Global Engagement in University College

Annual Report

2014-2015
University College is committed to enhancing students' global understanding and engagement from their first to final semester on campus. The college offers a variety of courses that explore global and multicultural issues from first-year seminars to leadership studies. Each of the academic units as well as the Center for Student Leadership sponsor education abroad opportunities, and the college houses KSU's ESL Center for international students.

The popular Conversation Partners Program is also administered by University College. Through curricular, co-curricular, and extracurricular offerings, the college helps students, faculty, and staff "Get Global."

One of the college's signature programs is the University College Global Engagement Scholars. Each December, 10 first-year students travel to Washington, D.C. for a week of specialized programming to interact with government officials, non-profit organizations, and key legislators regarding global challenges and their impact on the students' futures.

For more information, please contact the Department of First-Year and Transition Studies at fyts@kennesaw.edu or 470-578-2471.

In fall 2015, First-Year and Transition Studies will be teaming up with the Division of Global Affairs to offer new KSU students an opportunity to spend seven weeks of their first semester of college at the university’s instructional site in Montepulciano, Italy. This is yet another example of University College furthering its core values, which include being student-centered, being collaborative, promoting global learning, and developing innovative program that show students’ the interconnectedness of learning across their courses.

I am very proud of the faculty, staff, and student accomplishments summarized in this Global Engagement Report, which covers the 2014-2015 academic year. To learn more about University College's global engagement accomplishments in previous years, please review the annual reports on the Resources page of the college’s website.
## Table of Contents

Global Engagement in University College  
Annual Report 2014-2015

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>University College—Global Engagement</td>
<td>5</td>
</tr>
<tr>
<td>First-Year &amp; Transition Studies</td>
<td>6</td>
</tr>
<tr>
<td>Leadership and Integrative Studies (formerly University Studies)</td>
<td>12</td>
</tr>
<tr>
<td>Center for Student Leadership</td>
<td>14</td>
</tr>
</tbody>
</table>
Dedicated to Student Success
University College has long been a leader in promoting global engagement among the students, faculty, and staff at Kennesaw State University. The academic year 2014-2015 was no exception. Not all of the college’s global engagement achievements can be mentioned here, but the following are a few notable examples.

In the coming years, University College will have significant presence at KSU’s Montepulciano, Italy site. In Maymester 2015, Lance Askildson coordinated a full Montepulciano education abroad program that included a section of KSU 2290. In the future, University College will be involved in other exciting Montepulciano programs, including a First-Year Global Fellows program, the first Maymester LDRS experience, and a sophomore THRIVE experience.

One of the primary student learning outcomes for the 1,400 students enrolled in the learning communities coordinated by First-Year and Transition Programs during the 2014-2015 academic year was Global Learning for Engaged Citizenship, as defined and measured by the Association of American Colleges and Universities (AAC&U) VALUE rubric.

Also, more than 325 learning communities students participated in the annual Academic Extravaganza, a campus-wide event designed to showcase and provide authentic assessment of the work of learning community students and faculty. Many students showcased “Global Village” poster presentations, as well as other posters, PowerPoints, original works of art, and performances related to global learning.

In Leadership and Integrative Studies, Dr. GuramatuHuCooper, Dr. Linda Lyons, and Professor Sam Allman have designed a semester-long study that will attempt to map the influence of instructor personal narratives in a global leadership course (LDRS 3200). The case study examines how an instructor’s lived experiences (including academic, social, and cultural background) influence pedagogy, thematic focus, and assessments employed in a global leadership course.

Moreover, the faculty and staff of University College continue to promote global engagement, University College, and Kennesaw State University at many international conferences. In Fall 2014, Dr. Nguyen presented “Emancipated, Empowered, and Employable: Middle Eastern Women’s Transformative Experiential Learning” at the International Conference for Education Research and Innovation in Madrid, Spain. In October 2014, Deborah Mixson-Brookshire and Donald Brookshire presented "Staff Professional Development: Using Technology as a Learning Environment" at the Online Learning Consortium International Conference in Orlando, Florida. At the same conference, Deborah Mixson-Brookshire and Stephanie Foote presented "Student Perceptions: Learning through Engagement,” an electronic poster presentation. Dr. Jennifer Purcell presented “The Engaged University: Redefining Higher Education Leadership for the 21st Century,” Faculdade Guararapes, Recife, Pernambuco, Brasil, on November 26, 2014, and the same topic at UNIFACS, Salvador, Bahia, Brasil, on November 25, 2014.
First-Year and Transition Studies (FYTS)

Foundations for Global Learning serves as an important learning outcome for students enrolled in First-year Seminars at KSU, including the 1400 students enrolled in Learning communities. At the conclusion of their course work, students are be able to articulate the importance of the foundations of global learning by defining ethics, identifying leadership styles and traits, describing citizenship, and explaining the importance of global perspectives.

