DIVERSITY
SAFETY
ONLINE LEARNING
KENNESAW STATE UNIVERSITY
Contributors

Spring 2016

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## Contents

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>From the Editor</td>
<td>4</td>
</tr>
<tr>
<td>Top 5 News Items</td>
<td>5</td>
</tr>
<tr>
<td>Creating Campus Diversity</td>
<td>8</td>
</tr>
<tr>
<td>Faculty Spotlight</td>
<td>11</td>
</tr>
<tr>
<td>Diane (Dee) Grindell</td>
<td>12</td>
</tr>
<tr>
<td>Student Profile</td>
<td>14</td>
</tr>
<tr>
<td>Campus Violence - Are You Prepared?</td>
<td>16</td>
</tr>
<tr>
<td>2015 INTS Alumni Award Winner</td>
<td>19</td>
</tr>
<tr>
<td>Distance Learning/Online Learning</td>
<td>20</td>
</tr>
<tr>
<td>Dr. Rebecca Casey - KSU’s longest serving chair retires after 20 years of service</td>
<td>22</td>
</tr>
<tr>
<td>Faculty publications, presentations, and exhibits</td>
<td>24</td>
</tr>
</tbody>
</table>
A message from the Editor

Dear Colleagues and Friends of University College:

In this edition of the UC Magazine - Make the connection, we show how University College addresses some of today’s top trending issues that affect the lives of most college students. Our cover story, Creating campus diversity - starting at the department level, demonstrates how we as a university and college have evolved over the past twelve years. It addresses the importance of creating a culture of racial diversity, and gender balance, as well as inclusion and acceptance.

Also, in this issue of the magazine, we provide visibility of other trending topics such as campus violence, online/distant learning, as well as faculty and student success. Finally, we say goodbye to one of the college’s most beloved faculty, Dee Grindell.

I hope you will enjoy reading and learning more about the students, faculty and staff at University College featured in this edition of UC Magazine, Make the connection.

Loretta Daniels, MSCM
Instructor, Leadership Studies and First-Year and Transition Studies Communication and Marketing Director

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Dustin Bearden

In the photo from left to right:
Students enrolled in programs and courses at University College

On The Cover
DIVERSITY
SAFETY
ONLINE LEARNING
Campus Carry
The Georgia Senate passed House Bill 859 earlier this month by a vote of 37-17. The bill would allow for anyone 21 or older with a weapons license to carry a gun on a public college or university campus except for inside dormitories, Greek housing, and athletic events. The College of Humanities and Social Sciences organized a teach-in on House Bill 859 on March 15, 2016 to address concerns in an unbiased atmosphere. On May 3, Gov. Nathan Deal announced that he had vetoed the bill.

Leven School Pop Ups
The Michael A. Leven School of Culinary Sustainability and Hospitality kicked off the Spring semester pop-up restaurants with Restaurant 51, New American. The pop-up restaurants serve as the Leven School’s capstone project and encourages students to think outside the box because there is no rubric. The sold out restaurant featured a mixture of American cuisine including bread, root salad, scallops, rabbit, cheese plate, and a dessert. Visit our website to view upcoming the pop-up restaurant schedule (http://uc.kennesaw.edu/levenschool).

UC Searches
Dean Hoerrner appointed several search committees this year as the college expanded to support key student success initiatives. Many of those search committees have completed their work while others are finalizing their activities to welcome new colleagues in the fall. University College is particularly pleased to welcome Dr. Lynn Stallings as the Associate Dean. Dr. Stallings brings 16 years of experience at Kennesaw State to the position, having served as a Department Chair in two academic colleges and an Interim Associate Dean in the Bagwell College of Education. She will join University College July 1 and will be supervising the college’s assessment initiatives, academic support programs, assisting in new program development, and developing K12 partnerships.

Georgia FYTS Conference
The 2nd Annual Georgia FYTS Conference welcomed Higher Ed professionals from all over the state to discuss, network, and teach on the pedagogy and importance of first-year studies.

University College Dean on WABE-FM’s afternoon talk show, "A Closer Look."
Dr. Keisha Hoerrner, dean for Kennesaw State University’s University College, speaks about its first-year programs. Click here to listen to the full interview.
Advising Office for New, Exploratory, and Students in Transition (the NEST)

Department of Leadership and Integrative Studies

Orientation and Transition Programs
Michael A. Leven School of Culinary Sustainability and Hospitality

Department of First-Year and Transition Studies
Creating Campus DIVERSITY
Starting at the department level
by Alison Hedrick
If you step into a Kennesaw State University classroom today, or simply walk around campus, you will find that it looks a lot different than it did a decade or more ago.

Dr. Rebecca Casey, chair of the Department of Leadership and Integrative Studies, started her career at Kennesaw State University in 1995 as a temporary faculty member, teaching five sections of KSU 1101. She observes that “years ago, our classroom makeup was predominantly female and white, with a sprinkling of males and African Americans; we knew we had to do a better job of recruiting a more diverse student population, and so we set to work doing just that with programs and text material.”

Determined to educate her students on racial sensitivity and acceptance, Casey brought in Kathy Matthews, coordinator of the First-Year Student Success Advocate Program and assistant professor of English, to present on the topic. “It worked!” said Casey. “The racial representation and divide disappeared slowly but not all the prejudices; our KSU 1101 campus-specific text/chapter reinforced that the discussion on racial sensitivity and acceptance would become an embedded value for all of our students, and we slowly saw progress in this area,” said Casey.

