



Fall 2020 The HELP! Newsletter

Volume 2 | Issue 1 | The University of North Georgia

Editor's Note

Lawrence Bacow, president of Harvard University, bestows, “Our nation faces historic crises; a public health crisis, an economic recession and urgent calls for racial justice and social reform. These will only be solved with active and informed citizen engagement. As university leaders, we must commit to building programs that promote and support civic education and student voting.” This year will be the first time my son will be able to vote in presidential election, similarly to the almost 20 million college students in the United States, which marks a momentous milestone as for the first time Millennials and Gen Z will be the [largest share of eligible voters in 2020](#). As such, understanding the implications of national and state legislation and issues related to our student populations is essential of every higher education leader (Dr. Mendoza will be discussing one such executive order at the next Town Hall on October 19). As leaders in higher education, we can first lead by example. [Register](#) to vote, [request a mail-in ballot](#) (through October 30), know [what's on your ballot](#), be [informed of the early voting dates](#), verify your [polling station](#), or on November 3 join millions of Americas at the polls. Voting is our privileged right being of a democratic society and the responsibility of our citizenship. - KRA

“My vote doesn’t count anyway.” I’m sure we have all heard this statement from family, friends, and co-workers at some point in our lives. While many Americans do forgo their democratic right, I urge you to vote regardless of your location on the electoral map, political preferences, or thoughts on the candidates. Having a say in who leads our government at all levels is a privilege that comes with being a citizen of this great country. I think we oftentimes take this right for granted as there are many other countries who do not afford their citizens a voice in the government. It is my sincerest hope that you will take the time to learn about the candidates at all levels of government and exercise your constitutional right to choose who leads this country. No candidate is perfect, no government is perfect, no voter is perfect, but it is my sincerest hope and prayer that through divine intervention all three work together to preserve the freedoms and liberties that we hold dear. The post COVID-19 era in higher education and the country depend upon the men and women we chose to represent us. As of today, my family and I took the homeschool civic lesson outdoors, walked to the mailbox, submitted my absentee ballot, and I can now proudly say “I voted!” Will you? - RS

Faculty Spotlight

Dr. Kelly McFaden, PhD



Tell us about yourself.

You'd think this would be the easiest question to answer. Well, I have a sticker on my laptop that says, "Books & Coffee & Dogs & Social Justice" so I suppose that's a summation of me! I'm a former middle and high school teacher, although my favorite job I've ever had was working at a doggie daycare in Athens, GA. I have a B.S. in Psychology, an M.Ed. in Social Science Education, and a Ph.D. in Social Foundations of Education with an emphasis in Comparative and International Education. I'm a full professor here at UNG and I currently live in Gainesville with my two dogs, Luna and Oliver.

What are your research and/or professional interests?

My primary areas of focus are critical social justice, intersectional feminist theories, and international education.

Tell us about your professional activities.

I came to UNG in the Fall of 2011 as an Assistant Professor. Prior to that, I was teaching Social Studies at Cedar Shoals High School in Athens, GA. My role in the EDD program has shifted over time. I participated in the initial development of the curriculum, and am now the Department Head for the Culture, Language, & Leadership Department, which houses the program. I began teaching online courses some time in my first or second year at UNG. Since then, I've taught many undergraduate and graduate courses online, including developing the fully online Diversity Certificate at UNG.

I have a rampant inability to say no to certain kinds of work so prior to my current role of Department Head, I have also served as the Faculty Senate Chair, Interim Title IX Coordinator, Social Foundations of Education program Coordinator, the inaugural COE International and Global Programs Coordinator, and Senior Director of the Gender Studies Council.

What advice do you have for EDD students?

Don't procrastinate and don't be afraid to ask questions or ask for help. For the first part, I'm a horrible hypocrite but it's really the best advice. For the latter, I think that the online format can sometimes create a false sense of isolation or the idea that you're the only one struggling. I assure you it's not true and you should always reach out to your faculty member or other support services when needed. An ideal student would be one who can communicate clearly what they need from me while also being honest about what they need from themselves

What do you enjoy doing outside of your professional role?

Other than books, coffee, and dogs I love love love to travel. It's almost more of an obsession, frankly. I have been to over 40 countries and all seven continents (yes, even Antarctica). Staying home during this pandemic has been the longest time between trips in as long as I can remember.

What has been the most impactful book you ever read?

I have 10 bookcases in my house. There is absolutely no way I can answer this! One book I have read recently that impacted me greatly was *Hunger* by Roxane Gay.

