

Nomination Portfolio

Felton Jenkins, Jr. Hall of Fame Faculty Award

Michele B. Hill, Ph.D.

Associate Head and Associate Professor of Psychological Science
University of North Georgia

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October 6, 2020

RE: Felton Jenkins, Jr. Hall of Fame Faculty Award Nomination Letter

Dear USG Award Selection Committee Members:

I write in enthusiastic support of Dr. Michele Hill's nomination for the Felton Jenkins, Jr. Hall of Fame Faculty Award. Dr. Hill, Associate Department Head and Associate Professor of Clinical Psychology, was the recipient of the University of North Georgia's Distinguished Teaching Award, the highest honor we bestow to recognize significant teaching contributions at the University of North Georgia (UNG). Dr. Hill embodies the "strong commitment to teaching and student success" described in award criteria through devotion to curricular improvement, incorporation of active and experiential pedagogies, and life-changing influence on students and their future careers.

Dr. Hill expressed strong commitment to real-world relevancy in her teaching philosophy, masterfully incorporating a variety of educational strategies across a wide range of courses. She asserts that her teaching practices utilize applied learning tools that are directly applicable in graduate school, research, and students' careers. For example, students in her Abnormal Psychology and Clinical and Counseling Theories and Interventions courses develop clinical case formulations within which they review video footage of actual counseling sessions and analyze the sessions based upon best intervention practices. Additionally, Dr. Hill invites seven to nine students to conduct research each semester as part of her Student Mental Health and Wellness Lab. They are currently investigating *Student Mental Health and COVID-19*, which is a survey of the entire UNG student population.

Students frequently enter Psychology classes with pre-conceived notions and misinformation about mental health disorders, and Dr. Hill scaffolds her instruction to break down this misinformation. She asserts, "In an effort to reduce stigma...students watch movies that portray mental health disorders and discuss how these movies educate and mis-educate the general population." She then increases rigor and reinforces learning concepts with experiences such as visiting an inpatient facility near campus, or completing a mental health promotion and education project. In the latter, students develop professional materials such as children's books, posters, infographics and brochures that are used in the student counseling center on campus.

In addition to breaking down misinformation, Dr. Hill's incorporations of technology in the classroom are equally as innovative. For example, her Student Mental Health and Wellness Lab includes clinical trial research entitled *Mindfulness Delivery in Virtual Reality: Proof of Concept for Use with College Students*. Students complete an IRB, review literature, and collect and manage real data on mindfulness using virtual reality. Also, when the university shut down in-person instruction due to COVID-19, Dr. Hill's technological skills allowed students to continue to flourish. A current student reported that she demonstrates excellence in online teaching by providing engaging video-recorded lessons with practical applications, rather than simply posting disconnected PowerPoints.

Felton Jenkins, Jr. Hall of Fame Faculty Award Nomination Letter

October 6, 2020

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Service learning is one of the hallmarks of Dr. Hill's teaching. Community based projects in her courses span a wide range of needs in the Psychological sciences. A few of these efforts include: the You Will Rise anti-bullying project in local high schools; the Saving Appalachian Stories project where students collect stories from local gardeners and present them at the Appalachian Teaching Project in Advanced Leadership in Washington DC; the Hope for Haiti project where students collected medical supplies, emergency candles, shoes and coordinated a benefit concert to raise \$1,900; Applied Suicide Intervention Skills Training; and 25 different environmental projects at The Yahooola Creek Trails Conservancy.

The relationships Dr. Hill nurtures in class pave the way for extensive support she offers students outside of class. She provides this support in a variety of ways including formal advising, mentoring through research, and supporting students' career aspirations. Perhaps most notably, Dr. Hill's incorporation of undergraduate research into courses results in extensive out-of-class activities via IRB reviews, conference proceedings, and consultations. She set up a journal club in which students peer review each other's scholarly work. Further, when applying to graduate school, students know they can turn to Dr. Hill for support, guidance, and advice. She asserts, "Over the last five years more than 20 students that have worked with me have gone on to graduate school in a variety of fields to include, counseling, clinical psychology, health psychology, social work, law, occupational therapy, social work, and child life specialist."

Dr. Hill's dedication to student learning influences her scholarly activities both professionally and in collaboration with students. She has published numerous articles in notable edited volumes such as *Journal of American College Health*, *The Journal of Individual Psychology*, and *Psychotherapy*. She guides her students through clinical research and has published articles with them in *The Journal of Individual Psychology* and *Journal of American College Health*. Even more noteworthy are the accolades and awards she has garnered. In addition to the Distinguished Teaching Award, Dr. Hill received eight other teaching awards and fellowships including the Student Government Association Outstanding Teaching Faculty Member award (2006, 2017, 2019); three NGCSU Excellence in Teaching awards (2009, 2010); and an *Appalachian Teaching Fellow* designation from the Appalachian Regional Commission.

The Felton Jenkins, Jr. Hall of Fame Faculty Award acknowledges the impactful ways faculty support students across the course of a distinguished career. I believe that Dr. Hill is an exemplar of excellence in teaching, and the impact she has had upon students at UNG is unquestionable. Please accept my highest recommendation for her application.

Sincerely,



Chaudron Gille, Ph.D.

Provost & Sr. Vice President for Academic Affairs



October 26, 2020

To: USG Award Selection Committee
From: Susann Doyle-Portillo, Ph.D.
Re: Dr. Michele Hill

Dear Committee Members:

I am very pleased to write this letter in support of Dr. Michele Hill's nomination for the Felton Jenkins Jr. Hall of Fame Faculty Award. Michele is one of our most accomplished teachers in the Department of Psychological Science. She consistently has some of the best teaching evaluations in our department. She routinely beats median scores for the course, the department, and the college on her student evaluations. Student comments are also universally complimentary and positive.

Michele exhibits a range of teaching ability that is admirable. She is able to teach a wide variety of courses for us, including our upper-division courses clinical courses (i.e., Abnormal Psychology & Counseling Theories), as well as, lower division courses (e.g., Introductory Psychology). She teaches both these lower-division and upper-division courses with equal expertise and success. Michele also engages in teaching outside of the classroom via her mentorship of undergraduate researchers and her work with student organizations (e.g., prevent child abuse). Mentorship of this type affords our students the opportunity to present their research at local and regional conferences or to work with local communities on real-world issues. Both activities extend the classroom to the real world and vastly enhance our students' professional portfolios.

