

Georgia Southern University

Digital Commons@Georgia Southern

Newsroom

University Communications and Marketing

8-27-2018

Newsroom

Georgia Southern University

Follow this and additional works at: <https://digitalcommons.georgiasouthern.edu/newsroom>



Part of the [Higher Education Commons](#)

Recommended Citation

Georgia Southern University, "Newsroom" (2018). *Newsroom*. 1540.
<https://digitalcommons.georgiasouthern.edu/newsroom/1540>

This news article is brought to you for free and open access by the University Communications and Marketing at Digital Commons@Georgia Southern. It has been accepted for inclusion in Newsroom by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.

Georgia Southern alumnus promoted to Brigadier General in Army Reserve

AUGUST 27, 2018

Save



U.S. Army Reserve Brigadier General Vincent Buggs, left, incoming commanding general, 364th Sustainment Command (Expeditionary), receives the unit colors from Maj. Gen. Mark Palzer, commanding general, 79th Theater Sustainment Command, during a change of command ceremony held July 1 at the Armed Forces Reserve Center in Maryville, Washington.

Selfless service is a good trait to have for any career, but it is at the forefront of the Army Reserve. Georgia Southern University alumnus Brig. Gen. Vincent Buggs was recently promoted to brigadier general in the Army Reserve, and he gives Georgia Southern a lot of credit for teaching him values such as selfless service, which have contributed greatly to his 28-year career.

Buggs, who graduated in 1990 with a history degree, is responsible for making sure forces stay ready for support globally as well as honoring requests for disaster relief from the president. He said Georgia Southern taught him to value himself as an asset to others.



Brig. Gen. Vincent E. Buggs

"My time at Georgia Southern was life-changing for me," Buggs said.

"Georgia Southern taught me the value of being successful. The biggest thing was becoming a person of value and how people would value me and want to hire me. The whole atmosphere gave me some self-worth. The environment and the professors really helped shape my perspective on becoming a better person and bringing value to the world."

As a brigadier general, Buggs is now in charge of more than 3,900 enlisted soldiers and more than 100 more enlisted civilians across Idaho, Montana, Utah, Oregon, Wyoming and Washington, where his home base is located.

"The 364th Sustainment Command (Expeditionary) is setting an azimuth for the 21st century and our readiness will be an important part in sustaining the force," Buggs said. "As leaders, it is our responsibility to make sure every soldier is properly trained. We owe it to our soldiers to remember what got us here today will not be what we will need to move forward. We have to reshape the way we think."

As a freshman at Georgia Southern, Buggs didn't know exactly what path he wanted to take for his future. Buggs began his college career a journalism major but said his decision to change his major and declare a German minor led him to the military.

"I was journalism, but I switched to history," he said. "It laid the foundation for me to join the military. It gave me a larger perspective of how the world works. German and history made me a holistic thinker."

During his time at Georgia Southern, Buggs surrounded himself with good, influential people. Brig. Gen. Sean Gainey was in the Army ROTC with Buggs and graduated the same year. Lt. Col. Alonzo McGhee was also in ROTC with Buggs. Gainey and McGhee were also football players at the University, where Gainey was an All-American.

"If you look at the ROTC department back then, it is a real testament to the quality of the leadership and development coming through the program at that time," Buggs said. "So many people helped me get by when I was at Georgia Southern."

Georgia Southern alumna, principal applies doctoral research to prepare others for administration jobs

AUGUST 27, 2018

Save



April Hodges, Ed.D., takes a picture with a class at Blue Ridge Elementary School.

In education, everything doesn't always go as planned. After 10 years as a middle school educator, April Hodges, Ed.D., originally thought she would work with curriculum once she left the classroom. However, her first position as an assistant principal changed the direction of her future, guiding her to administration.

"I thought the first job I got as an assistant principal would be a stepping stone into a curriculum position, but when I got into the job I really liked it," Hodges said. "I liked working with the students and their families, and my ambitions melded into something else."