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

I get this question a lot and the answer has shifted over time. Right now, I'd say South Georgia Island. I mean, what's not to love about the stench of half a million king penguins, skirting around massive elephant seals, and trying to not get bit by testosterone-ridden, territorial fur seals while waddling around in a bright yellow parka?

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

Flying, because flying.

Student Spotlight Ashlee Pollard ('22)



Tell us about yourself.

Hello, friends! I'm Ashlee Pollard. I live in Carrollton, GA and work for the University of West Georgia as the Assistant Director of the Enrollment Services Center. The ESC handles customer service for Admissions, Financial Aid, the Bursar's Office, and the Registrar's Office via walk-in traffic, appointments, emails, live chat, and our call center. My undergraduate degree and MBA were both earned at UWG, so it is nice to give back to students at an institution that gave so much to me. I was part of UNG's very first cohort for the Post-Masters Certificate in Transfer Leadership and Practice and I'm now a second-year doctoral student in the HELP program! For any Myers-Briggs enthusiasts out there, my personality type is ISFJ (The Defender). I'm enthusiastic, love to help people, and enjoy finding ways to spread kindness on campus or in the community.

What is your area of research for your dissertation?

My dissertation will be an ethnographic study examining the impact of innovation on institutional culture within a financial aid office. With IRB complete and a recently passed prospectus defense (*praise hands*), I am looking forward to this new and exciting world of all things data collection!

Which course has been the most impactful in your understanding of higher education and leadership thus far?

My business-minded brain really enjoyed the finance course I took over the summer (EdD 7200: Finance, Business, and Facilities Management in Higher Education) with Dr. McConnell.

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

Use your resources! The HELP faculty are incredible advocates for student success, making a GroupMe or Facebook page will help build community with your cohort, and there is no shortage of academic tools to be found linked in the D2L student repository.

What other opportunities has the EdD Program provided for you?

This program has given me so many things to be grateful for! I've been able to present on Boundary Spanning with Dr. Adams at the GAWHE conference as well as work on a research project examining engaged employees that will result in a few publications. I've also been able to co-teach and mentor first-year students in synchronous town hall meetings and various course modules. My major advisor had me make a list of things I wanted to accomplish in this program early on and (with the help of my dissertation committee) we've been crossing things off that list as opportunities arise. The HELP program has been a wonderful experience every step of the way.

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

I am a planner! Each area of my life has dedicated days and times devoted to it, but it really helps me balance responsibilities with personal values. Sundays, for example, are the perfect combination of school and self-care for me. I usually spend 5-6 hours working on big projects or advancing my dissertation; however, there is always time allocated for Starbucks, a mid-day run, some yoga, and reading professional development books as well. Currently, I'm reading *The Last Lecture* by Randy Pausch and it has been excellent so far. Saturdays are for family trips or time catching up with friends. If you can find a schedule early on that works for you, the following weeks and semesters will just click so much easier.

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

My favorite place to travel to is Savannah, GA. Forsyth Park is absolutely beautiful and a lot of the hotels have rooftop balconies overlooking the Savannah River. Walking the outdoor trails and seeing the animals at Oatland Island Wildlife Center is a great experience as well. There's also a restaurant on Broughton Street where you can make pancakes (with all the toppings your heart desires) at your own table griddle!

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

MEMES! I also enjoy finding new bookstores and coffee shops to visit.

What has been the most impactful book you ever read?

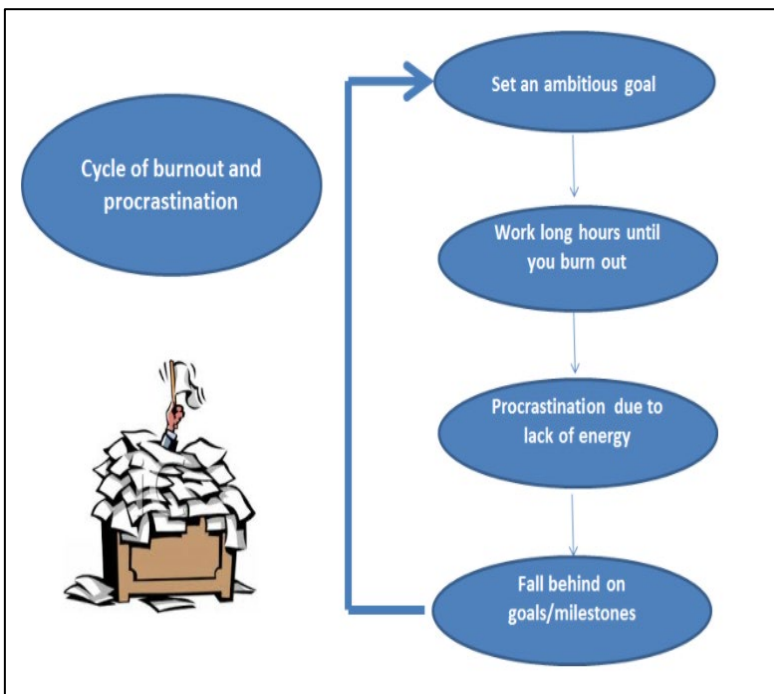
Chop Wood, Carry Water: How to Fall in Love with the Process of Becoming Great by Joshua Medcalf. This quick read is focused on appreciating the processes of life during that in-between time from one big event to the next. I find myself coming back to the stories in this book any time I need a reminder about gratitude and mindfulness.