Not only have the technology and teaching styles evolved since then but so has the student population. As you look across the campus, you will notice that today’s KSU students more appropriately reflect a balance of racial diversity. According to the 2014-2015 KSU Fact Book, minority students comprised only 20% of the KSU student body in Fall 2004, the year in which University College was created, and have grown to 35% of KSU students in Fall 2014. Clearly, the student population is more diverse than ever.

Living away from home for the first time and adjusting to life on campus can be difficult for most students. It has been found that frequent diversity interactions are associated with considerable growth in leadership skills, psychological well-being, and intellectual engagement; however, the way students approach diversity and inclusion depends on what they were exposed to in their earlier years. “I’ve found that many students have a keen awareness of the variety of race and ethnicities on this campus but often do not explore deeper relationships with others who come from backgrounds that differ from their own,” said Dr. Linda Lyons, University College director of Strategic Initiatives. “It is often the preference of some students to gravitate to those individuals who share similar backgrounds and experiences as well as seek those things they have in common. However, there are some who are willing to step out of their comfort zone to go beyond those surface images to get to know other cultures and perspectives.”

“Today’s KSU students more appropriately reflect a balance of racial diversity, with students much more open to gender and racial balance than ever before.”

Inclusive teaching strategies can be implemented in the classroom to help students step out of their comfort zone. “For many students, their first college class is the very first time that they have ever confronted some of their own socially constructed ideas of race, class, and gender. Getting outside of the traditional, transactional educational environment which does not challenge a student to look introspectively at these things is one of the biggest challenges to celebrating and appreciating diversity,” states Dr. Shelbee NguyenVoges, assistant professor of Education in First-Year and Transition Studies. NguyenVoges explains that it can be uncomfortable to unlearn some of the dominant ideologies which make up some of our core values, attitudes, and beliefs, not just
as they relate to the different peers and perspectives in the classroom, but also around campus and in their personal lives as well. "Every semester, students share similar sentiments. They are surprised by the things uncovered about classmates who they initially thought they knew. I think it is common to think someone is like you and make assumptions only to discover there are lots of things that were underneath those surface impressions."

"While many students tend to partner or group up with others they perceive as similar to themselves, many discover that those they perceive as 'like them' also have new insights and life experiences to share that were not as readily visible on the surface," NguyenVoges continues. "This is always the primary goal for me as an instructor: to find new strategies to encourage students to think critically about the world around them and the people who comprise that world. What is surprising about the connections you make and what other questions have yet to be answered about these interactions are a couple of ways that I gauge their engagement with diverse environments."

Upperclassmen are continually adjusting their views as well. According to Lyons, it takes time to develop these engagement skills, and that usually happens over time and with increased maturity. Even then, it is always a continuous learning process. Lauren Jackson, a student enrolled in IT 2101, is a prime example of this continuous learning. After earning an undergraduate degree from Georgia Southern University, Jackson decided to return to school for a second degree. As she progresses through college, her views change and continually evolve. "I find that it is important, enlightening, and fun to get to know people from all backgrounds, whether they be from different cultures or have different educational backgrounds. I enjoy learning from others and hearing their views on a variety of topics," said Jackson. She has found that KSU offers a variety of student organizations and clubs that are the perfect venue for meeting and interacting with peers different than herself.

Matthew Bravo, a senior majoring in Integrative Studies with concentrations in Business and Leadership, has also found that KSU has an extremely diverse student population, both ethnically and socioeconomically. He states that the biggest adjustment when transitioning from high school to college was learning to remain open-minded about individuals regardless of their background. "I have never considered myself to be a close-minded person, but since my arrival [at KSU], I have become even more open-minded. Also, I have become much more culturally competent," stated Bravo. "Through many courses and being a part of many organizations on campus, I have learned a lot about other cultures. Although I began as an open-minded individual, I think that it has greatly helped my communication skills to know about other cultures and backgrounds."

A myriad of resources are available on campus to assist KSU constituents in building cultural awareness, shared Lyons. There is also a robust Office of Diversity and Inclusion, led by Dr. Erik Malewski, which can provide resources for development as well as assistance in specific areas that focus on diversity issues. The Presidential Commissions are working groups that consist of campus constituents who address specific infinity groups. In regards to teaching a diverse student population, the Center for Excellence in Teaching and Learning (CETL) provides training for building skills through High Impact Practices and the Scholarship of Teaching and Learning. The Center for University Learning offers professional development programs to address conflict resolution, behavioral styles, and effective communication, which are skills aligned with building cultural awareness. The Division of Global Affairs promotes and collaboratively leads internationally focused education opportunities and regional studies among KSU’s faculty, students, staff and the community.