I have had several opportunities to talk to Michele about her teaching over the last year. What impresses me most about Michele is her ability to challenge students while still maintaining a wonderful rapport with them. One way that she accomplishes this is through being a warm and nurturant professor. Students respond very well to her and feel comfortable in her classroom. Another thing that contributes to Michele's success in the classroom is her ability to connect course material to the real world. Michele designs many of her lectures and course assignments in such a way as to highlight their importance in everyday life. She is very creative and innovative in designing projects for students to work on both inside and outside the classroom. For example, she has shared with me a project in which students developed books for children to educate them about mental health issues. I loved this idea so much, I am currently adapting it (with her permission) for one of my own courses. The sample books created by her students were remarkable. They were good enough to warrant professional publishing. Project results of this caliber do not happen on their own. They require the guidance of a motivating and gifted professor, such as Michele. Another inspired assignment of Michele's had students creating webpages with information on how to help folks who are experiencing mental health issues. It is this type of applied work that distinguishes Michele's teaching and inspires her students to greatness.

In summary, Michele is a wonderful and accomplished teacher. She is successful in getting her students to learn difficult material. Students rate her very highly, and she upholds departmental standards for academic rigor. Her focus on the real-world applicability of our field helps our students find their professional purpose. I urge you to give her application for this award every fair consideration. Please do not hesitate to contact me if I can provide additional information.

Sincerely,

Susann Doyle-Portillo, Ph.D.
Dept. Head and Professor



October 27, 2020

Dear USG Award Committee,

I am honored to write my strongest recommendation that Dr. Michele Hill receive the Felton Jenkins' Jr. Hall of Fame Teaching Award this year. I would like to address Michele's teaching both inside and outside of the classroom and how it contributes so substantially to our student's complete education here at North Georgia.

Michele's teaching, over the years, has included student engagement with the campus, the surrounding community, and international community where students apply what they learn through service learning. Her classes have applied their class education to projects that have included Habitat for Humanity and Hope for Haiti that had true impact for students and community members involved. I worked with her on projects as we served as ambassadors on Appalachian Studies Projects in which applied community-based projects were then presented in Washington DC.

I have had the honor of working with Michele's lab students on several projects, including the ongoing project looking at the potential use of virtual reality as a mindfulness training tool. Her dedication and patience are admirable and something more of us should strive for as mentors. Rather than have a handful of students Michele is mentoring up to 10 students as she preps them to achieve their graduate school dreams. She includes them in all aspects of the projects, giving them multiple chances to learn by trying and then by working together as the task is improved to meet her high standards. Students get to participate in the IRB process, journal clubbing (think serious literature reviews and skeptical discussions), creation of tests and programming of tasks, organization of lab participants, data collection and analysis, and the write up of the projects through poster and paper presentations she makes with all of her students. Then she works with them giving them the confidence they need to present at the Southeastern Psychological Association (SEPA) or the National Conference on Undergraduate Research (NCUR). She works with them together as a team, demonstrating the interpersonal skills they will need as team members in a graduate school lab. She also gives them individual attention to give them confidence and the motivation they need to be successful.

Michele's record of success at getting her students into high quality graduate schools is among the best at the University, not just in our department. Her time and experience with them make all the difference and she should be commended for these unpaid efforts by receiving this year's Felton Jenkin Jr. Hall of Fame Faculty Award.

Sincerely,

Chuck Robertson, Ph.D., Professor in the Department of Psychological Science

Michele B. Hill, Ph.D.

Curriculum Vitae

University of North Georgia
82 College Circle
Department of Psychological Science Dahlonega,
GA 30597

michele.hill@ung.edu
Office: 706.867.2771

Professional Preparation

2000	Doctor of Philosophy	Counseling Psychology (APA accredited) College of Education, Georgia State University
1995	Master of Science	Community Counseling (CACREP accredited) College of Education, Georgia State University
1992-1993	Psychology Major	Ohio University
1987	Bachelor of Fine Arts	Columbus College of Art and Design

Professional Licensure & Certification

2005 - present	Licensed Psychologist (#2868), State of Georgia
2018 - present	Trainer of Applied Suicide Intervention Skills Training (ASIST) ID: n39960
2005 –present	Registered Neutral with Georgia Office of Dispute Resolution # 2582

Undergraduate Courses taught (UNG/NGCSU) (2006-2020)

PSYC 4840	Clinical and Counseling Theories and Interventions
PSYC 3306	Health Psychology
PSYC 3080/L	Research Methods for Behavioral Sciences w/ Lab
PSYC 3530	Abnormal Psychology
PSYC 3530L	Abnormal Psychology Lab
PSYC 3430	Personality and Individual Differences
PSYC 1101	Introduction to Psychology
PSYC 3070	Quantitative Methods w/Lab
PSYC 2103	Human Growth and Development
PSYC 4000	Advanced Studies in Leadership
PSYC 4490	Leadership Internship
PSYC 4960	Psychological Reading/Research
PSYC 4950	Special Topics: Certified Mediation and Conflict Resolution
PSYC 4950	Special Topics: Interpersonal Communication Skills
PSYC 4950	Special Topics: Appalachian Teaching Project
PSYC 4950	Special Topics: Leadership and Media
PSYC 4950	Special Topics: Women in Leadership
PSYC 1030	Principles of Leadership (2)
PSYC 1002	Adaptive Leadership
PSYC 1001	Foundations of Leadership (1, core required Area B)

Graduate Courses taught (Georgia State University – CPS Dept CACREP) (1995-2007)

CPS 9970F	Conflict Resolution and Negotiation (Certified Mediation)
EPRS 7900	Methods of Research in Education (Statistics and Research)

CPS 7340	Social/Cultural Issues in Counseling (Multicultural Counseling)
CPS 743	Systematic Psychological Helping Skills (Techniques of Counseling)
CPS 741	Group Counseling Systems
CPS 9820	Health Psychology
CPS 7660	Applied Practice I: Mental Health Counseling
CPS 7680	Internship: Mental Health Counseling

Courses taught University of Northwest, Mmabatho, South Africa. - Faculty Fellow and US Coordinator of the Project for the Empowerment of South African Counselors (1997-2007)
Developed culturally relevant Counseling and Life Skills graduate program for licensure.

SWK 803	Research Methodology
SWK 403	Quantitative Statistics
LFC 809	Psychological Theories and Skills
LFC 807	Crisis Triage and Supervision
LFC 800	Introduction to Life Skills Counseling and Development
SWK 404	Community Development and Applied Practice
SWK 406	Theoretical Basis for Social Services
PSY 407	Assessment for Children and Adolescents

Selected Publications (Published/Peer Reviewed):

* denotes undergraduate student ** denotes graduate student

Hill, M.B., Hightower, J.M.** , Halliburton, A.E., Harrison, T.L., LaFever C.R.** (2020, In Review). Mental health during COVID-19: College Students' Need for Structure. *Journal of College Counseling*.

