



# Summer 2020 The HELP! Newsletter

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## COE Leadership Note

As we've seen recently, many organizations, businesses, and institutions are publicizing statements in support of Black Lives Matter. We have all likely read both very powerful and very surface-level, problematic statements issued during this period. When we look up the word "statement" in the dictionary, this is defined as a formal, official accounting of events or a "an expression of an attitude or belief that is made by means of actions or appearance" (OED). It is this second definition that is important to our College of Education. It is not enough to make a statement that we support Black Lives Matter; that we have been witness to the pain and destruction that has happened as a result of White supremacy; and that we want to stand in love and support of our students, faculty, and staff of color. Rather, we want our statement to have meaning behind it that both guides and emerges in our daily actions. That is why we are not making a statement as much as we are making a commitment: as a College of Education, we commit ourselves to engaging in the hard work of social justice. As a College of Education, we are in a special position to have an exponential impact on our youth, our communities, and our future. We also live and work within institutions that have been built on a foundation of inequity and inequality in the United States, and we have a responsibility to examine the public spaces of schooling to ensure that social justice is interwoven into this fabric. As a leadership team in the College of Education, we are all new in our roles, and, while we have a great deal to learn, we also see it as far past time for change. It is our responsibility to help create the spaces where we can examine and deconstruct oppressive ideologies, where we can explore what it means to be change agents where we work and live, and where we can begin the hard work of healing together. These are not easy spaces in which to dwell—there is pain, there is heartache, there are mistakes, there is anger, there is fear, there are conflicts—but we have to commit to this work in order to move forward as a College, as a group of people focused on growth and change, willing to listen to one another, willing to be self-reflective, and willing to have difficult conversations. As bell hooks (2014) wrote, "All of us in the academy and in the culture as a whole are called to renew our minds if we are to transform educational institutions—and society—so that the way we live, teach, and work can reflect our joy in cultural diversity, our passion for justice, and our love of freedom." Our call is to support one another and our commitment is to create those spaces to do the work required to fight violence and racism, particularly anti-Black racism, within our College and the communities that we impact. For us, this is the only direction forward, and we are committed to the journey.

## **Faculty Spotlight**

### **Dr. Sheri Hardee, PhD**



#### **Tell us about yourself.**

I'm currently the dean of the COE and I am a professor in the COE, and this is my 11th year at UNG. I am a major advisor to two EdD students and on advisory committees. I come from a humanities background, with a bachelor's and master's in English, and my PhD is in the Social Foundations of Education. Prior to my current role, I was the associate dean for the COE (focused mostly on assessment and accreditation) for four years. Before this, I was the coordinator for the Social Foundations of Education, the academic coordinator for the Gainesville campus, the Service-Learning Faculty Fellow on the Gainesville Campus, the Honors Director on the Gainesville campus, and an assistant professor on the Gainesville campus. Before this, I was an instructor at the University of South Carolina and I ran a grassroots initiative called the Women's Well-Being Initiative for Women's and Gender Studies at the University of South Carolina. I also worked for Federal TRIO Programs for 9 years (for Student Support Services, Upward Bound, and the Ronald E. McNair Program).

#### **Tell us about your professional activities.**

Right now, most of my professional activities center on running the College. I'm working on research with Lauren Johnson on our RISE Undergraduate Program, a partnership with Hall County to increase the number of Latinx educators in our area. We have written two books chapters, received small grants, and presented at multiple conferences on this work (American Educational Research Association, American Educational Studies Association, American Association of Anthropology). I am also on the editorial board for the Journal of the First Year Experience (this is my fifth year in that role), and I am in my 7th year on UNG's Institutional Review Board.

#### **What are your research and/or professional interests?**

My research focuses on equity and access in higher education, utilizing feminist and critical race theories along with postcolonial frameworks. In particular, I am interested in barriers/obstacles to access and equity for minoritized students attending predominantly white institutions of higher education that tend to uphold dominant ideologies, resulting in oppressive environments.