“I have never considered myself to be a closed-minded person, but since my arrival, I have become even more open-minded. Also, I have become much more culturally competent."
As director, Master of Science in First-Year Studies and CETL Faculty Fellow for High-Impact Practice, Foote is in high demand.

by Loretta Daniels

FACULTY SPOTLIGHT

University College seeks to engage faculty in the active and ongoing process of reflection and growth, encouraging teaching that is the height of innovation and excellence. Our featured faculty member, Dr. Stephanie Foote, exemplifies this caliber of teaching. Moreover, as director of the Master of Science in First-Year Studies and CETL Faculty Fellow for High-Impact Practice (HiPS), Foote is in high demand. On Feb 22, Foote had the honor of delivering the plenary address to an audience of approximately 2200 educators at the annual First-Year Experience Conference in Orlando. Her plenary address, “Making Teaching and Learning in the First-Year Seminar Real, Relevant, and Inspired,” was well-received. The speech incorporated high-impact learning experiences as well as the critical inquiry process. “First-year seminars are often designed to provide dynamic environments that foster student engagement and success. As the needs of students change, first-year seminar content and teaching approaches used in these courses must also evolve. By focusing on ways to make content in the seminar real and relevant and providing strategies to deliver course information in ways that purposefully engage students, [the presentation strove to] inspire participants to use new and innovative pedagogies with the goal of creating high-impact learning experiences in the first-year seminar classroom,” shared Foote.

Foote has the distinction of being appointed as one of five faculty members charged with advancing High Impact Practices (HiPs) at KSU. Since her appointment, she has developed and conducted workshops designed to increase student engagement and success by exploring ways in which faculty and staff can infuse aspects of HiPs into curricular and co-curricular programs. Included in those workshops was the March 24, HiPs Keynote and Showcase.

As if she is not busy enough, Foote, in collaboration with numerous faculty and staff volunteers, hosted the annual Georgia First-Year and Transition Studies Conference on March 25. This second annual conference included sessions on engaging classroom pedagogies and best practices; assessment of curricular and co-curricular aspects of first-year and transition programming; the student perspective on the first college year and transfer experience; strategies for administering and collaborating in first-year programs and learning communities; student learning and success; and retention, progression, and graduation of first-year and transfer students.

Foote’s daily responsibilities include directing the college’s first graduate degree program, the Master of Science in First-Year Studies, which introduces the theory and study of factors affecting the initial college experience, including foundations of students’ transitional experiences and research on various programs that promote a successful transition. This fully online program is grounded in decades of research and is the only graduate degree program dedicated to the discipline of first-year studies.

By focusing on ways to make content in the seminar real and relevant and providing strategies to deliver course information in ways that purposefully engage students, this presentation will inspire participants to use new and innovative pedagogies with the goal of creating high-impact learning experiences in the first-year seminar classroom.
We are “4 you”!


On February 10, a host of faculty, staff and students tearfully gathered to say goodbye to Dee — their beloved friend, colleague, teacher and coach. Throughout the past eight years, Dee has touched the lives of many in University College. One such person is Dr. Linda Lyons, University College director of Strategic Initiatives, who has a long history with Dee. In fact, Dee’s energy, affable attitude, strategic thinking, and commitment to learning left an impression on Lyons, who hired Dee for her first job at Kennesaw State University in 2006. “As Director of the Center for University Learning at the time, I hired Dee as an external facilitator to conduct sessions around team building, time management, customer service, communication, leadership development, and other services,” shared Lyons. “Dee was a regular on my training schedule and often conducted customized training for colleges and departments on campus.”
The position with Lyons led Grindell to University College. In 2007, Grindell facilitated a customized team-building workshop for the college’s administrators and staff members. During that workshop, Dr. Keisha Hoerrner, dean of University College, recalls looking over at Cathy Bradford, director of Learning Communities, and immediately agreeing that Grindell would be great in the classroom. Subsequently, Hoerrner and Bradford encouraged her to interview to teach KSU 1101 on a part-time basis, which eventually turned into a full-time lecturer position. During this time, Grindell was instrumental in launching KSU 1200, the leadership-focused first-year seminar course, and the Thrive program.

“Not only did she bring excitement to the first-year seminar courses that she taught, but she also invested time assisting students in their academic success,” said Lyons. “Students gravitated to her and wanted to be in her presence, not only because of her powerful teaching style but also because of her genuine care for their well-being. I admired the relationships she developed with the students and the support she provided to them."

Samantha Abney, one of Grindell’s former students, shares her memories of Dee. “She is one of those people who left a lasting impression on everyone she met. Dee cared for everyone and put others before herself. She never expected anything in return for what she gave; she gave because she loved her work and her students,” stated Abney. In 2012, Grindell accepted a full-time position in the Center for Student Leadership, a position which allowed her to focus more on supporting students throughout their academic career but also allowed her to continue teaching with FYTS. Around this time, she became the LINK Ascend Professor for the Center. In early 2014, Grindell was diagnosed with a rare form of cancer. After several years of not matter how busy she was; she would stop everything to help one of her students,” stated Abney. “Her love for both her students and her job inspired me to love others and work hard.”

Even while she was battling cancer, Grindell always inspired everyone to be positive no matter the situation. She will be greatly missed.

"She consistently reached out to me to make sure that I am doing okay..., said Cole Ross, a former student of Dee’s.”

Immediately, students, faculty, and staff began planning ways they could support her during her brave battle with cancer. Thrive students dedicated their past two Relay for Life teams to Grindell. Her supporters also sported colorful wristbands that said “We are 4 You!” and “Lookin’ Good!” (expressions she often repeated to students), put together care packages and meals, and created a personalized quilt to encourage Grindell during her recovery.

