

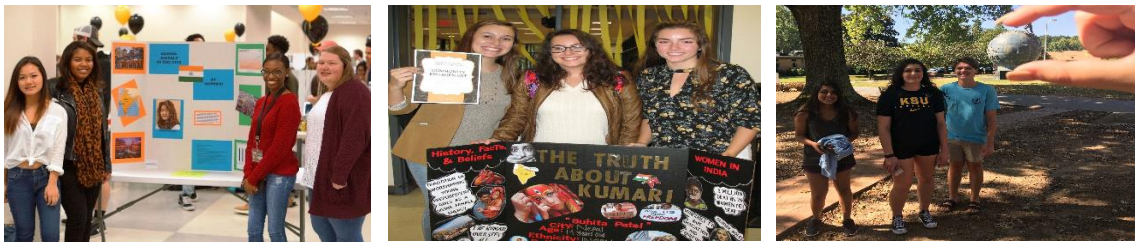
Global Engagement in University College 2017-2018

Prepared by
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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; the Advising Office for New, Exploratory, and Students in Transition; Orientation and Transition Programs; and Academic Support Initiatives. In 2017-2018, the faculty and staff in University College participated in many important activities related to global engagement.

FIRST-YEAR AND TRANSITION STUDIES

One of the primary student learning outcomes for the students enrolled in learning communities during the 2017-2018 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 2017, 1,498 first-year students were enrolled in 73 learning communities. In Spring 2018, 102 students were enrolled in 6 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 *The Year of India Learning Community*, *Global Girl Talk I and II*, *Global Fellows Study Abroad in Tuscany*, *Understanding the World through Multiple Perspectives*, *Honors Great Books Learning Community*, *Sex and Culture: How Culture Influences Sexuality*, and *Learning Community for International Affairs Majors*.

In Fall 2017, the third cohort of 26 first-year students participated in the Global Fellows learning community that gave first-year students the opportunity to participate in an education abroad experience during their first semester at KSU. Traveling with four faculty members, the Global Fellows enrolled in four classes that fulfilled 12 hours of their first-year general education curriculum requirements, spending the first seven weeks on campus followed by five weeks in Montepulciano, Italy before returning to KSU to complete their semester. While students were in Italy, they continued their coursework at KSU's Tuscan facility, a restored Renaissance fortress

in Montepulciano, met local leaders, and visited area businesses. They also toured sites, including vineyards, organic farms, and archeological museums, and traveled to historic locations such as Rome, Florence, Orvieto, and Siena. This teaching approach is designed to help prepare students to compete in the global market, develop international and national perspectives, and get a head start on community, civic, and leadership training. Dr. Linda Lyons served as the co-director and the KSU 1101 instructor for the 2017 program and will be leading the Global Fellows Program in Fall 2018.

The Department of First-Year and Transition studies, in partnership with University College, aims to establish global learning as a foundation for student success at KSU via participation in a number of curricular and co-curricular initiatives. One such co-curricular initiative during the 2017-2018 academic year involved Dr. Shelbee NguyenVoges' role in moderating a panel on the future of education and collaboration across the United States and Asia. As part of this initiative, FYTS and UC students are offered hands-on experiential learning at the Symposium for ASIA-USA Partnership Opportunities (SAUPO—the largest Asian business conference in the United States), connecting with industry professionals across the globe in an effort to further their academic and professional goals.

Dr. Jim Davis received Year of India funds and used the funds to work with Atlanta's Center for Puppetry Arts in conjunction with their Indian puppetry exhibit, *Indian Puppets: The Great Stories and Dancing Dolls*. A related event was an on-campus performance by the Pavakathkali Puppet Theatre from Kerala India in November 2017. In addition, in March 2018, Dr. Kathy Foley from UC Santa Cruz, a leading expert in international theatre, spoke to two TPS 1107 classes about Indian puppetry performance traditions.

In Fall 2017, Dr. Carolee Larsen and Dr. Gail Scott taught two sections of *Global Girl Talk: India*.

Globally themed presentations and conference participation included the following:

In October 2017, Dr. Deborah Smith presented “Faculty Development and the Teaching of Sustainable Leadership: Complexities, Challenges, and Opportunities” at the International Leadership Association 19th Annual Global Conference in Brussels, Belgium.

