

# **Global Engagement in University College 2016-2017**

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University College includes the Department of First-Year and Transition Studies, the Department of Leadership and Integrative Studies, the Michael A. Leven School of Culinary Sustainability and Hospitality, and the Center for Student Leadership. In 2016-2017, the faculty and staff in University College participated in many important activities related to global engagement.

## **University College – Dean’s Office**

The ESL Center (David Schmidt, Director), part of Academic Support Initiatives, has locations on both the Kennesaw campus and the Marietta campus.

Since 2002, the ESL Center has offered many programs, services, and activities for KSU’s international students, including tutoring in writing, reading, pronunciation, and public speaking, and general education academic advising and mentoring. The center makes an important contribution to the internationalization of the KSU campus by helping students from countries around the world better understand American academic culture and master the skills necessary to be successful writers, readers, and speakers of standard American English. In Fall 2016, the center’s faculty and staff met with students for tutoring, advising, and mentoring sessions 810 times. In Spring 2017, faculty and staff met with students 959 times (a 15-year ESL Center record).

The Conversation Partners Program, coordinated through the ESL Center, matches international students with native English-speaking students, faculty, and staff in a program that fosters a mutual exchange of cultures, languages, and ideas, and – in many cases – helps establish long-lasting friendships between participants. In Fall 2016, 206 students, faculty, and staff from 36 countries participated in the program. In Spring 2017, the program included 178 participants from 29 countries.

The ESL Center also offers KSU’s international students two undergraduate ESL courses – ESL 1105: Grammar Seminar for International Students and ESL 1106: Oral Communication for International Students. In Fall 2016, David Schmidt taught ESL 1106: Oral Communication for International Students. 18 students enrolled in the course. In Spring 2017, David Schmidt taught an international student section of ENGL 1102: Composition II. 22 students enrolled in the course.

David Schmidt also conducted International Student Programs public speaking workshops in August 2016 and February 2017.

In October 2016, the ESL Center's Katherine Taylor attended the Symposium on Second Language Writing at Arizona State University. The theme of the symposium was "Expertise in Second Language Writing."

### **First-Year and Transition Studies**

One of the primary student learning outcomes for the students enrolled in learning communities during the 2016-2017 academic year was Global Learning for Engaged Citizenship, as defined and measured by the Association of American Colleges and Universities (AAC&U) VALUE rubric.

In Fall 2016, 1,346 students were enrolled in 66 learning communities. In Spring 2017, 113 students were enrolled in 8 learning communities. While global learning for engaged citizenship was a student learning outcome for all of these learning communities, some communities had a significant focus on global learning, including *Understanding the World through Multiple Perspectives*, *Gender Diversity in a Changing World*, *Global Girl Talk 1 & 2*, *Let's Get Global*, and *Global Fellows*.

KSU 1111: Tomorrow's World Today is a first-year seminar course meant to offer students the knowledge, strategies, tools, and resources to encourage their academic success. Instructors use the context of the ever-changing globalized world and the Center for Strategic and International Studies' (CSIS) 7 Global Challenges as a framework to illustrate and apply new concepts and ideas from the course. These 7 Global Challenges cover population, resource management, technology, information/knowledge, economic integration, conflict/security, and governance. Therefore, the 7 Global Challenges course material (as well as accompanying major and minor assignments) becomes the vehicle by which, or the context used, to help students develop life skills, strategies for academic success, campus and community connections, and foundations for global learning. FYTS offered 24 sections of KSU 1111 in Fall 2016. (In Fall 2017, global engagement projects will be incorporated into every first-year seminar, rather than just KSU 1111.)

In Fall 2017, Dr. Shelbee NguyenVoges taught two sections of KSU 1111: Tomorrow's World Today. These sections were taught as the second iteration of the Global Fellows learning community in Montepulciano, Italy.

KSU 1111: Tomorrow's World Today and University College were celebrated and promoted at the university level by Dr. NguyenVoges (promoted to Vice Chair in the 2017) at the Symposium for Asia-US Partnership Opportunities (SAUPO) Planning Program Committee. SAUPO is recognized as the largest Asian business conference in the US, and planned collaboratively by KSU and sponsored by leading corporations locally, nationally, and internationally.