#### **What advice do you have for EDD students?**

I would say start early, **stay in touch with your advisor** no matter what, and push through, even when it seems impossible. Determination and drive to succeed and finish--this means a lot in a truncated program.

Understanding that work/life balance doesn't exist, but we have to find ways to take care of ourselves.

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

I would not be in the position I am without it, and I love my work, our students, and my colleagues. I also love to write, and this is a big part of what we do. I look at research papers like an equation--you have to find the way the parts fit together that makes sense, and I enjoy this process.

#### **What do you enjoy doing outside of your professional role?**

I am an avid fiction reader (I read and/or listen two to three books per week), I am a runner (I run on the road and trails and do races for fun), and I mountain bike.

#### **What has been the most impactful book you ever read?**

This is too hard! This is like asking for your favorite band--I need decade and category distinctions! I know when I was in college, Toni Morrison's books changed the way I thought about the world and social justice, and for that, I am forever thankful.

#### **If you were stranded on a desert island and had all food and water you needed to survive, what addition two items would you bring with you?**

A machete (you never know what you might run into and you may have to build a hut for protection) and a lifetime supply of toothbrushes (even without toothpaste, I couldn't live without brushing).

## **Student Spotlight**

**Ken Crowe ('21)**



### **Tell us about yourself.**

I am the AVP for Facilities at UNG. I have the honor and privilege to provide stewardship of and planning for UNG's facility needs. I am in my 23rd year of HEI facilities management starting with the University of Georgia, then the Board of Regents, and now UNG. I have a lovely wife of 30 years, Lori, and two adult daughters, a son-in-law, the world's best Golden Retriever (Sadie), two grand-cats and a grand-dog. We live in Dawsonville, GA where we are the primary care givers for my parents.

### **Why did you choose this program?**

I have wanted to pursue an advanced degree for several years, but felt I needed to let my kids finish high school. When they finished, I started an MPA at Georgia State while I was working at the BOR, but then the move to UNG opened the opportunity for the EdD. I will admit, I never imagined the intensity of this program, but now that the end of the tunnel is in sight, I'm very glad to have stuck with it. I can see a tremendous change in the way I am able to think critically and evaluate the full picture of HEI issues having been in this program.

### **What is your goal upon graduation?**

I would like to move to the classroom after finishing the program. First on a part-time basis while still working and hopefully later in a semi-fulltime capacity after hanging up my hard hat.

### **What is your area of research for your dissertation?**

I will be discovering how organizational identity for alumni was affected by the UNG consolidation. I hope to interview graduates of the former institutions to find out why they support UNG given all the quantum changes to components that should most affect identity--institution name, sports mascot, traditions, etc.

### **What has been the most rewarding aspect of the EDD program thus far?**

Without a doubt the most rewarding aspect of this program has been the people--my cohort, the other cohorts, the faculty, the staff, and

others in the UNG community who support those of us in the program.

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

It's like eating an elephant--one bite at a time. Don't get discouraged when you can't figure out how you will complete everything, just do the next right thing. A marathon is not won in the first mile, or 10 miles.

### **How do you manage the work-family-life-school balance?**

I probably do not do a very good job of that, but I have a very patient and understanding family. I will admit that I am looking forward to weekends with no thoughts in the back of my mind about what assignment has to be turned in on Sunday night. Thankfully, this stage of my life does not make me choose between an event for my children and completing my EdD work.

### **What are your research and/or professional interests?**

I am an avid fan of the benefit and societal need for higher education. I'm not sure if that is a research interest, but I am committed to providing the opportunity for that experience to as many people as possible.

### **Tell us about what professional roles you may have held.**

I worked with Georgia Power Company before joining UGA in 1997. This experience allowed me to understand the priorities of a non-HEI enterprise. Culturally, there were many similarities to my HEI experiences and I still have many friends with that company.

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

My dad and my two grandfathers when they would have been in their 20s. The only images I have of them is age and I would love to see and talk with them as young men.

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

I'm a worker, but not a workaholic. I enjoy yard work, building things, fixing things, etc. I enjoy golf, but never have time to play. After graduation next summer, I hope for Lori and myself to take a road trip to New England to see the fall leaves.