For Abney, who organized the “Team Dee” Relay for Life team, Grindell was not only her first-year seminar professor and graduation coach for Thrive, but she was also an inspiration. “Dee inspired me because she never gave up on anything or anyone. It did

We are “4 you”!
Justina Young explains why she decided to major in Culinary Sustainability Management (class of 2019).

**My Story**

“I always had my mind set on going to culinary school, whether it was after earning a degree at a university or college or selecting that as my degree. I had planned to play basketball in college. However, for as long as I can remember, I would always bake for my teammates and cook for them and was constantly being told that I had talent and should keep pursuing it. Once I entered 10th grade, I realized that basketball was not going to be for me in college and that I wanted to cook or bake.

I had a few small schools reach out to me to let me know they were interested and invited me on visits in the hope that I would join their basketball teams. However, I ignored their emails and letters and didn’t keep in contact with them. When I was forced to attend basketball camps at these schools, I did not try my hardest or I made up excuses to my father why I should not go. He was ready for me to play at the next level, and I was doing everything I could to resist.

I knew my true love was in the food and hospitality industry, and I was going to graduate with a degree related to that field. I was not willing to change my major to receive a free education [in the form of a basketball scholarship]. I did have thoughts about taking a

“...my true love was in the food and hospitality industry...”
**Justina Young** explains why she decided to major in Culinary Sustainability Management (class of 2019).

scholarship and then going to culinary school after I graduated, but then I would be in school forever and would still be paying to attend. So I decided not to play basketball and instead attended KSU where they offered a major [in Culinary Sustainability Management] that fit me perfectly and did not put a hole in my pocket. I felt like I had made the perfect decision, and to this day, I do not regret my decision.

The hospitality industry is such a broad field with limitless possibilities. I love anything dealing with culinary arts, but I also love planning events, learning about management, concept development, and so much more. With my major, I get to take all these courses and more, allowing me to do everything I love. My major and the various courses offered provide me with so many job opportunities and routes to take after I graduate. I could be the next Culinary Sustainability Officer or get involved with hospitality law; I could even possibly be an event planner for a major corporation.

During my senior year of high school, I attended Maxwell High School of Technology’s Culinary Arts program. A member of the FCCLA Culinary Team and the ProStart restaurant management team, I led both teams to state and nationals in her senior year. Being able to successfully lead those teams ignited my interest in the culinary and hospitality industry. I saw how good I was at it. Through my wins, I earned numerous scholarships to different culinary art schools totaling approximately $50,000.

Culinary school is very expensive, but the cost of Kennesaw’s program was much more affordable than others she considered."
Campus Violence

Are YOU Prepared?

by Alison Hedrick
As we waited with bated breath to learn if Georgia’s Governor Nathan Deal will sign into law legislation that permits college students to carry, we posed the question: What would you do if you thought someone was following you to your car or heard gun shots outside your classroom, office, or dorm? While the Department of Public Safety and University Police at KSU are committed to keeping the campus secure, individual faculty, staff, and students are responsible for their own security and the safety of others.

According to Kathy Lynn, senior lecturer in First-Year and Transition Studies, “Everyone can benefit from having preparedness skills. When an event happens, whether it is a car accident or an active shooter situation, the victim and others on the scene are responsible for themselves until first responders (police, EMT, firefighters) arrive. When someone is prepared, he or she may save a life — perhaps even his or her own. Preparedness skills and training also build self-confidence and look great on a résumé.”

Lynn, who serves as a Crisis Coordinator for University College and is a KSU CERT Instructor, teaches in the “Emergency! Are You Prepared?” learning community and is extremely passionate about this topic. Her passion for emergency preparedness was ignited about fifteen years ago when she took a martial arts class through a city community school program. The class, Dynamic Self Defense, did not teach a traditional style like Karate or Tae Kwon Do. Instead, it focused on personal safety and self-defense — avoiding a violent situation and, if necessary, fighting for your life. “One thing led to another. I took a series of classes over the years, from CPR to CERT to Marietta’s Citizen Police Academy,” Lynn shared. “I’ve taught countless seminars, including HPE 1470 - Basic Self Defense on campus and have seen the impact it has on people when they learn how to help themselves and others in potentially dangerous situations.”

“So there’s no underlying story of being victimized or being helpless in a situation where someone needed assistance that led to my interest in preparedness,” continued Lynn. “But in hindsight, I now realize the significance — how would you feel if you witnessed someone pulling a gun on another person, and all you could do is stand by and watch in disbelief? I do not want to be that person.”

The KSU campuses while relatively safe, are not immune to crime. So how can you be prepared? Lynn encourages everyone to take advantage of disaster and emergency preparedness training in their communities. She also suggests playing “what if” scenarios. “By playing ‘what if’ scenarios through to the best possible end, you’ll be more likely to respond and less likely to freeze or fall into a state of denial,” suggested Lynn. “While we cannot plan for every possible scenario, playing ‘what if’ gives us confidence and increases our odds of helping ourselves and others in the event of a disaster, violent crime, or medical emergency. All that said, if you do not do anything else, pay attention to what’s going on around you all the time. Keep your head clear and your eyes up whenever you are out and about.”

Sarah Oldfield, a first-year student majoring in History Education, says, “I feel relatively safe as Kennesaw is further outside of the city and more spread out. There are also campus police roaming around a lot of the time it seems. I am also only on campus during the day, so

“I was impressed with the collaborative effort between the KSU, Cobb County, and Kennesaw city police...”
out of trouble so that trouble does not try to find me.”