After serving as an assistant principal for five years, Hodges earned a position as principal. After her first year as principal, she began working to earn a doctorate in educational leadership from Georgia Southern University. Before even beginning the Doctor of Education program, Hodges already knew what topic she wanted to research for her dissertation.

"My research surveyed principals and assistant principals and asked about preparedness when entering the workforce as a principal," she said. "It was very personal to me."

Hodges did not feel completely prepared to take on the role of principal when she started.

"I felt like as an assistant principal, I did my duties, and I did what I was supposed to do," Hodges said. "But when I became a principal, I realized there was a lot that I had not been exposed to that I needed to be exposed to in order to be prepared to be a building leader. I don't feel like I was ill-equipped, but I don't feel like I was well-equipped."

The research showed that most administrators felt the same way Hodges did about her own experience. The best way, according to the research, to prepare individuals to be principal was job-embedded exposure to principal responsibilities.

She found that it is better if assistant principals are not isolated into specific tasks but are instead allowed to take charge of certain roles and responsibilities that the principal manages. Then assistant principals can develop a well-rounded knowledge and application of both roles.

"I think it is important that you assess the goals of your assistant principals," Hodges said. "Then think about your responsibilities as a principal and what you can feel comfortable relinquishing to your assistant principals so they can take charge and understand that responsibility without you swooping in and saving the day. You have to push, encourage and support."

After 10 years of experience as principal, Hodges has had four assistant principals move on to principal and board office positions. Hodges said that since beginning her dissertation research, she has incorporated her findings with people she has worked with. She has also had the opportunity to share her research with some district level peers in Fannin County, Georgia, where she now serves as principal of Blue Ridge Elementary School.

Hodges continues to engage in active conversation about her research and preparing school leaders via Twitter and hopes to formalize the information to present to additional groups and districts in the future. She said the Doctor of Education in educational leadership program gave her the confidence to better develop her professional habits and day-to-day routine.

"I love Georgia Southern," Hodges said. "And the professors in the (educational leadership) program push you, provide really good guidance and want to see you succeed."

Georgia Southern University, a public Carnegie Doctoral/Research institution founded in 1906, offers 141 degree programs serving more than 27,000 students through nine colleges on three campuses in Statesboro, Savannah, Hinesville and online instruction. A leader in higher education in southeast Georgia, the University provides a diverse student population with expert faculty, world-class scholarship and hands-on learning opportunities. Georgia Southern creates lifelong learners who serve as responsible scholars, leaders and stewards in their communities. Visit GeorgiaSouthern.edu.

Tags: [Alumni](#), [College of Education](#), [Educational Leadership Program](#)

[< Previous](#)

Georgia CEO Q2 2018 results show Georgia business leaders' confidence levels remain strong

AUGUST 27, 2018

Save

The results of the 2018 second quarter (Q2) survey by *Georgia CEO* suggest that Georgia business leaders' confidence levels remain strong with notable sales figures that offset the decrease in the volume of business. *Georgia CEO* is a news source that shares the state's most important features, videos and newswires with Georgia's top business leaders.

The purpose of the survey is to understand how general business conditions impact and influence *Georgia CEO* subscribers on a quarterly basis. The survey asks participants to reflect on the business conditions of the current quarter (Q2), while looking forward to the next quarter (Q3), with their expectations for business conditions. The news outlet partners with the Georgia Southern University Center for Business Analytics and Economic Research (CBAER) to prepare, distribute and analyze the survey.

In Q2 of 2018, survey participants' views of business volume reached its lowest level since October 2017. In addition, about 48 percent of participants noted their views of general business conditions were most influenced by either increasing demand or government policy. Moving into Q3, 54 percent view business conditions as improving, and 39 percent see conditions as unchanged. The largest constraint preventing additional business expansion is a shortage of employees. Based on participants' comments, it is becoming more difficult to find qualified candidates to fill open positions.

"This is the first time since this survey began in 2016 that so many participants have noted that finding the right employees is becoming more challenging," said Ben McKay, assistant director of CBAER. "This could mean that the labor market across Georgia is starting to tighten, which means that we are getting closer to full employment."

