. HIGHER EDUCATION Juman Al Bukhari Assistant Professor, University of North Georgia</p> | <p>ful Agenda, tion notes and then pursuing managing a home, est use of our time, wing leads to organization prior to all of the things I</p> |
| <p>INNOVATIVE BOUNDARY SPANNING: PRACTICES FOR AN ENGAGED DEPARTMENT Ashlee Pollard Assistant Director of Enrollment Services, University of West Georgia Katherine Adams Assistant Professor, University of North Georgia</p> | <p>via coaching on. The</p> |

HELP Grant Writing Academy

We will pilot a grant writing academy in spring 2020. This program will consist of a one-day workshop during UNG's spring break (physical and academic sessions) to teach students how to effectively write academic grants. Upon completion, students will have the opportunity to write a grant for their research or professional development. All grants will be awarded, and all grant recipients will receive thorough feedback from

Postponed! Date TBD

AERA Conference

Each year, the American Educational Research Association (AERA) holds the largest, and arguably most prestigious, conference of educational researchers in North America. Conveniently, the next annual meeting is scheduled to take place in Orlando, Florida from April 9-12, 2021. Both Dr. Adams and Dr. Lanford are planning to submit proposals and apply for travel funding so that interested HELP students can attend AERA. Therefore, we encourage every student in HELP who has a viable research project to talk with their major advisor and consider submitting a proposal to AERA this year!

Proposals are usually due in mid-July. Individual paper submissions - which are 2,000 words or less - follow the dissertation format, with sections for a literature review, theoretical framework, methodology, preliminary findings, and scholarly significance. If interested, please do not hesitate to contact Dr. Lanford or Dr. Adams. We have several sample paper proposals that we would be happy to share.

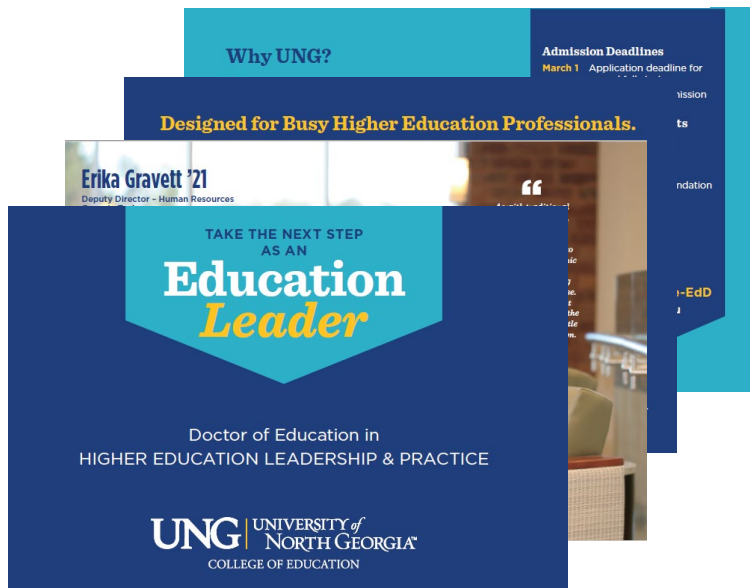
Save the Date!

New Student Orientation will be August 6-7, 2020.

On **Friday, August 7, 2020**, we will invite all current HELP students back for lunch, fellowship, and informational afternoon breakout sessions from 12pm-5pm. This event will be held on the UNG Dahlonega campus. Please save the date as more detail continue to develop.

HELP Program Flyer

Our latest recruitment brochures are in. Please click the image below and follow the link to view the full version. Feel free to share with colleague or potential students you know!



HELP Newsletter Feedback

Please tell us what you think of the HELP Newsletter! Click the button below to let us know how we can improve our communication and better serve the students and faculty of the HELP program. We hope that you have found this edition to be a source of inspiration.



If you need this document in an alternate format for accessibility purposes (e.g. Braille, large print, audio, etc.), please contact the Social Foundations and Leadership Education department at kathy.moody@ung.edu or 706-864-1757.