Kaitlyn Day, a first-year student majoring in Education, hasn’t been personally affected by college campus shootings across the nation. She shared, “I do not worry about it like I thought I would, but it still worries me that it could happen.” Oldfield agreed, stating, “The gun violence scared me when I was moving to the U.S. from Canada, but other than fear and sadness for the events, it has not personally affected me.”

The college and the university take all threats seriously. One example of this occurred in April 2014. After reports of a possibly armed man on campus, the entire Kennesaw campus went on lockdown. Lynn was not on campus at the time but watched the whole event unfold on the news while monitoring Facebook posts and text messages from colleagues locked down in their offices. “I was impressed with the collaborative effort between the KSU, Cobb County, and City of Kennesaw police. I could see the entire campus from the news helicopter’s angle, and clearly the Crisis Coordinators did their jobs well because I only saw a few students milling about outside the Commons.” She also admits that even with all of her training, she sometimes succumbs to the illusion of invulnerability and during the event found herself thinking, “It will not happen here.” At the time, Lynn believed there might be a student on campus with a gun, but he was not an active shooter. “Of course, it turns out there was no gun. Many community members, faculty, staff and students made jokes and felt the university overreacted. However, what if it had been a violent event? Why couldn’t it happen at KSU? We should never become paranoid, but we should always err on the side of caution.”

Most recently, Kristina Anderson, co-founder of the LiveSafe app, delivered a moving presentation on campus safety last fall. Anderson shared her experience as a survivor of 2007 Virginia Tech shooting (after being shot three times). Click here to see her presentation. If you have not downloaded LiveSafe yet, please do so, and encourage your campus constituents to do so as well!

KSU also has a Community Emergency Response Team CERT program (oem.kennesaw.edu/CERT), a FEMA initiative to educate individuals in disaster preparedness for hazards that may occur in their community.

CERT volunteers provide assistance in their workplace or neighborhood after a disaster when professional responders are not immediately available to help. KSU has trained more than sixty students, faculty members, and staff who are now a part of the campus team!

Kathy Lynn, CERT Instructor

For faculty and staff interested in learning more about helping others (and themselves), several classes are offered each semester through the Office of Emergency Management (http://oem.kennesaw.edu/).

On March 16, Dr. Dan Papp, president of Kennesaw State University provided a campus-wide update regarding the Governor’s concerns regarding certain aspects of the “campus carry” bill. Papp informed the faculty, staff and students that Deal has called on the General Assembly to address those concerns. Regardless of the legislative outcome, Lynn will continue her work as a crisis coordinator and focus on safety.

...if you do not do anything else, pay attention to what’s going on around you at all times. Keep your head clear and your eyes up whenever you are out and about!”
2015 INTS Alumni award winner
published by the Georgia Federation of Republican Women

by Alison Hedrick

A year after accepting the first annual award, Johnell Woody shares the journey that led her
to Kennesaw State University, the Integrative Studies Program, and beyond.

Q. Why did you choose to major in Integrative Studies?

A. When first entering KSU, I felt a degree in business would be the most direct route to
graduation and was admitted to the Coles College of Business. However, much to my
surprise and deepest angst, most of the business law, real estate, speech, psychology, and language credits I earned in
my associate degree program did not transfer. I learned about the INTS program
during my second semester. The program became the very best, most expedient
vehicle to graduation. I was able to design a personalized degree plan, with
concentrations in Psychology and Communication, to which all of my psychology credits and most of my speech
and debate credits would transfer.

Because of my beliefs and because of my
love for this country, my original plan was to
become an attorney and run for political
office. Add to that a life-long love of learning
and an educational benefit through the VA,
and you have a perfect formula for my
return to university studies. The INTS
program permitted the highest and best
return for years of previous studies, and an
opportunity to continue in the fields of study
that most appealed to me – communication
and psychology.

Q. You received the Certificate in Leadership Studies in 2012. How did that prepare you for your future?

A. Leadership is so important, and so
misunderstood. The evolution of leadership
theories is fascinating as it relates to the
evolution of social norms.

Using much of the material and research
learned in the Leadership Studies program
and the M.A. in Integrated Global
Communications Program, I am currently a
contributing author for a leadership column
developed for VOICES, the e-magazine published by the Georgia Federation of Republican Women (GFRW). Other
leadership roles include chairing the first
GFRW Leadership Academy in 2009 and
acting as the current chair of the GFRW
Leadership Development Committee.

Additionally, as the 2nd Vice Chair of the Cobb GOP, it is my responsibility to teach and train grassroots volunteers as leaders in
their precincts and communities, and how
important each of them is in making a
difference.

Q. How do you feel your education at KSU prepared you for your future?

A. I suppose credibility is one factor. I am
no “smarter” than I was but have more
resources to back up my knowledge. As a
writer, my work is now better founded in
research that supports my premises. As an
educator of licensed professionals, my
lessons, and teaching aids are better suited
to engage in all learning styles. As a leader,
I am more confident in how my message is
framed. As a citizen, I am empowered to
encourage and assist others in achieving
their personal, educational, and professional
goals.