Because of the great reputation of Kennesaw State University through the growth of SAUPO and the Asian Studies Program, the Consulate General of Japan in Atlanta selected KSU as one of 20 outstanding universities in the USA to receive a \$125,000 travel grant from the Japanese

government. Dr. NguyenVoges was chosen to represent University College along with two other faculty from Coles College of Business and the College of Humanities and Social Science. The three faculty organized a 25 person delegation from KSU to visit Japan from March 4-12 to learn about Japanese history, culture, and the economy by meeting with members of the Japanese government and Japanese companies.

**Globally themed presentations included the following:**

In November 2016, Dr. Stephanie Foote, Josie Baudier, and Traci Stromie presented “Engaging Online and Blended Students in High-Impact Educational Practices” at the Annual Online Learning Consortium International Conference in Orlando, Florida.

At the same conference, Dr. Foote and Deborah Mixson-Brookshire presented “Creating a Path to Success: Faculty Development for New and Prospective Online Instructors.”

In November 2016, Dr. Shelbee NguyenVoges presented “A Learning Community Abroad: Fostering Critical Reflexive Practice” at the 21st Annual National Learning Communities Conference in Atlanta.

In January 2017, at AAC&U’s 2017 Annual Meeting, “Building Public Trust in the Promise of Liberal Education and Inclusive Excellence,” in San Francisco, California, Dr. NguyenVoges and Dr. Linda Lyons presented “Student as Agent for Change: Looking at Global Experiential Learning in the FYE” (Table Discussion Topic).

In February 2017, Dr. NguyenVoges, Dr. Lyons, and Dr. Danelle Dyckhoff Stelzriede presented “Building Global Citizenship in the First Year: It Makes a World of Difference” (Concurrent Trends and Issues Panel Topic) at the National Resource Center’s 36th Annual First Year Experience and Students in Transition Conference in Atlanta.

**Globally themed scholarship included the following:**

Lyons, L. M., & NguyenVoges, S. R. (2016). Exploring a diverse team’s approach to inclusive leadership program design: An action research study. *Global Journal of Human-Social Science* 16(2), 1-10.

NguyenVoges, S.R. (2016). Cultivating global citizenship abroad: The case of Asian MBA students in Dubai. *Journal of Global Citizenship and Equity Education*, 5(1), 1-20.

NguyenVoges, S. R. & Lyons, L. M. (2017). ‘Being Here Now’ as a first-year student: Cultivating global citizenship and mindfulness on the move in a co-curricular learning adventure. *International Forum of Teaching and Studies*, 13(1), 3-10, 45.

**Leadership and Integrative Studies**

Dr. Nyasha GuramatunhuCooper was selected as a 2017-2018 Diversity Fellow by the Center for Diversity Leadership and Engagement (and the first University College recipient). As a Diversity

Fellow, her proposed project is to complete an audio and visual exhibit modeled after Georgia Tech's Transformative Narratives exhibit. The Transformative Narratives exhibit highlights "the array of unique identities and life experiences held by members of the Tech community, many of which fall outside traditional notions of diversity" (Georgia Institute of Technology, 2016). Dr. GuramatunhuCooper envisions a similar exhibit and program for Kennesaw State University. Her goal is to create a digital exhibit that profiles members of the KSU community and their cultural identity narratives.

Dr. GuramatunhuCooper was also selected to be a member of the Atlanta Regional Commission Global Advisory Panel. In this role, she will have the opportunity to learn about regional issues related to various immigrant communities and gain access to elected officials and decision-makers while ensuring that the region's dynamic, vibrant international community is well-represented at the regional planning table.

During 2016-2017, Dr. GuramatunhuCooper participated in a variety of other global engagement activities, including the following:

Co-developing a graduate level course with Dr. Linda Johnston and Dr. Sabine Smith on leadership and intercultural competence.

Being invited to facilitate (with Dr. Dan Paracka) a Fulbright Scholar Orientation workshop by the Division of Global Affairs. The workshop focused on intercultural competence.