Shannonhouse, L., **Hill, M. B.**, & Hightower, J.** (2020). Trauma Exposure, Suicidality, and Reporting in College Students. *Journal of American College Health*. doi: 10.1080/07448481.2020.1752695

Brack, G., Lassiter, P., Kitzinger, R., **Hill, M. B.**, McMahon, G.** , & Fall, K. (2013). Individual Psychology on the Virtual Frontier: Massive Multiplayer Online Role-Playing Gaming. *The Journal of Individual Psychology*, 69(1).

Brack, G., **Hill, M.B.**, & Brack, C. (2012). Individual Psychology in South Africa. *The Journal of Individual Psychology*, 68(3).

Brack, G., Lassister, P, **Hill, M. B.**, & Moore, S. (2011) Ecosystemic Complexity Theory of Conflict: Understanding the Fog of Conflict. *Journal of Humanistic Counseling*, 50(1)3-15.

Hill M. B., Brack G., Qalinge L., & Dean J.** (2008). Adlerian similarities to a Sangoma treating AIDS in South Africa. *The Journal of Individual Psychology*, 64(3), 310-323.

Wells, M., **Hill, M. B.**, Brack, G., Brack, C. & Firestone, E. (2006). Co-Dependency's Relationship to Defining Characteristics in College Students. *Psychotherapy*, 20(4), 71-84.

Selected Professional Presentations with Undergraduate* and Graduate students**

Johnson, H.* , Colier, Z.* , Gailey, S.* , McDaniel, S.* , Gille, L.* , Oakley, T.* , Piejack, E.* , Ramirez, A.* , **Hill, M.B.**, & Robertson, C. (2020, April). The Oculus Rift, Mindfulness, and Student Mental Health. Poster to be presented the 66th Annual Southeastern Psychological Association Conference. New Orleans, LS.

Henze, J.* , Rode, L.* , Gailey, S.* , Colier, Z.* , Johnson, H.* , McDaniel, S., Woodall, K.* ,
Advisors: **Hill, M.B.**, Robertson, C. (2019, April). Virtual Reality Mindfulness and its Effects on Mental Health in College Students. Poster presented at the National Conference on Undergraduate Research. Kennesaw, GA.

Rodes, L.* , Henze, J.* , Gailey, S.* , Advisors: **Hill, M.B.**, & Robertson, C. (2019, April). The Oculus Rift Enhances Mindfulness Practice Adjunctive Treatment. Paper presented at the National Council on Undergraduate Research. Kennesaw, GA.

Makhoul, L.* , Paramore, J.* , Kelly, C.* , Aukland, S.* , Advisor: **Hill, M.B.** (2019, April). Non Heterosexual Orientation Contributes to the Interpersonal Theory of Suicide. Poster presented at the National Conference on Undergraduate Research. Kennesaw, GA.

Hill, M. B. (2018, March). Moral Injury: Moral Duty and Dark Humor. Paper presented at the 64th Annual Southeastern Psychological Association Conference. Charlestown, S.C.

Hightower, J.** , **Hill, M. B.**, & Shannonhouse, L. M., (2018, March). Belonging and Mattering: Suicidal Ideations in College Students. Paper presented at the 64th Annual Southeastern Psychological Association Conference. Charlestown, S.C.

Carrier, E.* , **Hill, M. B.**, Hightower, J.** , (2018, March). Anxiety and Suicide in College Students: Protective Factors. Paper presented at the 84th Annual Southeastern Psychological Association Conference. Charlestown, S.C.

Russell, M.* , Bowen, A.* , Cruz, C.* , Weisz, C.* , Battleson, M.* , Penn, A.* , & **Hill, M. B.** (2017, March). Veteran's Voices: Research of Moral Injury and Response Bias. Symposium (clinical) presented at 63rd Southeastern Psychological Association. Atlanta.

Honors and Awards Associated with Teaching

2020	UNG Distinguished Teaching Award
2019	SGA Outstanding Teaching Faculty Member
2017	SGA Outstanding Teaching Faculty Member
2010	<i>Appalachian Teaching Fellow</i> from the Appalachian Regional Commission
2010	NGCSU Excellence in Teaching Award for Service Learning
2009	NGCSU Excellence in Teaching Award for Classroom Leadership Development
2009	NGCSU Excellence in Teaching Award for Valuable Contributions to the Learning Communities Initiative
2008	SGA certificate of Appreciation for Teaching Excellence, NGCSU
2006	SGA Outstanding Faculty Member, "Rookie of the Year," NGCSU

1999 – 2000 **International Visiting Professor (Fellowship)**, Departments of Social Work and Psychology University of Northwest, Mmabatho, South Africa.

Teaching Philosophy, Strategies, and Objectives

Philosophy

I am confident that students do best when they are engaged through active participation with real world examples in an energetic and secure environment. I believe that students are entitled to quality instruction that promotes an integration of knowledge into action. Through my teaching I have the greatest opportunity to foster good citizens in our community, nation, and the world. It is a privilege to empower students to move beyond rote learning to active engagement.

Therefore, my teaching must be contemporary and relevant, incorporating the most up to date research, practice, policies, and ethics. To succeed in this endeavor, I must recognize the community around me.

I had the privilege of teaching in South Africa over a span of ten years. Working alongside my colleagues in Garankuwa and at the University of Northwest I developed an appreciation for the Ubuntu philosophy which recognizes that 'we achieve ourselves by sharing ourselves with others.' We are as strong as all of our members and our interdependence with each other is the key to our greatness. As a teacher, my goal is to remember this invisible connection as I interact with individual and groups of students, faculty, staff and the surrounding community.

I view my role as a teacher to include my courses, advising, service learning projects, community workshops, and undergraduate research. My fundamental belief is that all instruction to those involved should foster awareness, knowledge, and skills for the subject matter and then how to apply the content in the present and in the future. I develop a learning environment and assignments that promotes student's problem solving and critical thinking, where safe dialogues and self-reflection can occur. I must prepare students to recognize their strengths, their points for growth, and to instill in them the necessary skills needed to become life-long learners rather than passive recipients. To this end, my philosophy is that I must also be an active learner through my own professional development where I continue to challenge myself. It is my goal that I serve as a model for my students. If I am successful then I have helped students build a conceptual framework whereby they seek out more knowledge, skills through certifications, graduate school, internships and work. In collaborating with students on their resumes, curriculum vitae, and personal statements I challenge students toward developing an awareness of themselves as a multicultural person in a diverse community.