### **What has been the most impactful book you ever read?**

The Bible, hands down. Every time I read something, a new revelation emerges. It truly is a living and active word.

## Mental Health Corner



# Be Kind to Your Mind

Tips to cope with stress during COVID-19

- 1 **PAUSE.** Breathe. Notice how you feel
- 2 **TAKE BREAKS** from COVID-19 content
- 3 **MAKE TIME** to sleep and exercise
- 4 **REACH OUT** and stay connected
- 5 **SEEK HELP** if overwhelmed or unsafe

\*\*\*Click the image above and below for information regarding stress management throughout this pandemic and graduate student mental health\*\*\*



## Mark Your Calendar!

### Summer Graduation Dates

Spring & Summer Graduation: 09/18-20  
HELP Repository deadline: 8/7

### Sumer & Fall Registration Dates

Non-TAP Registration: OPEN  
Fall TAP Application Deadline: 7/15  
Fall TAP Registration: 8/3

### Fall Dates

Fall Classes Begin: 8/17  
Classes End: 11/24  
Final Exams (online): 11/30-12/04

## D2L Student Repository

This summer, Dr. Adams has created a “student repository” within the D2L learning platform. The intent of this repository is to allow all students to have convenient access to student information, forms, and processes for the program. All students will have access to this repository throughout their time in the program. As you start to look through the repository, please give us feedback on any information that is not clear or how we can improve this information sharing platform.

The latest edition of the HELP Handbook can be found inside the repository.

Please do not forget, to access the repository, you must click “view all courses” on the home page and “pin” the repository course. Please let us know if you have any questions!

## Student Accomplishments

Congratulations! Please continue to update us here [link](#)

**Juman Al Bukhar ('22)**– On behalf of the Governor’s Teaching Fellows Program and the selection committee, Juman was chosen as a Governors Teaching Fellow for the Academic Year 2020-2021 at the University of Georgia. In addition, she has two in-print publications titled, "Sluicing and sprouting in Jordanian Arabic" at the Perspectives on Arabic Linguistics Volume 32, and "Multimodal glosses enhance the learning of Arabic vocabulary" at the Journal of Language Learning and Technology.

**Trent Hester ('21)**- Trent was hired and started his new role as the Director of Leadership Development. In that capacity, he will be teaching first year seminars, running leadership development programs for students, and facilitating leadership development outreach programs for high school youth in South Georgia.

**Kristie Kiser ('20)**- Recipient of the UNG Clark Theodore Nontraditional Award Semifinalist – Gainesville Campus. A full description of this award can be found at the following [link](#).

**Ross Skilling ('21)**- Recipient of the 2020 Balfour Beatty Foundation scholarship.

**Crystal Shelnett ('21)**- Crystal wrote a book review which is now published and can be accessed at the following [link](#).

## Dissertation Defense Announcements

Congratulations and good luck to those of you who have dissertation defenses in the near future!

**Donna Caldwell** – *A Case Study of the University of North Georgia Blue Ridge Scholars Persistence*

**Kristie Kiser** – *TRIO Program Participation and Growth Mindset*

**Renee Hayes** – *Tutoring in Polite Society: How service Quality Training Affects Student Perceptions of a University Tutoring Center*

## Helpful Resources for Current Events

Click the links below for multiple resources used by the COE and others to help navigate these difficult times.

[COE Staff & Faculty Forum](#)

[Web Based Resources](#)

Ashlee Pollard has shared the NASPA Student Services Webinar slides (click the image below). The presentation contains fascinating information and statistics regarding topics such as: COVID-19, mental health, HEI financing, online instruction, HEI changing demographics, social activism, political polarization, HEI access, and preparing students for their future careers. This information is informative and helpful in shaping our common understanding of the vast changes current events has brought upon the academy.