Partnering with Volunteer KSU and inviting 5 international students to serve as guest speakers in LDRS 3200: Leadership in a Global Society. The students were invited to assist in a lesson on Hofstede's Cultural Dimensions. Each student led a roundtable discussion on how their home cultures reflect concepts such as individualism and collectivism, power distance, etc. This is a continuing partnership that is in its third semester. Students in LDRS 3200 have noted the value of interacting with and learning from their international student colleagues.

Taking a group of students to the annual World Affairs Council Young Leaders Conference in February 2017. The theme was Agricultural Students: Solutions for Tomorrow: Biotech, Agribusiness, & Climate Smart Agriculture. The students were able to network and learn about global strategies for agricultural issues.

Partnering with a local business, Curry Village, to explore food as an example of culture. Students were treated to samples of food from Bangladesh and India while learning about the cultures of both countries.

In May 2017, Dr. Jennifer Purcell and Dr. Linda Lyons were awarded an \$18,000 Strategic Internationalization Grant (by the Division of Global Affairs) in the category Global Learning and Innovation. The title of their grant proposal was "Advancing International Administrative Leadership through Graduate Education and Credentialing."

Dr. Purcell was selected to attend the 2017 Perspectives on Global Issues Workshop at the European Academy of Otzenhausen in Germany.

In service to the university, in 2016, Dr. Heather Scott was a reviewer on the KSU Global Engagement Review Panel. In early 2017, she was a judge for the Education Abroad Photo Contest.

**Globally themed presentations and conference participation included the following:**

Dr. Nyasha GuramatunhuCooper and Dr. Darlene Xiomara Rodriguez had their presentation proposal, “When Cultures Collide: Navigating Cultural Dimensions as Immigrant Educators,” accepted for the Teaching Professor Conference in St. Louis in June 2017. The presentation explores how the Zimbabwean and Venezuelan cultural backgrounds of the two presenters are manifested in their teaching and how that impacts interactions with students.

In November 2016, Dr. Mike Keleher (Presenter & Author) and Y. Clarke (Presenter & Author) presented “Learning Communities as Gateways to Assimilation and Internationalization” at the 2016 College Reading and Learning Association Annual Conference in Louisville, Kentucky.

In November 2016, Dr. Jennifer Purcell presented “E-Service Learning: Integrating Community-engaged Pedagogies in the Virtual Classroom” and “Documenting Teaching Effectiveness in the Online Environment: Online Teaching Observations” at the international Online Learning Consortium Accelerate Conference in Orlando, Florida.

Dr. Purcell (with Dr. Nyasha GuramatunhuCooper as lead author) also presented “The First 168 Hours: Collecting Useful Learner Data during the First Week of Class” at the international Online Learning Consortium Accelerate Conference.

In November 2016, Dr. Heather Scott attended the International Leadership Association Conference in Atlanta. She served as both a conference proposal reviewer and student case study judge. She was also appointed to the executive leadership team of the ILA’s Women and Leadership Affinity Group.

**Globally themed scholarship included the following:**

Keleher, M., Mixson-Brookshire, D., & Foote, S.M. (2016). Kennesaw State pilots learning community for first-year international students. *E-Source for College Transitions*, 13(3), 7-9.

Keleher, M. (2016). Mixed classes, mixed methods: Writing students’ attitudes about collaborative and intercultural learning. *Networks: An On-Line Journal for Teacher Research*, 18(2), 1-13.

In May 2017, Dr. Nyasha GuramatunhuCooper began a qualitative research project in Zimbabwe. The purpose of her inquiry is to examine how Zimbabweans individually and collectively conceptualize leadership. She is working with 5 research assistants, all graduates of the University of Zimbabwe. This work is important because it is the first formal inquiry into

the conceptualization of leadership in Zimbabwe, and it adds to the inclusion of non-Western voices and experiences in Leadership Studies. Dr. GuramatunhuCooper will return to Zimbabwe during the 2017-2018 academic year to collect more data.

Dr. GuramatunhuCooper wrote a chapter titled “Leadership from Africa: Examples of Trait Theory” for *Global and Culturally Diverse Leaders and Leadership* (Emerald Group, 2017). In this chapter, Dr. GuramatunhuCooper proposes the use of African examples as a way to illustrate leadership theories and concepts. This is crucial because the Leadership Studies canon has a noted Western bias in which theories, concepts, and studies are derived from the United States, the United Kingdom, and Canada. This gives the impression that leadership does not happen outside of these countries. By using African examples, this chapter interrupts the dominant Western gaze and includes different ways of knowing and being that have not been included in the discipline.