Strategies and Objectives

I work hard at making my courses relevant and contemporary, incorporating the most up to date research, practice, technology, and diverse perspectives. I implement a variety of teaching methods to engage students: lecture, videos, real-world examples, demonstrations, roleplaying, class discussion, group activities, group projects and presentations, and interactive exercises. Effective teaching is comprised of two necessary and related elements, knowledge of the content and the ability to apply it.

My strategy meets my philosophy through a student-centered environment where students actively participate, rather than passively learn. I use a variety of teaching tools to facilitate

intellectual abilities (subject area relevance) and cognition (social insight) to psychomotor learning (applied practical skills) and affective learning (development of emotions, attitudes, morals, and ethics). While teaching, I provide the following conceptual framework for supporting my teaching philosophy: student-faculty contact, cooperation among students, prompt feedback/guidance, communication of high expectations, and respecting diverse ways of learning. Through dialogue, I give a considerable amount of effort to help students understand complex ideas, question them, evaluate them and find ways to articulate and communicate them. The principles and values that underlie all my teaching endeavors are inclusive and (inter)active learning. I consider dialogue as a fundamental creative and transformative process that should underlie all educational endeavors. I have syllabi and learning objectives that serve as the framework not only for my classes; I have them for advising, workshops, community engagement, and undergraduate research.

In content courses and workshops, I want students to take the concept from the lecture/reading and apply it in a variety of ways. To this end, I set up instruction related to psychological service (e.g. therapy, ethics, suicide intervention, mediation, or adaptive leadership) for them to apply the content in three ways: to themselves, with others, and in the communities in which they live. My assignments and exercises for student's self-application allow them to internalize the material and gain personal insight with a deeper level of knowledge. As a result, they often garner an appreciation for what they are asking when working with others or the community. When asking students to apply their content knowledge to others this can take the form of role play (such as conducting a motivational interview) to analyzing a case through reading or watching videos/simulation. This type of work is meant to help the student gain the practice and confidence to go forward and engage in internship with supervision or graduate school.

The goal of my lab-based courses and undergraduate team work is for students to learn how to conduct research from the intensive literature review (gaining information literacy) that leads to research question formulation. Instruction is set up in steps so they learn each stage of research methodology that culminates in writing and presenting in professional context. The details involved in these projects, to include a successful IRB application to mastering Qualtrics. These skills along with group work and leading a successful project has led many students towards acceptance into graduate schools, gaining assistantships, and attaining employment.

My primary objective is for students to gain practical knowledge and skills across many areas of practice to include, ethics, applied practice, interpersonal dynamics, conflict resolution, mediation, leadership, clinical theory, and research to name a few. All of these contribute to students creating a successful portfolio upon graduation. Through class, advising, mentorship, or joining the lab teams, students can develop robust personal statements and curriculum vitae that make them confident and competitive whether they stay local, want regional, move nationally, or go global. Over the last five years more than 20 students that have worked with me have gone on to graduate school in a variety of fields to include, counseling, clinical psychology, health psychology, social work, law, occupational therapy, social work, and child life specialist. Most recently, Meredith Russell, a past mentee, took a job as a Research Coordinator for NASA Behavioral Health and Performance Laboratory.

All of the documentation in this portfolio demonstrate my teaching towards student success.



THE UNIVERSITY OF
TENNESSEE
KNOXVILLE
BIG ORANGE. BIG IDEAS.

Dear Committee Members:

It is an privilege to have the opportunity to nominate Dr. Michele Hill for the Felton Jenkins Jr. Hall of Fame Faculty Award. I have had the distinct honor to be mentored by Dr. Hill since 2014 while I was at the University of North Georgia earning my bachelor's degree to now as I am preparing to start my dissertation as I earn my doctorate in Counselor Education at the University of Tennessee. Dr. Hill is a powerhouse educator and a dedicated mentor, and she has had a monumental impact, both personally and professionally, on countless students throughout her career as an educator, including myself.

As an undergraduate student, I was able to experience first-hand the passion and drive that Dr. Hill has as an educator. Her courses are dynamic and engaging while also helping students connect material to the real world. The impact of her teaching is still with me today, and I often refer back to those classes with her when considering how to teach my own students. I was struck by her desire to include students in the learning process and her genuine interest in student perspectives and experiences. I saw this as she intentionally structured courses to have students reflect on their personal experiences and overtly connect these experiences to the course material while also providing intentional, personalized feedback that helped push students into deeper levels of reflection and learning. Through this process, I learned not only the material but also the value of critical reflection and the way that critical reflection can foster growth, critical thinking, and perspective transformation, and I now mimic this process with my own students. As I graduated from UNG and began the next phase of my academic career as a master's student, I was able to gain more insight into Dr. Hill's teaching process. I witnessed her continual desire to be a better educator for her students as she continued to be engaged in the current research, update her courses, and make adjustments based on student feedback. While continuing to better herself as an educator, she also helped me to understand what goes into an intentional course design, fostering student engagement, and creating assignments that account for differing identities, abilities, and perspectives.

While I have grown and been challenged through Dr. Hill's courses and teaching, I have benefitted most from her role as my mentor. In order to share all that she has done for me, I would need much more space than I have here. As an undergraduate student, she encouraged me to pursue graduate school, helped me to navigate the application process, edited drafts of application materials, connected me to her colleagues, and provided a constant source of realism and encouragement. Additionally, she mentored me in becoming a future counselor and educator who attended to student needs and was able to take into account the way that culture, identity, and experiences impact the way that a student engages in and out of the classroom. She spent countless hours with me as she taught me how she designed courses and assignments and helped me to understand how to best challenge students to engage in their full potential, provide encouragement, and recognize the need for individualized considerations.