Mental Health Corner



Click the image above and below for information regarding productivity throughout this pandemic and graduate student burnout

“Are you Creating Your Own Burnout in Grad School”
By Dora Farkas



Mark Your Calendar!

Fall 2020 Dates

Spring Registration: 10/29

Spring TAP Application Deadline: 11/15

Fall Classes End: 11/24

Final Exams (online): 11/30-12/04

Fall Graduation Dates: 12/04-12/06

HELP Repository Deadline: 12/11

Spring 2021 Dates

Spring TAP Registration: 01/04

Spring Classes Start: 01/11

Final Exams: 05/03-05/07

Free Harvard Education Webinars

With the current challenges and climate in higher education, Harvard’s Graduate School of Education is offering FREE webinars on Zoom and Facebook from September 30 to December 9. Should you miss a seminar, you can view the discussion on either YouTube or Facebook. Here are some upcoming topics:

10/14 – Educating for Democracy

10/28 – Screen Time Sanity

11/10 – Election Reaction, Education Focus

12/09 – Motivation, Curiosity, and Sparking a Continuing Love of Learning

Click the image below for more information



Meet the New Class of 2024!

Name	Why did you join the HELP program?	What are you considering for your dissertation research topic?	What is your current professional role?	What do you do to unwind?
Mario Sheats	I joined the HELP program to better prepare myself as a Leader and to further my career in higher education.	I am considering research concerning faculty/staff management, technology and disability services, and organizational psychology.	My current role is at my alma mater, the University of North Georgia - Gainesville, as Coordinator of Student Disability Services	I unwind by completely powering off my smartphone (very gratifying) - and enjoying fresh air and vegetable.
Nicole Wilcox	I joined the HELP program because I love school and UNG is one of the best. I am determined to affect positive change at the highest level in education, through both leadership and advocacy.	With professional experience in academic advising, I am considering a dissertation topic centered on improvements in this field of higher education.	I currently serve as the Psychology Lab Coordinator and Departmental Advising Administrator for the Department of Psychological Science at Kennesaw State University.	Unwinding is not really my jam.
Jolene Cole	I joined the HELP Program to expand my knowledge in higher education policies and procedures. After ten years working in higher education, it was time to take the next step. As I participated in university senate and other leadership roles on campus, I realized how important a program like this would be to my professional goals.	I'm still trying to narrow down from a wide range of interests. Some topics I'm considering: 1) gender and work life balance issues in academia 2) Toxic work culture 3) Information Literacy programs	I'm currently an Associate Professor of Library Science at Georgia College and State University in Milledgeville, Georgia.	Worklife and Personal life has become quite intertwined over the last few months but if I get a minute to unwind I enjoy bad tv, DIY projects and time outside.
Brooklyn Herrera	I joined the HELP program to grow and continue making strides in serving students in equitable ways that lessen the achievement gap. After being presented the resources to succeed in college, I am dedicated to the continual growth, development, and access of these resources.	Peers have a tremendous impact on who we become; therefore, my research interests lie within the peer-to-peer impact of utilizing strategies that instill a growth mindset at minority-serving institutions.	Assistant Director for Tutoring and Supplemental Instruction, Dalton State College	Plan travel.. then travel.
Julius Fleschner	I joined the HELP program for lots of reasons, but really I wanted to learn more about how to conduct my own research agenda and all the pieces that go along with that. The focus this program places on research and practice is so exciting.	I am hoping to explore institutional decision making during the COVID-19. We are in such a unique moment in the long history of higher education. Each institution is needing to make rapid and important decisions. I want to learn what are the best practices to manage the institution during a crisis.	I am currently the Dean of Libraries and College Testing at Georgia Highlands College. I have a team of seven faculty librarians, four staff members, two part-time librarians, and many test proctors. We have four Libraries across the northwest Georgia region.	I supposed I will be reading lots of articles as a way to unwind for the next three years! in all seriousness, I enjoy classic films, music, and playing with my two children, Louise and Ellie.
Maggie Segnitz	I joined the HELP program to continue my education in the field of Higher Education. After completing the Post Master's Certificate in Transfer Leadership and Practice, I knew this would be the next best step for me and my career.	I am considering researching how academic advising influences transfer student retention at their sending institution.	I am the Assistant Director for Academic Advising on the Gainesville Campus at the University of North Georgia.	I enjoying hanging out with friends and my husband or a good DIY project!
Imani Cabell	I joined the program because I want to grow and challenge myself! I don't only want to be a good higher ed practitioner I want to push myself to be great!	How to advise for Dual Enrollment, Making Required High School Curriculum Requirements (RHSC) applicable to a major pathway	Dual Enrollment Coordinator for the University of North Georgia	I am an avid TV watcher. I immerse myself in a good show or series!
Anna Gibbs	I joined the HELP program to engage and contribute to the field of higher education.	I am considering the utilization of technology to promote physical activity among university students as a possible research topic.	I am a full time instructor in the Health and Human Performance Department at Albany State University.	To unwind I enjoy going for a run with my dog or sitting in the sunshine with a good book!
Tiara Anderson	To connect with more Higher Ed professionals, increase my knowledge of the field, learn best practices from peers, learn more about conducting research, and obtain a doctorate.	Black student retention at Predominately White Institutions in comparison to Historically Black Colleges & Universities	Academic Advisor II at Georgia State University	Play with my dog, cook a new recipe, go to brunch, and binge Netflix/Hulu.