In November 2017, Dr. Linda Lyons, along with Amy Howton, Associate Professor, Department of Health Promotion and Physical Education, presented “Combining 3 High Impact Practices in a First Semester Learning Community” at the 22nd Annual National Learning Communities Conference in Chicago, Illinois. Based on the First-Year Global Fellows Program, this presentation explored the unique approach of successfully combining three High Impact Practices (first-year seminar, learning communities, and education abroad) into a cohesive transformative experience for first-semester students.

In February 2018, Dr. Shelbee NguyenVoges presented theoretical underpinnings surrounding the work she and Dr. Nirmal Trivedi have dedicated to re-imagining and revising KSU's First-Year Seminar requirement in “Mind the Global Gap: How Global Learning in the FYE Can

Cultivate Emotional Intelligence about the Self and World” at the 37th Annual Conference of the First-Year Experience in San Antonio, Texas.

In May 2018, Dr. Carolee Larsen participated in a week-long faculty development opportunity at the European Academy of Otzenhausen, Germany. This year’s theme was “The Global Challenges of Sustainable Development.”

Globally themed scholarship included the following:

Lyons, L. M. & NguyenVoges, S. R. (2018). Shift happens: Transitioning into a global mindset in the first-year through reflective experiential learning. *International Journal on New Trends in Education and Their Implications*. 9(1), 17-29. ISSN 1309-6249.

NguyenVoges, S. R., Dyckhoff-Stelzriede, D., & Lyons, L. M. (2018). Global citizenship in the first-year: Making a world of difference. Invited submission: *eSource*, 15(1), 13-15. Proceedings from the 36th Annual First-Year Experience (FYE) Conference. Atlanta, Georgia (2017).

LEADERSHIP AND INTEGRATIVE STUDIES

During 2017-2018, Dr. Nyasha GuramatunhuCooper taught multiple sections of LDRS 3200: Leadership in a Global Society. These sections were offered in face-to-face, hybrid, and online formats. Dr. GuramatunhuCooper also taught a successful Maymester 2018 section. Guest speakers in her LDRS 3200 sections included staff from Curry Village (Kennesaw) to discuss the connection between food and culture. Mr. Hasan shared samples of dishes from Bangladesh and discussed their cultural significance. The principal of Brandon Hall, a private boarding school in Atlanta, visited LDRS 3200 to share how Brandon Hall integrates intercultural competence and global learning in its curriculum. Students were invited to apply for positions as summer camp instructors in the Global Leadership Program.

Dr. GuramatunhuCooper created LDRS 2300: Leadership and Intercultural Competence, the first general education leadership course from the Department of Leadership and Integrated Studies, and LDRS 3900: Leadership and Global Issues, an upper level leadership course. Dr. GuramatunhuCooper also created, with colleagues, the following graduate level courses: Multiculturalism in Student Affairs (with Dr. Heather Scott); Equity, Access, and Inclusion in Student Affairs (with Dr. Heather Scott); and Developing Intercultural Competence and Leading Teams (with Dr. Sabine Smith and Dr. Linda Johnston). All courses have been approved at all appropriate review levels.

During 2017-2018, Dr. GuramatunhuCooper worked as the Race and Ethnicity Faculty Fellow for the Office of Diversity and Inclusion (Center for Diversity Leadership and Engagement) at Kennesaw State University. Her research examined how the cultural identities of faculty, staff, and students impact their interactions on campus.

In 2017, Dr. GuramatunhuCooper also served as a guest speaker (for the Department of First Year and Transition Studies) in KSU 1111: Culture & Sexual Practices around the World. She discussed marriage rites in Zimbabwe.

Globally themed presentations and conference participation included the following:

GuramatunhuCooper, N.M., & Rodriguez, D.X. (2017, June). When cultures collide: Navigating cultural dimensions as immigrant educators. Presentation at The Teaching Professor Conference, St. Louis, MO.

GuramatunhuCooper, N.M. (2017, September). Leadership in Zimbabwe: Individual and collective conceptualization and why it matters. Invited lecture at the Series on Political Philosophy in Atlanta (SOPHIA), Morehouse College, Atlanta, GA.

GuramatunhuCooper, N.M. (2017, September). Teaching about African contexts across disciplines: Leadership studies. Presentation at the Africa Network Conference, Northfield, MN.

GuramatunhuCooper, N.M. (2017, October). A leadership educator's tool: Using the emotionally intelligent leadership model for critical self-reflection. Roundtable discussion at the International Leadership Association, Brussels, Belgium.