Q. What has your life been like since graduating from KSU? How are you using the skills gained from your education?

A. My life is filled with activity and
involvement. Because of the relationships I have formed, new opportunities continue to
arise. Much of my volunteer work involves
leading others to lead. Moreover, Ree
Howard, assistant director of Integrative
Studies, nominated Woody for the 2015
Integrative Studies Distinguished Alumna of
the Year award. “I have known Johnell for
several years now — as a student in my
class, as an INTS advisor, and as a graduate
student — she excels in all those roles.
Moreover, Johnell is extremely involved in
her community,” shared Howard. “She rises
to the top in all her endeavors and is a joy to
be around because of her positive
personality and her high energy. She was
such an asset to our Integrative Studies
program.”
Distance Learning
Online Learning
by Kelsey Gullede
Distance learning has seen a tremendous increase in enrollment at both public and private institutions nationwide in recent years, and Kennesaw State University is no exception.

KSU began offering online courses in 2007 and has witnessed a steady increase in enrollment since that time. Currently, nearly a quarter of KSU’s current student population – more than 7,000 students – take online courses each semester at Kennesaw State University. . . and a large portion of those students walk through the virtual halls of the university’s fastest growing college: University College.

Of the 70 online degree programs offered by KSU, two are housed in University College: the Bachelor of Science in Integrative Studies and the Master of Science in First-Year Studies. The Bachelor of Science in Integrative Studies, UC’s first online degree program, is a unique degree that allows students to combine courses from various areas to customize a specialized degree. Included in the degree program are three tracks: Specialized Studies (offered fully online), Environmental Studies, and General Studies.

The second online degree offered by UC is the one-of-a-kind Master of Science in First-Year Studies. This graduate program encompasses the theory and study of factors affecting the initial college experience. Nationally ranked as a pioneer of excellence in first-year programs by U.S. News and World Report for more than a decade, the college recognizes the need to prepare educators interested in working with first-year college students in the areas of creating and managing curricular and co-curricular programs.

In addition to these two programs, University College lecturers Debbie Geist, Alison Hedrick and a cadre of part-time instructors teach IT 2101 (Computers and Your World), a course designed to provide students with digital literacy and an understanding of how to utilize technology to solve problems. This course is taught as a hybrid and online, offering the opportunity for students to immediately put into practice what they are learning in the course.

What attracts students to distance learning opportunities, such as those offered by University College? Dr. James Cope, executive director of the Distance Learning Center, attributes the popularity of online courses to the convenience and flexibility they offer. Online courses allow students to complete their coursework at times that accommodate their busy work and life schedules – which is much more challenging to manage when taking face-to-face classes on campus.

While the convenience and flexibility is attractive, students should consider various factors before enrolling in online courses. “Students need to be able to devote 10-14 hours per week to each 3-credit hour course [in which they are enrolled]. This means setting aside enough time each week to work in the online environment,” said Cope. According to Olivia Mazza, a sophomore majoring in English and University College’s student assistant, “Flexibility and being able to create your schedule is important in the technology era where you have constant distractions at every turn. So to take online classes, in my opinion, sets you apart from other students because you have to be self-driven and motivated.”

KSU has received national recognition for its online programs. In 2016, U.S. News & World Report named Kennesaw State University’s online learning programs among its “Best Online Programs,” and the institution was recently ranked 13th in the nation as a “Best Value Online College” by OnlineU.com.

"Flexibility and being able to create your own schedule is important in the technology era where you have constant distractions at every turn. So to take online classes, in my opinion, sets you apart from other students because you have to be self-driven and motivated.”
Dr. Rebecca Casey

Kennesaw State University’s longest serving chair, Dr. Rebecca Casey announced that she will retire effective May 31, 2016.

Casey has chaired the Leadership and Integrative Studies Department (formerly University Studies) for more than 20 years, leading numerous college transition programs. Casey, considered the pioneer of a unit that has grown from an academic support services office to an academic unit, now heads a department that includes the Integrative Studies undergraduate degree program and the Leadership Studies Certificate program.

Not only has Casey outlasted all other KSU department chairs, she is a true survivor! In 2005, she was rushed to the hospital and diagnosed with a life-threatening brain aneurysm. “On October 18, 2005, I suffered a life-threatening and serious injury, a sudden brain aneurysm which threatened my life. I am grateful for the incredible healthcare of Emory physicians; most people do not come back from what I had. According to the doctors, a higher power, my intelligence and a strong will to live brought me back from the brink, as I worked every day to return to my previous status at work and home. I feel blessed to have been given another chance to live and love. My family, friends, and colleagues supported me every step of the way, and for that, I am very grateful. Even though it has been hard at times, I would not quit and have now reached total recovery, both physically and cognitively, a true miracle,” said Casey.

Casey, an associate professor, holds a Ph.D. in Higher Education, Composition, and Rhetoric from Georgia State University, with specializations in adult learning theory, computers and composition, on-line writing instruction, and history of Scottish Rhetoric. Her masters and bachelors degrees in English Education were both conferred at Southern Illinois University.

Dean of University College, Keisha Hoerner, hired by Casey in 2004 as the director of Learning Communities, shares her thoughts about this pioneering individual: “Many individuals work in University College today because Becky Casey hired us and mentored us. She was at the forefront of many of the student success initiatives that are now hallmarks not just of University College but of Kennesaw State University. I am honored to call her a colleague, a mentor, and a friend.”