Dr. GuramatunhuCooper also wrote a chapter for *Stories of Becoming* (Campus Orleon, 2017) titled “Becoming Zimbabwe’s Freedom Fighters: Revealing Critical Incidents.” This chapter focuses on the personal narratives of noted liberation fighters during Zimbabwe’s armed struggle for independence. Following Russian philosopher Mikhail Bakhtin’s notion of “becoming,” this chapter examines critical incidents that led Agrippah Mutambara and Fay Chung, two prominent liberation fighters, to take up arms for their country.

In 2017, Dr. Heather Scott published a book chapter, “Theorizing Women and Leadership: New Insights and Contributions from Multicultural Perspectives” in the International Leadership Association’s book series on *Women in Leadership*.

Dr. Scott also had a book review accepted for publication in *Frontiers: The Interdisciplinary Journal of Study Abroad*.

### **Michael A. Leven School of Culinary Sustainability and Hospitality**

During 2016-2017, the Michael A. Leven School of Culinary Sustainability and Hospitality made many significant contributions to global engagement. Please see Appendix A for a detailed report on these contributions.

### **Center for Student Leadership**

Since its creation 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. Please see Appendix B for a detailed report on the CSL’s global engagement activities during 2016-2017.

## APPENDIX A: Michael A. Leven School of Culinary Sustainability and Hospitality



### COURSES

#### **Descriptions:**

Culinary Sustainability and Hospitality (CSH) courses that have a global emphasis or element include:

*CSH 2200: World Cuisines and Cultures* - CSH 2200 delves into geographical, historical, technological, and religious factors that have influenced the food-related behaviors of various ethnic groups, exploring how all cultures impact individuals' beliefs about food. Students taste and evaluate regional dishes from a variety of countries, focusing on ingredients, flavors, preparation, and techniques characteristic of the cuisines and regions.

*CSH 2500: Principles of Nutrition for the Professional* - This course explores food insecurity and hunger in people living in developing and underdeveloped countries, as well as the effects of chronic hunger on the countries' overall health status. The course also covers the most common micronutrient deficiencies seen worldwide, the effects and incidence rates of these deficiencies, and insights on methods to reduce global food insecurity. There is also a review of food production outside the United States, and a review of the percentage of American plates filled with imported food, food exported to other parts of the world and the effects on "globesity," and global food safety standards.

*CSH 3300: International Initiatives in Food* - Students evaluate the origins and migration of foods throughout a region, including food's relationship to religion and various cultural groups, geographical location, social practices, and economic well-being. Students examine the impact of the country's sustainability practices and the basis for those practices (offered on Education Abroad).

*CSH 4620: Exploring the World of Wines* - Students gain an in-depth understanding of vineyard and cellar practices that affect style, quality, commercial viability, and long-term sustainability of the world's most important wines. Classic, New World, and emerging regions provide the context within which these practices are studied.

*CSH 4630: Spirits, Beers, and Brews* - Students gain an in-depth understanding of key factors that influence price, quality, and long-term sustainability of the world's most important spirits, beers, and other alcoholic beverages, such as cider and beverages and their regional or generic counterparts.

*CSH 4640: Beer Culture* - Students learn about the evolution of brewing and brewer culture and practices, various beer and ale styles, the influences of local culture and society, and the relationship of various technologies on the brewing process.

