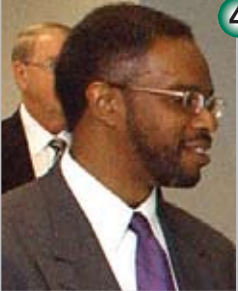


Leading EDGE

Fall 2007: Vol.1 No.2

InsideEDGE:



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GGC's Director of Facilities Maurice Blount is keeping campus construction on track.



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Mr. Gladston Mealor and family donated the college's first major gift.



8

Secretary of State Karen Handel met with President Daniel J. Kaufman to hear GGC's plans for future growth.



Students and faculty at Georgia Gwinnett College celebrated National Chemistry Week on October 22 and 23 by making homemade ice cream using liquid nitrogen as the freezing agent. Steffi Simon (L) stirs the bowl of ingredients as fellow chemistry student Sarah Iqbal (R) pours nitrogen into the bowl. Steffi and Sarah are just two examples of students blossoming into tomorrow's leaders.

GGC and Its Students: Building & Blossoming

by Creston Mapes

The students of Georgia Gwinnett College come from all walks of life, but the one thing they have in common is the desire to be part of an innovative college that's doing higher education differently—and preparing them to fulfill their career paths and their dreams.

Rico Torres, 22, of Fort Gordon, Georgia, says he had a "less than stellar" grade point average from a two-year college where he earned a degree that felt meaningless, but when he transferred to GGC, things began to change. "Over a one-year period I've turned into a student with true passion for my education and a 3.5 GPA. GGC has made a significant impact on my growth."

Rico, who works full-time at the Publix Distribution Center and part-time in GGC's Library, has a full class load and is involved with the Student Government Association (SGA), the Organization of Latin American Studies, and is starting a new club, the Business Students Association.

"The faculty and staff sincerely care about students and are strongly committed to making sure that each student meets his or her personal goals," says Torres. "My professors continually encourage me to push my limits. Without them, I probably wouldn't have decided to attend graduate school."

Rico's hobbies include snowboarding and spending time with friends. With a major in business administration, a concentration in marketing and plans to earn his MBA, Rico hopes to work within the University System of Georgia or become the president of an organization.

Andrea Ide, a 22-year-old psychology major from Suwanee, Georgia, says the students who are fortunate enough to get in on the ground floor at GGC are not viewed merely as students, but as an "integral" group of people who are actually helping build the "Campus of Tomorrow." Andrea has played a key role in starting two of the six new clubs on campus, serving as secretary for the SGA and Psychology Club. "Everyone around me has encouraged me to be involved at GGC," says

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Georgia Gwinnett's 85 new professors attended an orientation August 1-15 to prepare them for the Fall 2007 freshman class. More than 1500 applications were received from individuals at universities across the nation.

Faculty "Psyched" to Help Build the "Campus of Tomorrow"

by Creston Mapes

Holly Haynes grew up in Gwinnett County, graduated from Meadowcreek High School and went on to earn, count them, *three* degrees from Harvard. Why did she choose to become a professor of psychology at Georgia Gwinnett College? For largely the same reason as the other 85 new professors leading classes at GGC—she wants to help design and build the "Campus of Tomorrow" where students are being inspired for greatness.

"I want to encourage the student who has been told 'No you can't' one too many times that he or she can build a great future," says Haynes. "I want to inspire students to think

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critically about how they can change the world. Harvard teaches you about critical thinking, taking risks and being a voice for change, and GGC is the perfect place for me to put my training to the test. There's so much opportunity to create here at GGC."

Haynes is not alone. She is joined by seasoned professors from across the country, each carrying Ph.D. degrees from top-tier institutions such as Harvard University, Central Michigan University, Emory University, University of Georgia, Oglethorpe University, Seattle University, Cairo University, Florida State University, University of Miami and many others.