GuramatunhuCooper, N.M. (2017, November). The geography of Atlanta's civil rights global impact. Invited panelist at Geography Awareness Week hosted by the Department of Geography and Anthropology, Kennesaw State University, Kennesaw, GA.

In May 2018, Dr. Katharine Schaab participated in a week-long faculty development opportunity at the European Academy of Otzenhausen, Germany. This year's theme was "The Global Challenges of Sustainable Development."

Globally themed workshops facilitated included:

GuramatunhuCooper, N.M. (2017, August). Cross-cultural understanding and adjustment. Fulbright Gateway Orientation, Division of Global Affairs, Kennesaw State University, Kennesaw, GA.

GuramatunhuCooper, N.M. & Rodriguez, D.X. (2018). Teaching from Cultural Strengths: Challenges and Opportunities for International Faculty. Center for Excellence in Teaching and Learning, Kennesaw State University, Kennesaw, GA.

Globally themed scholarship included the following:

GuramatunhuCooper, N. M., & Lyons, L. M. (2017). Moving from competing to complimentary: Understanding the impact of leadership educators' narratives. *Journal of Leadership Education, Special Edition*. 16(4), 94-110. doi:1012806/V16/I4/T1

GuramatunhuCooper, N. M. (2017). Leadership from Africa: Examples of trait theory. In J. Chin, J. Trimble, & J. Garcia (Eds.), *Global and culturally diverse leaders and leadership*. Bingley, United Kingdom: Emerald Group.

GuramatunhuCooper, N. M. (2017). Becoming Zimbabwe's freedom fighters: Revealing critical incidents. In S. Moenandar & L. Woods (Eds.), *Stories of becoming*. Netherlands: Campus Orleon.

GuramatunhuCooper, N.M., & Rodriguez, D.X. (2018). Creating a “third space” in higher education for immigrant faculty inclusion. *Insight into Diversity*, 90, 36-37.

Lyons, L. M., Buddie, A., & Purcell, J. (accepted 2017, to print 2018). Building the intercultural competence of first-year honors students: A qualitative case study. *Journal of Leadership Education*.

MICHAEL A. LEVEN SCHOOL OF CULINARY SUSTAINABILITY AND HOSPITALITY

During 2017-2018, the Michael A. Leven School of Culinary Sustainability and Hospitality made many significant contributions to global engagement.

In Summer 2017, CSH took students on a European education abroad trip, offering CSH 4490: European Hospitality and Leadership, CSH 3300: Professional Development, and CSH 3390: International Initiatives in Foods. They visited Germany, Switzerland, and Italy.

During the past year, Chef Humberto Guardiola and Maureen Beebe proposed and received “Year of” funding for a "Taste of Morocco" food bazaar featuring traditional Moroccan cuisine to kick off the 2018-2019 Year of Morocco at KSU. In addition to giving students, faculty, and staff a taste of Moroccan cuisine, the event will educate attendees on the health benefits of some of Morocco's traditional spices and functional foods. These educational components will be featured in applicable classes in the CSH program and, hopefully, become an educational module in the WELL 1000 course to reach a greater number of students.

In Spring 2018, Chef Humberto Guardiola created and taught CSH 2290: Latin Culture and Cuisine Immersion. This course offers students a Spanish culinary arts immersion experience, with a special focus on traditional recipes from different regions of Latin America. Through lectures, interactive demonstrations, and practice labs, students learn basic culinary principles, different food preparation methods, and introductory cooking techniques. During each laboratory, students are given a brief explanation of the cultural influences from other regions that have helped shape the gastronomy of the area. In addition to the cultural influences, the class discusses the ingredients, cooking techniques, and flavor profiles of the area.

International elements are also incorporated into many other CSH courses. Some courses are naturally focused on international cuisine – for example, CSH 2200: World Cuisines and Culture, with 12 tasting panels of cuisines from around the world. CHS had 226 students enrolled in that course the past year. Similarly, CSH 2300: Basic Culinary Skills explores the five mother sauces (all with international origins) and the flavor profiles of foods from around the world. In 2017-2018, 312 students enrolled in CSH 2300.

In CSH 4499: Quality Food Management, students create pop-up restaurants as their capstone projects. About the course, Richard Matthews states, “I guide students to deliver a foodservice concept that meets our guests’ expectations and provides a learning experience on the challenges of opening and running a business.” Many of the pop-up restaurants highlight international cuisines. In Fall 2017, concepts included “Greece” and “Italian,” and in Spring 2018, concepts included “British Tea and Pub Food” and “Authentic Mexican.”