In addition to meeting global learning outcomes, the following 2014 Learning Communities and Seminars deserve special recognition because of their special attention to global themes:

- Global Girl Talk
- Thrive: Future CEOs – for Students Interested in Business
- From Latin America with Love: Explorations in Latina Culture
- Honors Learning Community – Great Books
- Global Challenges and You!

More than 325 learning communities students participated in the annual Academic Extravaganza, a campus-wide event designed to showcase and provide authentic assessment of the work of learning community students and faculty. Many students showcased “Global Village” poster presentations, as well as other posters, PowerPoints, original works of art, and performances related to global learning.

FYTS offered 25 sections of KSU 1111 in Fall 2014 and 1 section in Spring 2015 with 2 sections of IT2101:

**KSU 1111: Tomorrow’s World Today** is a course that focuses on the seven global challenges that shape our world today and will continue to do so in the future.

**IT2101: Computers and Your World** is a course that nurtures creativity and problem-solving skills, providing students with a foundation for success in any 21st-century career path. Uniquely this course, engaged students in the Hour of Code a global movement reaching tens of millions of students in more than 180 countries.

KSU 1111: Tomorrow’s World Today not only engages students in globally themed course content inside the classroom, but the course also provides unique co-curricular opportunities outside of the classroom. Here students are offered two unique opportunities to engage with subject-matter experts across the KSU campus via the 2014 Global Challenges Panel and via the 2014 University College’s Global Engagement Scholars experience in Washington D.C. Dr. Shelbee NguyenVoges, Prof. Todd Shinholster, Prof. Ken Hill and Prof. Chinny Law were instrumental in the development and execution of each of these global initiatives. (see photos)

KSU 1111: Tomorrow’s World Today is additionally promoted at the university level, where Dr. NguyenVoges served as a member of the 2015 Symposium for Asia-US Partnership Opportunities (SAUPO) Planning Program Committee, recognized as the largest Asian business conference in the Southern US. The event is planned collaboratively by KSU and sponsored by leading corporations locally, nationally, and internationally. Dr. NguyenVoges, Prof. Todd Shinholster, Dr. Debbie Smith and Dr. Linda Lyons provided service to the University College (UC), where they further promoted FYTS, the University College and KSU 1111: Tomorrow’s World Today marketing the value, mission, and goals of the UC at a special exhibitor’s booth at the 2015 SAUPO event (see photo).https://vimeo.com/126441640.
Transition Studies
During 2014-2015, faculty efforts included Dr. Foote who continued to serve a two-year term as the Faculty Liaison for the International Education Knowledge Community (IKEC) for NASPA (Student Affairs Professionals in Higher Education). In this role, she represents IEKC issues regarding student affairs, and maintains and publicizes the graduate student internship website for U.S. students who want to work in another country.

Dr. Foote was also selected to become a Wye Faculty Fellow in spring 2014, and in that role, she participated in a week-long Wye Faculty Seminar focused on “Citizenship in the American and Global Polity” (July 2015).

Dr. NguyenVoges’ globally-themed research in the Fall of 2014 and Spring of 2015 included:

- “Modeling an Interdisciplinary Review Using the Green-eyed Monster” in *Insights to a Changing World Journal*
- “Transformations Encouraged through Storytelling” in *Adult Learning*
- “Flipping the Script in Study Abroad Participation” in *Journal of International Students*

Cultivating Global Citizenship Abroad: The Case of Asian MBA Students in Dubai is expected to be published in the Fall 2015 edition of *Journal of Global Citizenship and Equity Education*.

Prof. Ken Hill, Dr. Shelbee NguyenVoges, and Dr. Nyasha GuramatunhuCooper attended the 2014 Global Challenges Institute on Educating Globally Competent Citizens at Stockton College in Galloway, New Jersey. The institute was organized by AASCU’s American Democracy Project.
In Fall 2014, Dr. NguyenVoges virtually presented her work entitled “Emancipated, Empowered, and Employable: Middle Eastern Women’s Transformative Experiential Learning” at the *International Conference for Education Research and Innovation* in Madrid, Spain.