### **Enrollment:**

Fall Semester 2016 (308 overall enrollment)

- Six sections of *CSH 2200: World Cuisines and Cultures* with 117 total student enrollment
- Two sections of *CSH 4620: Exploring the World of Wines* with 49 total student enrollment
- Five sections of *CSH 4630: Spirits, Beers, and Brews* with 117 total student enrollment
- One section of *CSH 4640: Beer Culture* with 25 total student enrollment

Spring Semester 2017 (300 overall enrollment)

- Six sections of *CSH 2200: World Cuisines and Cultures* with 115 total student enrollment
- Two sections of *CSH 4620: Exploring the World of Wines* with 46 total student enrollment
- Five sections of *CSH 4630: Spirits, Beers and Brews* with 113 total student enrollment
- One section of *CSH 4640: Beer Culture* with 26 total student enrollment

Summer Semester 2017 (121 prospective enrollment)

- Two sections of *CSH 2200: World Cuisines and Cultures* with prospective 40 total students
- One section of *CSH 4490: Special Topics - European Hospitality and Leadership* with 6 total student enrollment.
- Two sections of *CSH 3300: International Initiatives in Food* with prospective 27 total students. One section to be offered as an Education Abroad course.
- One section of *CSH 4620: Exploring the World of Wines* with prospective 24 total students
- One section of *CSH 4630: Spirits, Beers, and Brews* with prospective 24 total students

### **Pop-up Restaurants:**

Senior students enrolled in *CSH 4499: Quantity Food Management* create a pop-up restaurant featuring a theme of their choice. Students transform the Hospitality House into an environment reflective of the theme, and prepare food and beverage pairings that also reflect the theme. Students educate participants (25 per event) about the type of food being served as related to the region of the world from which it originates. As evidenced below, many of the senior CSH



students selected a global theme for their pop-up restaurants, most of which included both a lunch and a dinner seating.

*Taperia* - July 06, 2016 (Spanish)  
*Around the World* - July 13, 2016  
*Milaya 51* - October 21, 2016 (Russian)  
*Tapitas* - November 11, 2016 (Caribbean)  
*La Bella Viva Italian Cuisine* - November 4, 2016  
*Platos del Sure* - March 17, 2017 (South American)  
*Esplendido* - April 21, 2017 (Spanish)

## **EDUCATION ABROAD**

In June 2017, the Leven School will take 3 faculty and 12 students to Germany, Switzerland, and Italy on a hospitality and culinary European tour. The program description follows:

*Hospitality and Culinary: A European Tour* is a unique, customized exploration through three European countries created to introduce students to culinary, lodging, and tourism business practices abroad, including Germany, Switzerland, and Italy. Students will have the exciting opportunity to experience European hospitality and customer service while learning state-of-the-art sustainability and proactive, environmentally friendly business practices through discussions with management and hospitality executives. Students will have numerous educational opportunities to gain such insights by touring luxury hotels, dining on and sampling world cuisine in restaurants, exploring a world-class concert venue, visiting a casino, studying the essence of beer production by visiting a brewery, and touring vineyards in order to learn about planting, pruning, and harvesting grapes for making different wines.

## **EVENTS**

### **Leven School Educational Events:**

The Leven School creates and hosts educational events (approximately 25 participants at each event), several of which had a global component in 2016-17:

Taste of Bastille Wine – July 14, 2016  
Come Join the Rye Revolution – August 16, 2016  
New World Wine – September 16, 2016  
Irish Eyes are Smiling Beer Education Event – March 10, 2017

### **Community Engagement Events:**

The Leven School also participates in or supports educational/community events and functions, several of which had a global component in 2016-17:

Young SKAL International Luncheon - October 20, 2016. The Leven School hosted 25 attendees at the Hospitality House for the group's monthly lunch/networking meeting.

Chef Gino's Dinner - February 3 & 10, 2017. CSH students twice served members dinner on site at The Georgian Club. A special meal was prepared by visiting Chef Gino, who is

Italian and a personal friend of the club's owner, Mr. Jim Rhoden. Over 200 members and guests were present at the dinners.

Global Culinary Innovators Association - February 7, 2017. Approximately 30 association members toured Hickory Grove Farm and came to campus to learn about the Leven School.

YSEALI Fellow Visit to Hickory Grove Farm – March 3, 2017. Four YSEALI (Young Southeast Asian Leadership Initiative) Fellows visited Hickory Grove Farm to learn about environmental sustainability projects they could implement in their own countries.

Atlanta's Taste of the Nation - April 20, 2017. Fundraiser for Share Our Strength's No Kid Hungry campaign. Approximately 45 students and 5 faculty and staff from the Leven School set up and served at this event, which historically has approximately 1,200 attendees.