As a student at UNG, Dr. Hill helped me to see my potential by simultaneously challenging me and encouraging me. One moment that has stuck with me is one in which we were working together to assess student learning through one of their assignments, and she had me talk her through how I would assign grades and give feedback. As we worked through these assignments, there were two assignments that we looked at back to back, with one being clearly exceptional, going above and beyond the assigned requirements, and one meeting all the requirements without going beyond what was asked. As I looked at these assignments, I recognized that both met all the requirements to receive full points and asked Dr. Hill what she thought. We spoke about what may have impacted each student as they completed these assignments, considering that there may be differences such as one student having to support themselves and split time between work and school while the other may have the opportunity to have their school fees and tuition covered or that one may be a caretaker for someone in their family while the other is not as well as many other potential scenarios. As we talked about the impact these situations may have, I was struck by the way that Dr. Hill took time to fully consider the needs of her students and objectively consider their work based on the requirements, rather than looking at the assignment that went above what was asked and marking it higher than the other. I carry that conversation with me every day as I interact with my students, grade their work, and assess their engagement in class. My hope is to emulate some of what Dr. Hill taught me that day and see my students holistically and within their context.

As I have continued my academic career, Dr. Hill has been a constant in my life and has mentored me both professionally and personally, and I am proud to carry forward her legacy as I become an educator. I have been taught and mentored by both Dr. Hill and her mentor Dr. Jane Brack, and I am humbled by the opportunity to carry forward the legacy that they have created. As I learned from Dr. Brack, I was able to see so much of her in Dr. Hill, and my hope is that my students will be able to see much of Dr. Hill in me. Dr. Hill has modeled for me genuineness, dedication, humor, and authenticity as well as the importance of helping students feel that they matter and belong, no matter their context. I have seen her intentionally design courses and be dedicated to a life full of learning and growth.

Dr. Hill has mentored me and taught me throughout my entire academic career while also impacting me personally: from helping me learn about and apply to graduate programs, talking with me as I worked through life changes, helping me navigate academia, officiating my wedding, to talking through how to adjust courses and support students during the COVID-19 pandemic. Dr. Hill has been a constant source of support, and I cannot hope to capture a full picture of who she is as an educator and mentor in this letter alone. I believe that she is deserving of the Felton Jenkins Jr. Hall of Fame Faculty Award, and I hope that you will consider her for this honor.

Sincerely,



Jennifer Hightower, MS, NCC
Ph.D. Candidate, Counselor Education
Department of Educational Psychology & Counseling
The University of Tennessee, Knoxville
jhight3@vols.utk.edu

Laura Ashton Rodes
105 Brooks Bridge Ct,
Alpharetta, GA 30022
(770)-510-3632

October 23, 2020

Dear USG Teaching Award Committee:

Dr. Michele Hill has been an instrumental figure in my graduate school success. The lessons and values Dr. Hill instilled in all her students provided the necessary steps needed to succeed in our future careers. Her nearly constant availability and willingness to see her students surpass expectations sets her apart from others in the University system.

Throughout the trials and tribulations of undergraduate school, Dr. Hill has been a key figure on which to rely. She challenges students to be motivated, to do their best work, and to develop multifaceted skills through community service-based, research-based, and other extracurricular activities.

In undergraduate school, Dr. Hill encouraged me to explore different avenues of research that propelled me to further my education. Her ability to impart her vast knowledge of different fields of Psychology opened doors for me that were conducive to my standing in graduate school today.

Michele Hill is an individual that I accredit much of my success. Words are not sufficient to define the immense respect and appreciation that I have for her as a figure in my life. I look to her guidance often as a compass to my successes – present and future. No one is more deserving of The Felton Jenkins, Jr. Hall of Fame Faculty Award than Dr. Michele Hill.

Sincerely,

A handwritten signature in cursive script that reads "Laura Rodes". The signature is written in black ink and is positioned below the word "Sincerely,".

Laura Ashton Rodes
Alumni of UNG Department of Psychological Sciences
M.S. Student, Clinical Mental Health Counseling

Innovative Teaching Practices and Artifacts

The teaching practices in my classes are meant to utilize applied learning tools that lead to student skill building that are directly applicable in graduate school, research, and jobs. In addition, they are ways of assessing student learning beyond examination. Examples of student success are included in this document.

Abnormal Psychology is a course on learning about the different disorders in the Diagnostic Statistical Manual for Mental Disorders 5th edition (DSM-5). I have several innovative teaching components in this class.

Media and Disorders: In an effort to reduce stigma concerning disorders students watch movies that portray mental health disorders and discuss how these movies educate and mis-educate the general population about disorders.

Clinical Case Formulation: After learning the content related to the diagnostic criteria, etiology, differential diagnosis and treatment for each disorder students must analyze real cases and develop a case formulation by applying these criteria. We discuss and process these cases in class as though we were in a clinical setting. See link for an example of short case to be discussed in class and processed as case formulation as though in clinical practice.

https://ungprod-my.sharepoint.com/:w:/g/personal/mbhill_ung_edu/Ef657mrgkkZBqSI-hFpfgAgByGTyU8iJEaQ9CBHxrQVpMw?e=sJFlsO

Visit Laurelwood: Students have the opportunity to visit Laurelwood Inpatient facility in Gainesville, GA.

Mental Health Promotion and Education Project: Students work in groups and select a mental health issue and develop professional materials meant to educate a population or the current college student with accurate information, data, and tips on how students can help themselves or others in relation to mental health issues. Students have created childrens books to educate on Autism, brochures, infographics, posters for the counseling center. Now the project has moved online and is the *College Student Mental Health and Wellness Lab* that features selected student projects. I instruct students on how to build a webpage and use proper copyright practices. Here is a link to the webpage that includes student work (webpage always under construction):

<https://abnormaleducation.wordpress.com/>

As an Applied Suicide Intervention Skills Trainer (ASIST) I am in the position of being able to deliver this 16-hours training that is provided over 2 days. This model is a robust suicide intervention model that is taught to the general public, not just trained professionals. I have delivered this training to counseling students at Georgia State University, to teenage camp counselors at Camp Coleman in North Georgia, and to elder care workers in Cumming Ga. Next training planned is for UNG students, faculty, and staff, community members from Lumpkin, Hall, and Dawson Counties. Link to webpage for LivingWorks as introduction to training:

<https://www.livingworks.net/asist>

The **Clinical and Counseling Theories and Interventions** is taught as a preparatory course for students applying for graduate school in the helping professions. I use a variety of unique applications to aid students in applying the content and to assess their learning.

Clinical Case Formulation: Students watch real (not simulated) video-recorded counseling session being conducted from a theoretical perspective (cognitive behavioral, existential, person-

centered, psychoanalytical). They must analyze the session as to how the treatment and interventions are being delivered from the theoretical perspective. In the analysis they must use the correct theoretical terminology. Example: https://ungprod-my.sharepoint.com/:w:/g/personal/mbhill_ung_edu/EUPdgnjyDhAtNuqHAIrAjYBY0ucw_XWAandTC9bFwa5MQ?e=hRg01k

National Counseling Examination Preparation Quizzes: While quizzes are not unique, these weekly theoretical assessments utilize real questions from the NCE allowing students to practice this graduate exam at the undergraduate level.