In December 2014, Dr. Stephanie Foote participated in the Kansai University of International Studies-Kennesaw State University MOU signing (see [http://dga.kennesaw.edu/content/kansai-mou](http://dga.kennesaw.edu/content/kansai-mou)).

During 2014-2015, Dr. Foote continued to serve a two-year term as the Faculty Liaison for the International Education Knowledge Community (IKEC) for NASPA (Student Affairs Professionals in Higher Education).

**2014 & 2015 GLOBAL CHALLENGES PANEL**

Organized by Dr. Shelbee NguyenVoges and the Department of First-Year and Transition Studies along with KSU 1111 faculty and students on Wednesday, October 29, 2014 for a discussion of the seven global challenges that are shaping our world now and will shape our world in the future. The discussion was moderated by Dr. Robin Dorff, Dean of the College of Humanities and Social Sciences. The discussion featured the following leading KSU scholars:

Global Challenge 1: **Population** – Dr. Garrett Smith, Associate Professor of Geography
Global Challenge 2: **Resources** – Dr. R.C. Paul, Director of Sustainability and Professor of Biology
Global Challenge 3: **Technology** – Dr. Sweta Sneha, Associate Professor of Information Systems
Global Challenge 4: **Information** – Dr. Farooq Kperogi, Assistant Professor of Communication
Global Challenge 5: **Economic Integration** – Mr. Jason Knope, CFA CMT Instructor of Finance; CIO Paul Manners & Associates
Global Challenge 6: **Security & Conflict** – Dr. Maia Hallward, Associate Professor of Middle Eastern Politics
Global Challenge 7: **Governance** – Dr. Maia Hallward, Associate Professor of Middle Eastern Politics
Leadership and Integrative Studies (formerly University Studies)

In July 2014, Dr. Heather Scott was selected as a participant in the Interdisciplinary Teaching and Assessment of Intercultural Competence (ITAIC) Campus Project. She attended a multi-day workshop focused on creating Intercultural Awareness Competency modules for the LDRS 3700 Women in Leadership course. She partnered with Dr. Mohamed Arafa, Department of Foreign Languages, to create modules for use in their respective courses centered around Arabic culture and customs.

Dr. Scott also conducted a site visit along with Dr. Debbie Smith to Montepulciano, Italy. The visit focused on developing a proposal for a leadership studies abroad program, slated for June 2016.

In Spring 2015, Dr. Scott was named Departmental Designee for the ITAIC project. In this role, she serves as an ambassador of the ITAIC project, which is funded through a Strategic Internationalization Grant. As an ambassador, she also serves as a resource to fellow faculty in the development of intercultural competence curriculum materials.

In Fall 2014, Dr. Nyasha GuramatunhuCooper taught LDRS 3200 – Leadership in a Global Society. Dr. GuramatunCooper describes the activities of the course as follows: In an effort to highlight individual leadership experiences in different cultural contexts, students in LDRS 3200 had a question and answered Skype session with Ms. Chenai Mukumba, a Zimbabwean policy analyst based in Jaipur, India. Ms. Mukumba shared her experiences about living and working in India, specifically the challenges and rewards of being a Zimbabwean and African woman in India, and the development of intercultural competence. The students also spoke to Ms. Veneka Chagwedera-Crooks, CEO of NouriBar, a Washington DC-based nutrition bar company. Nouri’s business model is based on responsible leadership. For every bar sold, a meal is donated to feed a child in school among Nouri’s partners in Botswana, Zimbabwe, Guatemala, Haiti, and India. Ms. Chagwedera-Crooks shared her experiences about growing up in Zimbabwe and the United States and what led her to create a company that drives global change through food security and education.

In Fall 2014 and Spring 2015, Dr. Nyasha GuramatunhuCooper (Leadership Studies), Dr. Shelbee Nguyen (First-Year and Transition Studies), and Mr. Yen Rodriguez (Center for Student Leadership) participated in the Interdisciplinary Teaching and Assessment of Intercultural Competence (ITAIC) project. The goal of the project is to identify, develop, and share best practices for interdisciplinary teaching and assessment of intercultural competence at KSU. As part of the project, the three hosted two workshops where they discussed their experiences in teaching and assessing intercultural competence within their respective fields, as well as shared teaching modules available for communal use.