## **FACULTY**

The 2016-2017 Leven School faculty is comprised of individuals from a variety of countries including China, Germany, Ghana, Iceland, India, Puerto Rico, Thailand, and the United States.

### **Service:**

Christian Hardigree is a Faculty Advisory Board member on the KSU "Year Of" Annual Country Study Committee.

Dr. Deborah Smith is the Membership and Conference Chair of the Leadership Education Member Interest Group Executive Council of the International Leadership Association (ILA).

Dr. Smith served as an application reviewer for the ILA Leadership Education Academy in Summer 2016.

Dr. Smith also served on the University College International Education Management Certificate Exploratory Committee, March - August 2016.

### **Scholarship:**

Dr. Deborah Smith and Dr. Tom Yanuzzi presented a roundtable session at the International Leadership Association conference held in Atlanta on November 6, 2016.

Dr. Smith and Christian Hardigree had a session proposal accepted for the 2017 International Council on Hotel, Restaurant, and Institutions of Education Conference.

Dr. Smith had a session proposal accepted for the 2017 International Leadership Association Global Conference.

In March 2017, Christian Hardigree submitted a Global Learning Innovation Strategic Internationalization Grant proposal.

**Honors:**

Dr. Deborah Smith, along with Dr. Jennifer Purcell, was selected to represent University College at KSU's Perspectives on Global Issues Workshop at the European Academy of Otzenhausen in Germany, May 11-19, 2017.

## APPENDIX B: The Center for Student Leadership

The Center for Student Leadership (CSL) has a ten-year history of leadership development that emphasizes intercultural communication and global relationships as part of a student's leadership experience. Throughout the years, the CSL has travelled with students on 18 international trips in 14 countries around the world to explore culture and leadership through an international lens and empower students to be holistic, ethical leaders.

While international travel was not possible during FY 17, the CSL continued to incorporate diversity training, social identity development, and intercultural conversations into existing regional programs. The Global Engagement Exchange: Homelessness program focused on local, national, and international issues of homelessness and worked in partnership with the University of Tampa to learn about the complexities of poverty and homelessness in Tampa and metro Atlanta. Student participants worked in pairs to explore homelessness in relation to sex trafficking, immigration, race, LGBTIQ, and gentrification. Using a policy argument model, the students created a capstone experience to reflect on learning and provide suggestions for positive solution-focused education for their communities.



The Global Engagement Exchange: Natural Disasters program provided the opportunity for students to become actively engaged in the work of natural disaster relief from a regional lens through a week long field experience with the United Saints Recovery Project, a non-profit organization that helps New Orleans residents restore their homes. Students worked with homeowners and United Saints staff members to expand their cultural awareness and connect

with people who are from different backgrounds than themselves. Through their work with Arc, a nonprofit organization that provides employment for individuals with intellectual disabilities, the students explored New Orleans bead culture and assisted in sustainability efforts to recycle used Mardi Gras beads.





Other global engagement experiences included the following:

- The 2016 Thrive Advance introduced students to Identity Development through an interactive exercise that encourages students to have conversations involving personal identity, discrimination, prejudice, and privilege. Individual nationality was one of eight identities explored through this exercise.
- Students participated in the 1000 Miles Journey event to explore the United Nations 17 Sustainable Development Goals. The 17 goals were divided into five stations with resources to educate students on the goals as well as actions they can take to impact them.



- The Metro-Atlanta Collegiate Leadership Summit developed and hosted by the CSL Owl Leadership Fellows (OLF) introduced participants to various concepts of leadership while also providing perspective on international concepts such as values, nationality, and ethnicity.

Global professional activities included the work of Dr. Thomas Yannuzzi, CSL Executive Director, as Chair of the Leadership Education Member Interest Group for the International Leadership Association. Dr. Yannuzzi will also present during a pre-convention workshop at next

year's ILA annual conference in Brussels, as well as facilitate a session on the CSL CAIR leadership model.

Ryan Keese, CSL Manager of Civic Engagement and Service Learning, served as Volunteer Coordinator for the International Leadership Association (ILA) annual conference hosted in Atlanta. As part of his responsibilities, Ryan recruited, registered, organized, and managed volunteers throughout the duration of the conference.