Invited Guest Lecturers: I invite clinicians to guest lecture on their theory and current practice. This provides the students with an opportunity to learn from others and hold a dialogue about theory in practice.

In **Abnormal Lab** students work in groups to develop their own research based on college student mental health. These projects are similar to what I will describe in Student Mental Health and Wellness Lab. Recently, I had student study the Interpersonal Theory (IPT) of Suicide by Joiner. The student's learned the theory and then conducted research around falsification of the theory. A recent graduate, Gracyn Wistoski did research on IPT in relation to trauma and suicide in the UNG student population. Her paper and presentation were delivered to the Florida State University where she was accepted into the graduate program with Joiner's Lab.

The Student Mental Health and Wellness Lab allows between 7-10 students each semester to join the research team. The lab has two studies going at the moment.

Student Mental Health and COVID-19 (survey research being conducted currently with the entire population of UNG students) Lab research with undergraduate students assessing 1,319 (SP20) student's anxiety, depression, suicidal ideation, interpersonal needs, stress related to COVID-19 issues with student need for structure. Students have worked on similar research since 2017 and in the past 3 weeks they put together the Qualtrics survey construction, debrief resources, recruitment message, and successful IRB application, Fall data collection currently in progress.

https://ungprod-my.sharepoint.com/:w:/g/personal/mbhill_ung_edu/EduH7qY4hd9EjYUE3NwHe-YBzTYhDYkO6bKQvGg7inRVMw?e=W6uhCo

Mindfulness Delivery in Virtual Reality: Proof of Concept for use with College Students (Clinical trial research). This type of research engages students in successfully completing an IRB and CITI certification, conduct extensive literature review, engage in methodology construction (survey or quasi-experiment), collect and manage real data, writing and present their research. Students become proficient in using Qualtrics, SONA, NVivo, and SPSS. These skills allow students to be competitive in the job market and in applying for graduate school. Over the past 5 years, more than 20 of my lab students have gone to graduate school for counseling, psychology, law, physician assistant, social work, and other related fields. Below is a link to a student voice over presentation made for ARC 2020 Virtual Conference on providing an overview of the student teams Virtual Reality Mindfulness Training: Proof of Concept. You must scroll down and press the arrow to *start the student presentation*.

<https://digitalcommons.northgeorgia.edu/ngresearchconf/2020/posters/49/>

Health Psychology, is course that involves reading the most current literature on stress, heart disease, and cancer.

Health Behavior Change Plan: Students learn the theories related to health behavior changes as used in the field. This course involves students developing and executing a semester long personal health change plan. Students are interested and challenged by improving their own health and well-being. This project entails them proposing their change strategy and how they will maintain their plan based on applied theory. They meet with me to discuss their progress and keep weekly journals that use an online format that maintains time of entry. Project explanation in Course Syllabus: https://ungprod-my.sharepoint.com/:w:/g/personal/mbhill_ung_edu/EdS4jBJJAkRCmRV8wRIHyPUB3qZ_z4E0yz_pAn-66B-iPw?e=rQ11IX

Mindful Based Stress Reduction: Incorporated into this class is comprehensive instruction on Mindful Based Stress Reduction. In this course I have been teaching mindfulness and stress reduction exercises for students to use on their own. However, it a formal component of this class. Example of 10-minute Mindful Body Scan to be taught in class and practiced by students on own.

https://ungprod-my.sharepoint.com/:u:/g/personal/mbhill_ung_edu/ETn6C0WMk_9PI5T-zj5YZQ0BkPkZmJVsfRCpcNEwdfbk7g?e=OJMxq9

This is a 10-minutes Self Compassion exercise: https://ungprod-my.sharepoint.com/:u:/g/personal/mbhill_ung_edu/EYitZyjhIhKn9uSyZb9MucBEht6GQapyXAxT53JoWMmyQ?e=8X5YuX

Adaptive leadership: *Use of Assessment used beyond examination* (taken from syllabus)

360° Evaluation – a standard evaluation method for leadership is to get feedback from multiple sources overtime.

1. Your entire group will receive an evaluation three times over the term from your student assistant mentor. It is in your best interest to work as a collaborative group.
2. Your full participation is expected. In an effort to know your adaptive leadership knowledge, awareness, and skills you will: 1) conduct a self-evaluation, 2) be evaluated by one peer member of the group and 3) be evaluated by the student assistant monitoring the group, 4) receive evaluation from instructor. You will receive an evaluation at the start, middle, and end of the term. The peer evaluation pairings will be arranged by the student assistant if you cannot coordinate a fair pairing from the start (no friends).

Selected Examples of Community Engaged Workshops and Class/Student Service Learning with Communities (local and international). Document added to portfolio. Link provided for easy access https://ungprod-my.sharepoint.com/:w:/g/personal/mbhill_ung_edu/Ed1m3RrQGzdMlqP_dAQx_IkBmq1Pb3BSKqdb4zYxMaCFQ?e=QUdV50

South Africa teaching and program development

- 2000 - 2005 Advisory Committee to the Southern Africa Association for Life Skills Education and Counseling. University of Northwest, Mahikeng campus, South Africa
- 1999 – 2000 **International Visiting Professor (Fellowship)**, Departments of

Social Work and Psychology University of Northwest, Mahikeng, South Africa.

- Partnered with South African Faculty in developing culturally relevant and licensed program in Life Skills Education and Counseling degree for underrepresented school counselors. Head of Department: Prof. Lulama Qalinge. <https://www.linkedin.com/in/lulama-qalinge-b1678b13/>
- Degree program has since been re-developed into a Life Orientation degree on the Potchefstroom Campus
- Taught classes for the newly developed program in LSEC program and social work program at UNW, Mahikeng Campus in 1999-2000. Learned to teach in extremely diverse culture and developed service-learning opportunities for students.

1997 - 2006 U.S. Coordinator of the Project for the Empowerment of South African Counselors (PESAC). Garankuwa, South Africa

- South African Partners: Nomalanga Grootboom and Moloko Nke
- At the request of my department, Counseling and Psychological Services at Georgia State University, I became the US Coordinator partnering with black school counselors in Garankuwa, South Africa to offer workshops in country on a many culturally relevant topics to include: trauma counseling, crisis intervention, and HIV education.
- <https://www.linkedin.com/in/nomalanga-grootboom-phd-9065b717/?originalSubdomain=za>

Funding for South Africa teaching and program development

Jan - Aug 2000 Faculty Fellowship by International Foundation for Education and Self Help (IFESH) to fund visiting professor position at the University of the Northwest in Mahikeng, South Africa. Received \$10,000, plus travel, housing and insurance expenses.