In Spring 2015, Dr. Nyasha GuramatunhuCooper, and Dr. Jennifer Purcell hosted a dinner for Fulbright Scholars from Argentina, Germany, Egypt, and Spain. The dinner was in partnership with the Georgia Council for International Visitors.
Leadership and Integrative Studies

Dr. Guramatunhu Cooper, Dr. Linda Lyons, and Professor Sam Allman have designed a semester-long study that will attempt to map the influence of instructor personal narratives in a global leadership course (LDRS 3200). The case study examines how an instructor’s lived experiences (including academic, social, and cultural background) influence pedagogy, thematic focus, and assessments employed in a global leadership course.

Dr. Guramatunhu Cooper states, "We recognize that our different worldviews encapsulate the implicit and explicit ways in which we as instructors influence how global leadership is conceptualized, interrogated, and applied in our classrooms. At the end of our study, our team will convene to discuss measurable ways in which our narratives influenced our course sections, as well as discussing components from each course that will go towards designing a master course for global leadership. A critical part of our study is advocating for curriculum design for global leadership courses that makes intellectual and physical space for instructor narratives, leveraging them to expose students to different perspectives and experiences beyond the textbook material. Our study has passed IRB review (Study 15-233)."
Since its inception in 2005, the Center for Student Leadership (CSL) has been dedicated to global engagement for students and staff, travelling to eighteen countries across the globe, including Brazil, South Africa, Australia, Greece, China, Japan, and Peru. Committed to empowering students to be holistic, ethical leaders, the CSL emphasizes the development of international relationships and intercultural competence as part of a student’s leadership development.

During the FY 15 academic year, the CSL provided one international experience for third-year students in Leaders In Kennesaw (LINK). As the capstone experience for this three-year ethical leadership program, students worked with the Year Of Program in the Division of Global Affairs to create an intercultural learning experience on the Arabian Peninsula. With a primary focus on Oman, 12 students spent the year learning about Oman and other countries in the Arabian Peninsula through Year Of activities, including the following:

- Watched and discussed a video on religious tolerance in Oman
- Attended Year of Lectures
- Researched and created a presentation for a staff/faculty panel on Oman’s culture, history, and environment
- Hosted an Arabian film festival, and as a group discussed the movie *Wadjda*
- Participated in a day-long conference, “Women of Oman: Changing Roles and Transnational Influence,” sponsored by the Sultan Qaboos Cultural Center
- Presentation topics examined the role of women in the family, the workforce, and popular culture
- Attended the Al Najoom Dance Troop performance, featuring traditional Omani music
- Attended the KSU Arabic Festival
- Learned about the significance of the Muslim hijab in a workshop entitled “The Many Faces of the Hijab.”
- Two students and three staff members traveled to Washington DC to participate in a scholarly symposium hosted by the Sultan Qaboos Cultural Center and the Omani Embassy
The year culminated in a two-week trip to Oman. Six LINK students and eight faculty members, who participated in the Year of the Arabian Peninsula Learning Community, travelled through northern Oman, enjoying historical cultural sites, such as the Grand Mosque, the Grand Opera House, ancient forts, a beautiful oasis, rose gardens, and mountain villages. Travelers engaged in conversation with the people of the towns and villages, and spent two days with students and faculty at Sultan Qaboos University.

In effort to bridge the gap between curricular and co-curricular experiences, Leadership Coordinator Yen Rodriguez also served on the Interdisciplinary Teaching and Assessment of Intercultural Competence initiative to identify, develop, and share best practices for teaching and assessing intercultural competence at KSU.

Throughout his service on the ITAIC project, Yen developed a module on racially ambiguous identities that was delivered to at least three classes representing a range of disciplines. Subsequently during Spring of 2015, along with Dr. Shelbee Nguyen and Dr. Nyasha GuramatunhuCooper, Yen Rodriguez co-hosted two staff and faculty workshops designed to share best practices for teaching and assessing intercultural competence. Going forward, the CSL plans to continue working on contributing to the existing body of knowledge surrounding the pedagogy of intercultural competency.

...travelling to eighteen countries across the globe, including Brazil, South Africa, Australia, Greece, China, Japan, and Peru.
MAKE the connection

Office for New, Exploratory, and Students in Transition

Department of Leadership and Integrative Studies

Academic Support Initiatives

Michael A. Leven School of Culinary Sustainability and Hospitality

UNIVERSITY COLLEGE

Center for Student Leadership

Department of First-Year and Transition Studies

Kennesaw State University
University College Building
Ste. 213, MD 2401
430 Bartow Ave NW
Kennesaw, GA 30144

Phone: 470-578-3550
Fax: 470-578-9202
uc@kennesaw.edu
uc.kennesaw.edu