Student Accomplishments

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

David Yenerall ('22)– Is a finalist for the Dawson County Board of Education. In November, Dawson county residents will vote for their final selection. A press release can be found by clicking the image below. Good luck to David and get out to vote!



Tatiana Maslova ('22)– Is a FUSE grant recipient for Intercultural Competencies in Learning Russian. The purpose of the student-faculty research project is two-fold: first, to actively involve upper-level students of Russian at UNG into academic research of some unique Russian culture aspects through the lenses of Intercultural Competence (ICC) framework and second, to address the problem of a lack of up-to-date authentic teaching materials. The students will be engaged in interviewing native speakers of Russian in the target language, reflect on their critical awareness as pertaining to the ICC model, and create a series of short videos as authentic teaching materials for the use in various level Russian courses back at UNG. The major learning outcomes of the project include developing students' research conducting skills, enhancing their intercultural competence level, engaging in a creative process of video production, and contributing to the collection of authentic teaching materials used by the UNG's Russian program.

Bob Myers ('22)– Is the recipient of the 2020 Linda and Lloyd Byars Award for Faculty Teaching Excellence.

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

Alexis Stinson ('21)– Was instrumental in the establishment of the new Enrollment Services office which opened on September 21, 2020 on the Armstrong Campus of Georgia Southern University. This project has been in development since 2018 and they are so excited to have started their services this fall.

Successful Prospectus Defense Announcements

Congratulations to those of you who have successfully defended your prospectus! Good luck on the rest of your research endeavours!

Ken Crowe: *Changes in Alumni Identity During a Higher Education Merger*

Ashlee Pollard: *Examining the Impact of Policy Changes on Financial Aid Administrators through Innovation and Institutional Culture Theory*

Ariel Turner: *The Lived Experiences of Women Presidents*

Elizabeth Hutchins: *Understanding the Challenge and Support of Academic Advising for First-Generation, Hispanic Students at a Georgia Hispanic Serving Institution*

Nikki Simpson: *The Impact of an Appreciative Education Approach on Burnout Levels in Academic Advisors*

Keith Luoma: *Stakeholder-Mindset in Higher Education*

Crustal Shellnut: *Abbreviated Degree Programs in Higher Education: A Case Study of the University System of Georgia's Nexus Degree in Film and Video Production*

HELP Repository Additions

Two additions have recently been made to the HELP repository on D2L. The first are two documents that will greatly help your research journey from the beginning to the end. One is a suggested discussion guide for your first meeting with your major advisor and the other is a template for the Chapter Five of your dissertation. The second addition is the meeting details and recordings for the first HELP Town Halls on the Post Master's Certificate in Transfer Leadership & Practice. **The second Town Hall is scheduled for October 19th at 6:00 pm on the topic of Roles and Responsibility of the Chief Diversity Officer. The third Town Hall will be held on November 9th at 6:00 pm and is a Prospectus Information Session.** Both additions can be found in D2L or by clicking the images below.