Casey continues to teach while leading a department of 12 full-time faculty and four full-time staff. She also participates in the women’s mentoring group associated with the programs in her department.
A few of University College’s dedicated faculty, staff and colleagues wanted Casey to know about impact she made on their lives and careers:

“As our chair, Becky set the standard for how to treat students fairly and compassionately. This applied to all who enrolled in our classes, from learning support to honors. Her care in teaching and mentoring students was a big influence on so many faculty in our department.” -Michael Keleher

“Becky championed the creation of the ESL Center 14 years ago and has been an enthusiastic supporter of the work done there ever since. For me, she has been a great mentor, colleague, and friend. We will all miss her very much.” -David Schmidt

“Becky is the longest serving chair at Kennesaw State University, and she has led the Department of Leadership and Integrative Studies through numerous program implementations and changes. It is hard to imagine this department without her. She is a champion of students. Her constant support and contagious laugh will be missed.” -Deborah N. Smith

Becky, I would like to thank you for making the department such a pleasant place to work and treating everyone with such respect and caring. I’ve enjoyed getting to know you and working for you for the past 6 years. I wish you the best in your retirement!!! -Ree Howard

Dr. Casey is a model of great leadership. She is a champion of those under her leadership. Her ability to connect with others in a genuine and caring manner makes her a unique and well loved department chair and professor. These traits, combined with her desire to see individuals thrive and succeed, are what make her contributions as a leader invaluable! I am grateful for her service and the opportunity to have shared in her professional journey at KSU! -Heather Scott

Becky, Congratulations on your retirement. I will applaud loudly as you trade in your Long Marcher’s boots for beach sandals. Take to the beach all the books you postponed reading on the breaks that were spent writing reports and reviews. My recommendation: a few Maya Angelou books for your bag, and you’ll find more thoughts like this: The best part of life is not just surviving but thriving with passion and compassion and humor and style and generosity and kindness. -Maya Angelou. Peace and goodwill,

-Kathy Matthews

Dr. Casey is a pillar of University College; she has provided leadership, vision, and support for a variety of units and initiatives through multiple organizational transformations and historic growth at KSU. In addition to her direct leadership impact on UC, Dr. Casey also recruited, hired, and mentored several individuals who have been instrumental in advancing the mission of our college, including our own Dean Hoerner. Without question, the department and college would not boast of the achievements and successes we value today were it not for the decades of Dr. Casey’s direct and indirect influence. Her cheerful and warm demeanor, supportive leadership style, and encouragement have been treasured and will be missed as she transitions into what will surely be an adventurous retirement. -Jennifer W. Purcell
Faculty publications, presentations, and exhibits


Sam Allman, lecturer of Leadership Studies, Debbie Smith, assistant chair of the Department of Leadership and Integrative Studies, Jennifer Purcell, assistant professor of Leadership Studies, Nyasha GuramatunhuCooper, assistant professor of Leadership Studies, Heather Scott, assistant professor of Leadership Studies, Linda Lyons, assistant professor of Education in the Department of First-Year and Transition Studies and Tom Yannuzzi, executive director of the Center for Student Leadership (also representing KSU Student Affairs) represented at the International Leadership Association 17th Annual Global Conference in Barcelona, Spain.

Chris Hutt, director, the NEST, presented at the 2015 National Academic Advising Association (NACADA) Conference plenary session to approximately 4200 in attendance at the general assembly.

Hutt will serve as Chair of the 2016 Conference in Atlanta. NEST advisors, Antwuan Holloway, Teresa Dize, and Sarah Matta have also been selected as committee members and will play a significant role in leading the national conference next year.

Donald Coleman, assistant director of Orientation and Transition Programs, and Stephanie Foote, director of the Master of Science in First-Year Studies, presented together at the Annual NODA Conference in Denver CO, earlier this month. Their presentation was titled, "Telling Our Story: Using Self-Authorship Development to Advance our Practice."

This session examined how aspects of self-authorship theory (Baxter Magolda, 2008) can be applied to professional practice in orientation, transition and retention.

Loretta Daniels, instructor of Leadership Studies and Communication and Marketing director was invited to speak at the 2016 Global Humanitarian Summit. Daniels presentation titled, "Why we need more women leaders", addressed the need for a balance of political, organizational, and corporate power.

The presentation demonstrated how a balance of power could improve areas such as male/female income discrepancies, leadership decision making, political peer pressure from a local and global perspective.

Cathy Bradford, director of Learning Communities, Linda Lyons, assistant professor of Education, Hillary Steiner, associate
 director of Faculty Development and SoTL, Learning Communities Program and Shae Smith, lecturer of Education all presented during the conference National Learning Communities Conference in Kansas City.

Additionally, Bradford has been named a member of the National Summit on Learning Communities. The Summit consists of national and regional LC leaders who are collaborating to create a professional membership organization, to be called National Learning Communities Association.

Michael Kelleher, director of Integrative Studies, published “Mixed classes, mixed methods: Writing students’ attitudes about collaborative and intercultural learning.” This article presents the findings from an iterative year-long action research study of mixed (native and non-native speaker) composition classes where students worked in pairs and small groups on writing projects.

Kelleher’s research will be published this spring in Networks: An On-Line Journal for Teacher Research.