## LinkedIn Allyship in Action

LinkedIn is sponsoring starting to promote Allyship (the lifelong devotion and daily practice of building relationships built on trust, consistency, and accountability across diverse communities). Daily topics range from understanding bias and how to talk about race to gender differences and personal accountability. Each learning event is about 5 mins. Join in the conversation by clicking the image below.

we stand together. LinkedIn

Monday	Tuesday	Wednesday	Thursday	Friday
13 Video 📺: <a href="#">What is Unconscious Bias?</a> (2m 27s)	14 Video 📺: <a href="#">Implicit Associations and Unconscious Bias</a> (4m 7s)	15 Video 📺: <a href="#">Six Steps to Inclusive Conversations</a> (3m 40s)	16 Video 📺: <a href="#">What is an Ally and What Can They Do?</a> (4m 16s)	17 Video 📺: <a href="#">Ground Rules for Culturally Sensitive Conversations</a> (3m 40s)
Video 📺: <a href="#">Why Unconscious Bias Matters to Business</a> (1m 58s)	Video 📺: <a href="#">Microaggressions</a> (3m 45s)	Video 📺: <a href="#">Know Yourself and Others</a> (3m 55s)		

## AERA Call for Submissions

The 2021 AER Annual meeting will occur in Orlando, FL from Friday April 9 – Monday April 12, 2021. Detail information regarding submission requirements and deadlines can be found by clicking the picture below. Please contact Dr. Adams or Dr. Lanford if you have further questions.



## UNG HELP Program in the News

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### University of North Georgia

- Online Ed.D. in Higher Education Leadership and Practice

Cost Per Credit: \$453 (Online Tuition + Mandatory Fees)

Minimum Credits: 60

Minimum Program Cost: \$27,180



It is with great excitement that we would like to announce that the University of North Georgia HELP program has ranked in the top 10 of 150 most affordable online Doctor of Education programs in the nation! EdDprograms.com was created in 2018 as a source for prospective students interested in graduate education. Their team analyzed factors such as tuition prices, mandatory fees, and funding opportunities.

\*\*\*Click the image below for a link to the site\*\*\*



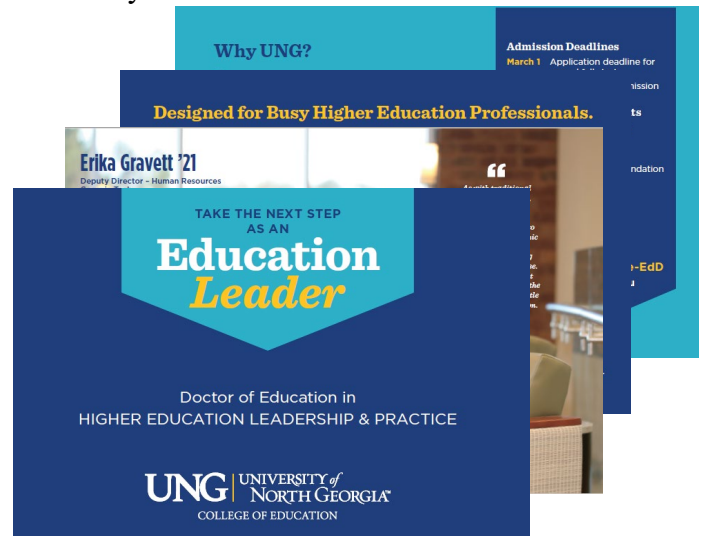
If you need this document in an alternate format for accessibility purposes (e.g. Braille, large print, audio, etc.), please contact the Social Foundations and Leadership Education department at [kathy.moody@ung.edu](mailto:kathy.moody@ung.edu) or 706-864-1757.

## New Student Orientation

The HELP program is excited to welcome 16 new doctoral students to the c/o 2023. Based on their feedback, we have decided to modify the New Student Orientation from the traditional format (two-day, face-to-face event). On August 7, 2020, we will hold a virtual Teams orientation that includes three main sessions (resources, program, and students), as well as additional periods for questions and ice breakers. While we regret the opportunity for fellowship among all of the cohorts, this decision was made in the respect of the health and safety of our students and faculty, and we hope to create future opportunities.

## 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 to the left 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.