In CSH, instructors and students spend most of the semester in each of the beverage classes discussing global impact and stylistic differences. All of these classes start with a historical understanding of the particular beverage, which in every case becomes a discussion of the expansion of these products throughout Africa, Europe, and across the globe. These discussions also include an understanding of the terroir of the different parts of the world, the anthropological differences of the various groups of indigenous people, and, in many cases, the religious beliefs that aided the spread of some of these beverages. These classes include the following:

CSH 4620: Exploring the World of Wine

Taught by Teresa Meggs. This class focuses on the various terroir of the wine growing regions of Europe, South America, Africa, New Zealand, Australia, and North America. The discussion of terroir also leads to a discussion of local cuisine and how the grapes/wines from that area are designed to pair with what is locally available. Regarding South Africa especially, the class discusses some of the amazing sustainable efforts made by the local population of wine growers to protect the Cape Floral Kingdom. Without an understanding of the long-standing local beliefs of Hannuwa within the local South African culture, students cannot really grasp the importance of this effort in South Africa.

CSH 4630: Spirits, Beers, and Brews

Taught by Rich Matthews and Jonathan Brown. This class focuses on the production of spirits across the globe and leads to discussions of locally available crops used in different locations. Some examples are grapes in France and Spain, agave in Mexico, grains in Scotland and England, and rice in Japan. Within the discussion of the production of these items, the class introduces students to historical and geopolitical issues that affect these regions and the production of these spirits. The class also covers the importance of many of these products, such as rum in many Caribbean nations, to the local economy and development of these countries.

CSH 4640: Beer Culture

Taught by Jonathan Brown. This class explores the importance of the growth of beer around the world and how it became such an important part of the culture of many different countries. This starts with an understanding of the history of beer in many areas of North Africa and Europe and how the lack of clean drinking water and a need for nutritional value led to the invention of beer, which was made using boiled water and added grains for daily consumption. In ancient Babylonia, there was even a goddess of beer named Ninkasi, and the class spends time discussing her importance to that society and in the home. As the semester progresses, the class discusses the styles of beer in different areas of the world and why those particular styles are

very locally based. This includes a discussion of the use of land and natural biological advantages of certain areas of the world that are used in the creation of these beers. One of the more interesting discussions centers around the influence of the Christian church on the spread of beer throughout Europe as well as the heavy influence on beer production by monasteries in Belgium.

Globally themed presentations and conference participation included the following:

In July 2017, Dr. Deborah Smith and Dr. Christian Hardigree presented “On the Plate and Beyond the Plate: Teaching Sustainability in Culinary and Hospitality Programs” at the Annual International Council on Hotel, Restaurant and Institutional Education Summer Conference & Marketplace in Baltimore, Maryland.

In May 2018, Richard Matthews participated in a week-long faculty development opportunity at the European Academy of Otzenhausen, Germany. This year’s theme was “The Global Challenges of Sustainable Development.” About his experience, Professor Matthews states, “It was a very informative educational experience that focused on a different topic of global sustainability each day. We learned about deforestation and reforestation efforts in the tropics and the issue with global warming and the impact that has on weather patterns, rain, and drought. Additionally, we delved into the concerns with global population growth and the food supply. Also, related to food, we discussed the concerns with commercial agriculture and intensive farming practices and how those related to organic agricultural practices.”

ACADEMIC SUPPORT INITIATIVES

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 2017, the center’s faculty and staff met with students for tutoring, advising, and mentoring in 998 sessions (the highest session total in ESL Center history). In Spring 2018, faculty and staff met with students 1052 times (breaking the Fall 2017 all-time 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 2017, 160 students, faculty, and staff from 26 countries participated in the program. In Spring 2018, the program included 138 participants from 23 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 2017, David Schmidt taught ESL 1106: Oral Communication for International Students. 18 students enrolled in the course. In Spring 2018, David Schmidt taught an international student section of ENGL 1102: Composition II. 22 students enrolled in the course. Katherine Taylor also taught an international student section of ENGL 1102 on the Marietta campus in Spring 2018. 10 students enrolled in the course.

In addition to teaching their courses, David Schmidt and Katherine Taylor conducted International Student Programs public speaking workshops in Fall 2017 and Spring 2018.