October 26, 2020

Dear USG Award Committee,

I have the privilege to write a recommendation letter for Michele Hill to win the Felton Jenkins Jr. Hall of Fame Teaching Award. Michele receives my highest recommendation and I would like to discuss her excellence at teaching both in and out of the classroom.

Michele is phenomenal at bringing her personal experience as a licensed counseling psychologist to all of her classes (e.g., Abnormal Psychology and Clinical/Counseling Theories). Instead of using textbook examples of mental illness, Michele provides cases from her practice for applied learning of the dense material. Michele confronts students with the tricky practical and ethical discussions a counselor has to make. Michele demonstrates her excellence with her resilience during this hectic semester with the switch to online teaching. She could have put her lecture powerpoints online and be done with this ordeal but, instead, she records herself giving the lectures with the practical application involved and puts them on the teaching platform. Michele is a master at teaching, when observing her class, she was able to look at someone's face and tell the person had a question before they even raised their hand!

Michele is also amazing at teaching students outside of the classroom. We share lab space together so I am constantly talking with the students working with her. She meets with her students for a lab meeting every Wednesday and checks with them on the progress of their research study. She makes sure that the students feel ownership of the research project and involves them every step of the way. Michele is even collaborating with one of her former students with their work in graduate school. There is hardly a time that I walk by Michele's office and there is not a student or two in there talking with her. Her students use these experiences and have great success in getting into and thriving in graduate school.

Michele is a terrific candidate for the Felton Jenkins' Jr. Hall of Fame Award and exemplifies excellence in teaching. I am proud to call her a colleague and I learn new things about how to excel as a professor every day from her.

Sincerely,

Tyler L. Harrison, Ph.D., Assistant Professor, Department of Psychological sciences

Student Course Evaluation Summary (last 5 years)

I have always taken my student course evaluations very seriously and I make changes from comments that will improve the student learning environment. **My evaluations suggest that I am engaging, challenging, approachable, and knowledgeable. Comments reflect that my use of real world and student related examples is key for student comprehension.** I have consistently high student evaluations in comparison to the course, department, college, and institution median on all teaching criteria (average response rates are 15 completed). My efforts to evaluate, update, restructure, and create new coursework has resulted in successful evaluations from my departmental supervisor. During Spring 2021, the move to remote learning provided a challenge to maintain as seamless consistency for student learning through video recording and a shift to online engagement and structured applied activities.

Summary Course Evaluation: The table below reflects the median evaluations per year for each course taught during the period under review. Questions were rated on a 5-point scale with higher numbers reflecting more positive evaluations. These include all questions in the evaluation, not self-selected questions.

	Course						
Year	PSYC 1101	PSYC 3530	PSYC 3430	PSYC 3080K	PSYC 4840	PSYC 3601	PSYC 3530L
FA2015	4.6*	4.8	4.7				5.0
SP2016	4.8*	4.8/4.5		4.1			
SU2016		4.8	4.8				
FA2016	4.5*	4.8/4.8		4.6			
SP2017	4.8	4.7/4.8	4.6				
SU2017		4.0	5.0				
FA2017	4.5*	4.8		4.6			3.8
SP2018	4.7*	4.7			4.6		
SU2018		4.7/5.0					
FA2018	4.6	4.7/4.5			4.5		4.8
SP2019	4.7*	5.0					
SU2019						4.8	
FA2019		4.7			4.9		4.5
SP2020 <i>RL</i>	4.5	4.7/4.7					

Fall term only for 2015 academic year. SP2020*RL* = COVID-19 move to Remote Learning
Double sections (65-80 students) denoted by *.

PSYC 1101 Introduction to Psychology

PSYC 3530 Abnormal Psychology: Multiple section denoted by “/” (with embedded honors)

PSYC 3430 Personality and Individual Differences

PSYC 3080K Research Methods for Behavioral Sciences w/ Lab

PSYC 4840 Clinical and Counseling Theories and Interventions

PSYC 3601 Health Psychology

PSYC 3530L Abnormal Psychology Lab

ADH reduced teaching - Spring term -3 courses, Fall term to 2 courses/embedded honors and a lab.

Selected Student Mentoring

While I am advising 30+ students each term. I typically mentor 8-10 students each year in preparing graduate applications and actively learning as part of my research team in lab. In the past 4-5 years I have spent significant time with different students in developing their portfolios for applying to graduate school. This has resulted in 20+ students being accepted to university programs of their first choice. The other students are applying currently or are still in the process. This has been a five-year long endeavor to help students from the start of their undergraduate academic career toward understanding the different courses, research, service, and internship experiences needed to be a successful and educated applicant.

- Worked closely with students to develop professional academic Curriculum Vita and personal statements.
- Assist students to get internships and then to describe the work experience of those internships. This can include certifications and applied skills that they often do not recognize as important.
- Assist students to engage in meaningful service and then to describe the work of those service experiences in terms of leadership roles, organization, and team work.
- To incorporate students into research, national/regional presentations, and teach them how to describe their experience and new skills.

Worked closely with students to develop Curriculum Vita and personal statements for Graduate school applications.

Here are two examples of *undergraduate* student vita:

Jennifer Hightower: https://ungprod-my.sharepoint.com/:w:/g/personal/mbhill_ung_edu/EWIPrJDb79xErEL-ZtML_20Bg6b6UEgAIQaY2QSI5VsO0Q?e=kUDpMf

Laura Rodes: https://ungprod-my.sharepoint.com/:w:/g/personal/mbhill_ung_edu/Ef3UZ2ynFbRFmaA8s3oZTaAB2cJy26643hZL7DupX5EVhg?e=2Q6Ua5

Current Mental Health and COVID-19 lab:

- Students become proficient in Qualtrics and survey design
- Students learning to manage, collect, analyze and interpret data
- Students learn how to present institutional data in the form of brief reports to the administration
- Students are generating ways to help service students for mental health issues as part of the university community

Current Oculus Rift (OR) and Mindfulness Training Lab:

- Learn to develop and submit a successful IRB and consent
- Learn and conduct recruitment of participants and organize a blind clinical trial with 3 groups.