CHAPTER FIVE DISCUSSION
The purpose of this research study is to investigate XXXX.
Summary of Findings A summary of the findings of this research present XXXX.
Research Questions (and Hypothesis) This research sought to investigate the questions (and hypothesis)
Discussion of the Research/Summary of Conclusions Implications of the Research
Implication for Higher Education Practice
Implications for Theory
Implications for Person (who is impacted – students, staff, etc.)?
Limitations of the Study
Future Research
Conclusion

Major Advisor (or Committee) Expectations MEETING DISCUSSION GUIDE A checklist of possible topics to be the groundwork and address expectations
<input checked="" type="checkbox"/> Communication Expectations The most common concern of both students and advisors is effective communication, especially when challenges arise. Discussing areas of communication style, methods, and expectations is a valuable asset. How often do we expect to hear from the advisor? Best ways to contact – email, phone calls, text messages? Best times to contact – time of day, week, length & frequency? Expectations for response time to messages? Specify a reasonable length of time so no one wastes needless, waiting hours (includes into actions). How should we proceed if we don't hear back from the advisor? How to communicate and manage being late for, or needing to cancel, a meeting? What are our communication policies? (Response, solutions, direct, appropriate, use business, etc.) What's on our plates, or how many hats do we wear right now?
<input checked="" type="checkbox"/> Expectations for the advising relationship The advisor-advisee relationship is a (chosen) non-union partnership/commitment. Establishing clear expectations of the roles and responsibilities within the relationship are important. How do we establish the expectations for meeting to build trust/grade for the semester? What is the expectation for timely feedback on submissions? What is the expectation for submitted work to reach final, final grade, revised drafts, submissions to major advisor, submissions to committee, submissions for defense, etc.? What is our plan for major milestones (orientation, fall, the calendar, defense, etc.)? How often should the advisee meet with advisory committee members and what's advisor role in those meetings/meetings? Discuss how providing and receiving constructive criticism, both through written and verbal means, is an important and reciprocal aspect of the advising relationship. How can you meet these challenges?
<input checked="" type="checkbox"/> Planning our meetings Planning our meetings can save time and create clear direction towards focusing on the dissertation research. Can we establish a "regular" meeting time that we should use when decisions need to be made? How can we use our meeting time? (Who determines the agenda and what to expect from this time together?) If discussing complex content/feedback, how long before the meeting does that need to be submitted/learned? Who's responsible for creating full constructive meetings and defenses?

Latest UNG COVID Information

With the rapidly changing nature of the COVID-19 Pandemic, official information on statistics, policies, and operating guidance is imperative. For the most up to date information from the UNG, click the image below.

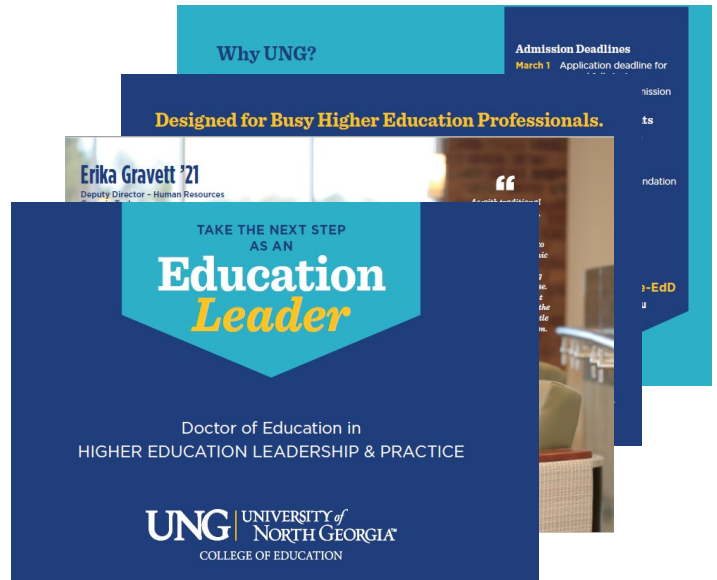


Grant Writing Academy

The Grant Writing Academy is scheduled for a day long event to occur on December 7th, 2020, from 9 am – 4 pm with a break for lunch. Thank you all for your patience and feedback on the survey. As a reminder, **attendance is required at the Grant Writing Academy to be eligible for the grant review and scholarship.** More information will be sent at a later date on the topics, medium, and RSVP information.

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.

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.