Hillary Steiner, assistant professor of Educational Psychology and associate director for Faculty Development and SoTL, and Learning Communities has been invited to give the closing address to learning communities faculty at Kingsborough Community College in New York City.

Steiner’s presentation is entitled “Examining the Impact of Learning Communities” and addresses learning communities’ role as a high-impact practice (HIP). Kingsborough Community College, part of the CUNY system, is home to a nationally recognized learning communities program that works closely with the Washington Center at Evergreen State College, the National Resource Center for Learning Communities. Steiner was recommended as a speaker by Dr. Emily Lardner, Director of the Washington Center.

Along with colleagues at the University of Georgia, Hillary Steiner has published a short book on self-regulation in academically gifted students, titled “Self-Regulation in the Underachieving Gifted Learner” in the National Association for Gifted Children, part of a series called “NAGC Select.”

Designed for a practitioner audience, the book synthesizes research in the field and offers practical suggestions for the classroom.

Steiner also received notification of the invitation to serve in the USG SoTL Fellows Program.

SoTL mentors are invited to share their expertise with other fellows once or twice over the course of the year, are recognized on the USG website and receive a letter from Dr. Houston Davis, Executive Vice Chancellor B; Chief Academic Officer for the University System of Georgia.

Stephanie Foote, director of the Master of Science in First-Year Studies and Faculty Fellow for High-Impact Practices in the Center for Excellence in Teaching and Learning (CTEL), presented the workshop “Creating High-Impact Curricular and Co-Curricular Learning Experiences,” Co-sponsored by CTEL and Keisha Hoerner, dean of University College, the workshop was attended by sixteen University College faculty and staff.

The workshop included an introduction to high-impact practices (HIPs), outcomes associated with participation in these practices, strategies to incorporate HIPs into academic and co-curricular programs, and methods of assessment. Participants worked together to identify ways to incorporate HIPs into their initiatives, curricular programs, and methods of assessment. Participants worked together to identify ways to incorporate HIPs into their initiatives.

On Feb. 11, Stephanie Foote and Tom Psateri, associate director of CTEL, presented a special University College learning opportunity, “Getting Started with SoTL.” This workshop provided an introduction to the Scholarship of Teaching and Learning (SoTL), described the SoTL research process and offered guidance to help participants conceptualize their own SoTL research.

Leven School Chef and lecturer Thorir Erlingsson served as one of the panelists on Jan. 12 for a discussion on the topic of “The Business Case for the Environment.”

The three-day event, hosted by the Institute for Georgia Environmental Leadership (IGEL), focused on how business and industry are incorporating sustainability, environmental stewardship, corporate responsibility, and the “triple bottom line” into the modern global business climate.

Loretta Daniels, instructor of Leadership Studies and Communication and Marketing director presented at annual CASE District III Conference. Daniels presentation titled, The Vibe of a Successful Branding Campaign, focused on helping colleges and universities create brand identity for both their internal and external audiences. It incorporated hands-on instructions on how to target, engage and execute a comprehensive, visually appealing, easy-to-read strategic marketing plan as well as provided access to design templates and action plan strategies.

Hillary Steiner, associate director for Faculty Development and the Scholarship of Teaching and Learning, Learning Communities, received notification that her chapter, “Targeted LC for CHEM Majors,” was published in the National Resource Center for The First-Year Experience and Students in Transition’s newest publication Building Synergy for High-Impact Educational Initiatives: First-Year Seminars and Learning Communities.

Steiner, along with Stephanie Foote, director of the Master of Science in First-Year Studies, Ruth Goldfine, chair of the Department of First-Year and Transition Studies, and Michelle Dean, Department of Chemistry, co-authored the chapter.

The book explores the merger of two of the most commonly offered high-impact practices on U.S. campuses.

Loretta Daniels, lecturer in Leadership Studies and University College director of Communication and Marketing participated on a leadership panel, “Build Your Confidence at Work and in Your Career,” in Tampa, Florida. Daniels, along with three other panelists, Elizabeth Jordan, Senior Assistant Dean for Undergraduate Programs at the University of South Florida, Tony Busa, CEO of Meridien Research, and Darryl Lavender, deputy director J3X Special Activities at United States Special Operations Command shared many years of leadership experience and expertise.

The panelists addressed the importance of building confidence, identifying and displaying confident thinking and behavior through learning from experts in their field, and differentiating between effective confidence and unwanted arrogance.
SCHOLARSHIP CAMPAIGN:
“Next Generation Scholars in First-Year Studies”

In celebration of our 10-Year Anniversary we have officially launched the

Ten for Ten Campaign!

As a team if 10 individuals pledged $10 a month to the scholarship campaign for the next 10 months, we could ensure a graduate student receives a $1,000 scholarship.

If you would like to pledge $10/month for 10 months, please go to uc.kennesaw.donate and click on the “Donate” link on the top left. Please click on Next Generation Scholarship in the drop down menu.

Thanks again to those of you who support the university with your financial contributions. Together we can pave the way for the next generation of faculty members and student affairs professionals who dedicate their energies to first-year students and those in transition!

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Travel Dates: June 1-18, 2016
Estimated Trip Cost: $3,900.00

Contact Dr. Heather Scott, hscott18@kennesaw.edu

Early Registration opens:
Summer 2016 — March 14th
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