- Students learn the standardized protocol for using the OR and engage each of the six mindfulness training sessions that participants are learning each week over a eight-week trial.
- Student learn how to manage, analyze and interpret data.
- Students learn to put together a professional poster or paper for presentation at conferences.

Selected Committee Chair or Member for Dissertations

*Undergraduate Honors Thesis or McNair Scholar (Faculty Advisor):

2019 – present	Scott Paquette*: McNair Scholar: Resilience & Interpersonal Theory of Suicide during COVID-19. UNG Faculty Advisor
2018 – 2020	Dana Robinson*: Senior Honors Thesis: Latinx Voices: Defining Mental Health. UNG Faculty Advisor
2018 – 2019	Elizabeth Carrier*: Senior Honors Thesis on Body Image and Online Media Trends. UNG Faculty Advisor
2016 – 2017	Victoria Beck*: Senior Honors Thesis involving Bullying, locus of control, and self-esteem. UNG Faculty Advisor
2014 – 2015	Leanna Schmit*: Senior Thesis involving Art therapy. Faculty Advisor.
2014 – 2015	Arthur Congo*: Senior Thesis involving personality, super powers, and program development. Faculty Advisor.
2014 – 2015	Madeline Miller*: Senior Thesis involving mentoring, bullying, and art. Faculty Advisor.
2008 - 2012	Deborah Ross: Qualitative Analysis of Use of Spirituality in Supervision. Georgia State University. Defended.
2008	Jennifer Dean: Construction of an Advocacy Measure for use by the Counseling Psychology field. Georgia State University. Defended.
2007	Claudia Brasfield: Mothers Coping Resources in Rural Regions. Georgia State University. Defended.
2007	Pam Wright: Perception of Counseling Trainees regarding HIV and Race. Georgia State University. Defended.
2007	Felicia Berry: Just and Unjust perceptions of African American Students. Georgia State University. Defended
2007	L. Shane Blasko: Sibling Mental Health and Coping Resources. Georgia State University. Defended.
2004	Ann Landes: Assessment of Mental Health Compliance and Diabetes. Georgia State University. Defended.

Selected Examples of Community Engaged Workshops and Class/Student Service Learning with Communities (Local and International)

Applied Suicide Intervention Skills Trainer (ASIST) I am in the position of being able to deliver this 16-hours training that is provided over 2 days.

February 7 & 8, 2018 Georgia State University, Graduate counseling students
July 21 & 22, 2018 Camp Coleman in North Georgia, teenage camp counselors
February 7 & 8, 2020 Georgia State University, Graduate counseling students

Next training planned is for UNG students, faculty, and staff, community members from Lumpkin, Hall, and Dawson Counties. Link to webpage for LivingWorks as introduction to training: <https://www.livingworks.net/asist>

2010-2013 Leadership Lumpkin: Personality and Leadership Styles
2010-2013 Leadership Lumpkin: Team Building and Conflict Resolution

Hill, M.B. (2018, July). Leadership in Academics, Military, and Business. Invited presentation for international high school students. EducationUSA Academy UNG. Dahlonega, GA.

Hill, M.B. & Teem, C. (2016, February). DSM-5 Updates. In-service presentation/podcast for the Department of Psychological Sciences, UNG.

Hill, M.B. (2015, September). Moral Injury of Veterans. Invited speaker for graduate class in Clinical Mental Health, UNG.

2009 – 2010 CTLE workshops on first year experience and service learning in the classroom
2008 – 2010 Invited lecture to Political Science on personality types and leadership
2006 - 2008 Invited lecture to Advanced Nursing Program on personality types and leadership
2006 – 2007 Invited lecture to Sociology on Human Modeling

Selected Examples of Service Learning in the Classroom and Community

FA15-FA19 **Prevent Child Abuse Club**. As the advisor of this student service group, the students learn about child abuse in their community in an effort to educate the college and surrounding community. The students get certified in the Stewards of Children, Darkness to Light training. They developed a program to have other students and community members trained and certified in the same child sexual abuse workshop. Collectively, the students have trained over 200 members of the community. As part of Child Abuse Awareness Month, each April the students work with the community to create a “Pinwheel Garden.” each Pinwheel represents a person trained in the community. The garden is placed in the center of town and the students work to promote the Child Abuse Prevention awareness with all the local outlets (newspaper/radio/online) through writing articles and promotional material. Other parts of this service learning include how to

and implementing fundraising and food drives to support children in the community without food through “Backpack Buddies.”

SP13-SP14 You Will Rise project (YWR). Service learning project planned and implemented during spring 2014 semester to allow students in Psychology of Development class to partner with YWR and local middle school. Students conduct research regarding bullying, mentoring and effective communication strategies. Students used their research and class content to *develop and implement* the following: 1) mentoring program for art/bullying with selected students bullied, 2) branding for the service collaboration, and 3) innovative communication for high school students concerning bullying and art. Students provided programming throughout the term and collaborated on an art exhibit that showed high student’s art with a local gallery in May 2014.

FA2010 Saving Appalachian Gardens and Stories: Every Seed has its Story (SAGAS). Project was planned and implemented as an Appalachian Teaching Project in Advanced Leadership (PSYC 4950). Project is service-learning project in which students collected Heirloom garden seed donors' stories on video and presented at ATP conference in Washington DC.

SP2010 Hope For Haiti: The classes of Foundation of Leadership (PSYC 1001) with the guidance of their student leadership instructors planned and implemented the “Hope for Haiti” service-learning campaign. Working with Emory doctors they organized a medical supply donation and collected more than 20 large boxes of requested supplies following the earthquake. They collected more than 500 pairs of shoes. They planned and implemented a benefit concert and candle lighting ceremony. Collecting thousands of emergency candles and raising \$1900 for “birthing kits.” More than 300 birthing kits were put together by the students and shipped to Haiti via Emory doctors.

FA2008 Yahoola Creek Trails Conservancy: The classes of Foundation of Leadership (PSYC 1001) with the guidance of their student leadership instructors worked with YCTC to plan and implement more than 25 projects for example: historical archiving of the MacDonald farm, trail brochures, backpacking kits for children to be checked out at the local library, online YCTC information for the local community and visitors, a “Night Hike” event attended by more than 700 local families.

Before I was a faculty member at NGCSU/UNG, I was the liaison (1997-1999) and instructor in South Africa at the request of my doctoral department at Georgia State University in the Department of Counseling and Psychological Services. Fellow faculty teaching and workshops described in other documentation (2000-2007). Described in Innovative Teaching practices.