Despite fluctuations from previous surveys, participants were still positive about future business conditions. When the responses about general business conditions were compared between Q2 and participants' outlook for Q3, almost every category reflects an increase in sentiment, particularly with volume of business (13 percent), financial health (7 percent), profitability (6 percent) and sales (6 percent). In other categories, including hiring, employment and access to capital, the changes in sentiment were closer to normal. From this sample, access to capital was the only factor of the six tracked that decreased.

A convenience sampling technique was used for this study, and the questionnaire was emailed to subscribers of each of the 12 *Georgia CEO* daily newsletters. *Georgia CEO* publishes newsletters in Albany, Athens, Atlanta, Augusta, Columbus, Gainesville, Middle Georgia, Newnan, Rome, Savannah, Tifton and Valdosta. The survey was open from July 10 through July 25, and 209 valid responses were recorded.

Georgia Southern University, a public Carnegie Doctoral/Research institution founded in 1906, offers 141 degree programs serving more than 27,000 students through nine colleges on three campuses in Statesboro, Savannah, Hinesville and online instruction. A leader in higher education in southeast Georgia, the University provides a diverse

student population with expert faculty, world-class scholarship and hands-on learning opportunities. Georgia Southern creates lifelong learners who serve as responsible scholars, leaders and stewards in their communities. Visit GeorgiaSouthern.edu.

Center for Sustainability grows more than produce, flowers in Campus Community Garden

AUGUST 27, 2018

Save



Volunteers work in the Campus Community Garden on the Statesboro Campus.

Mums, sunflowers, kale, squash, carrots and cucumbers are just a few things that can be found growing in the Campus Community Garden on Georgia Southern's Statesboro Campus. But if you ask Garden Manager and student Eric Holley, the Garden has much more to offer.

Responsibility, food independence and education can also be found thriving in the Garden, which is situated across from the Williams Center by the Hollis Building.

"The best part about working in a garden is the simple fact that you know where your food comes from, and you get much more control over your food source," Holley said. "You can grow your favorite foods and feel comfortable with the fact that you're reducing your carbon footprint. It's a win-win."

Students have a unique opportunity to get their hands dirty and grow their own food by reserving a plot in the Garden and attending bi-weekly workshops on topics like soil science, natural fertilizers and harvesting, according to Cami Sockow, coordinator for the Center for Sustainability (CfS).

"This is a way for students to connect with their food, which is something I think we've lost in the past few years," said Sockow. "People don't really think about where our food comes from, so that's something we're trying to change and why we have this opportunity for students."

"We provide everything to students that is needed to be successful in growing their own food including tools, seeds, harvesting trays and more," said Sockow.

Since the Garden's inception in 2015, Sockow estimated more than 150 students have worked in the Garden to grow their own food, learn about gardening and learn sustainable food practices. Students can reserve a plot with friends or can sign up individually to be paired with other students. Classes can also participate in this activity.

"This is a great way to meet like-minded people and friends," Sockow noted. "We had a group of six people last year who didn't know each other and ended up growing food together and bonding through the experience. You get to know people who like the same things you do."

Holley encourages his fellow students to get involved in the Campus Community Garden because having control over your own food sources is important for the planet's future.

"Other students should become part of the Campus Community Garden because, simply, it's important," he said. "It's important to learn gardening because it lets you control your food source. Why pay three dollars for a pound of apples when you can grow an apple tree in your backyard?"

More importantly, Holley noted, students can gain food independence and reduce waste by growing their own food.

"We are producing copious amounts of food commercially, yes, but at what cost?" he said. "In 2010 for example, we wasted 133 billion pounds of food. So not only are we growing commercial crops such as peanuts, corn and soybeans in detrimentally unsustainable ways, but a lot of the food is going to waste. By becoming food independent, you can help cut down this waste."

The Garden is funded by student sustainability fees. For more information, visit [GeorgiaSouthern.edu/sustainability](https://www.gasou.edu/sustainability).