Professor: Holly A. Haynes
Position: Assistant Professor of Psychology
Classes she teaches: Introduction to Psychology, Introduction of Developmental Psychology, Senior Project Proposal, Writing for Psychology
Educational credentials: Doctorate, master's and bachelor's degrees from Harvard University.

What she loves most about GGC: **"I love that we are creating a learning community that supports the holistic development of students. I like the fact that everyone is engaged in a common purpose. I have forged some great relationships with the students, staff, faculty and administration. The environment is one that makes you thrive!"**



Professor: Christopher Brandon Jr.
Position: Assistant Professor of Biology
Classes he teaches: Principles of Biology I & II, Cell Biology, Labs, Microbiology and Anatomy, Physiology
Educational credentials: Ph.D. and master's degrees from the College of Veterinary Medicine at the University of Georgia; bachelor's degree from the University of Kentucky.

What he loves most about GGC: **"What I love most is the innovative philosophy that exists here. We are given the freedom to try anything in an effort to enhance the classroom experience. This includes technology and teaching techniques. If something doesn't work, we scrap it and try something brand new."**



Professor: Victoria Johnson
Position: Dean of the School of Business
Classes she teaches: Teaching and Research in Ethics, Leadership and Strategy, Senior Business Capstone
Educational credentials: Ph.D. from the University of Georgia; master's and bachelor's degrees from Georgia State University.

What she loves most about GGC: **"I love the excitement and challenge of starting a new institution and the creativity, innovation, and leadership of the administration and faculty."**

Teachers and Students Bring Classroom Technology to Life

by Jeff Corbin

For Bagie George, having a cell phone was simply a convenience for long car trips or something to be left locked in the office, not a tool for daily tasks.

But the professor of biology was one of GGC's faculty members who jumped into the early pilot project to incorporate cell phones in the classroom.

"I was never one of those people who carried around a cell phone," George says. "Now I'm one of those people who always has a cell phone with them. That was a hard thing for me to accept at first; I was excited, but I was still kind of hesitant."

George has found ways to use phones in her coursework for the benefit of students. First, she assigned students with the task of photographing three different insects in a particular order using camera phones. Students then submitted the photos electronically.

Some of the images were hard to identify at first, as everyone was still getting used to the capabilities of the cameras, and George was able to assist them with the effort. Later, phones were used to track portions of an in-class dissection project.

"They now have a visual study guide for the practical part of their lab exam," she adds.

Before the year ends, George's students will work in groups to produce a "movie"—a two or three minute public service announcement-

style video centered on conservation biology.

Elsewhere, Assistant Professor Meg Keiley-Listermann is applying new technology to enliven her discussion of political science. She has introduced streaming video segments in the classroom to offer a more vivid presentation of her topic. She also "captures" the class sessions, so students can have access to all the recorded audio and presentation slides they experienced in the class which helps them in their review. This allows Listermann to extend the classroom experience beyond face-to-face sessions.

She also offers recorded mini-lectures for students to watch and then submit questions before the class even starts. "That gives me the ability to target a particular aspect of the content and be more prepared," she says. "The discussion in the classroom is much more rich, the questions are more sophisticated and students are displaying critical thinking, which is the goal."

Freshman Scott Ake, a student of Listermann, says all the available technology is helping him focus on the material more than worrying about taking notes.

"The teachers already have their lectures set up," Ake says. "All the lectures are pretty much in PowerPoint presentations, and they are posted on the teachers' WebCTs. You can print out the notes or download them to a laptop, view the presentations after class and get a refresher on what they said."

Ake says campus technology training sessions helped share the message of what applications are available. He says both students and faculty alike are making progress together.

"Most of the teachers are just as new as we are, and they're learning the technology at the same speed that we are," he says. "It's been a



GGC Freshman Scott Ake experiences the College's high-tech classroom environment first-hand.

gradual learning process. And I like the technology; it's really useful."

But the college is not unveiling resources for the sake of promoting their tech prowess.

Kristine Nagel, associate vice president for technical development and evaluation, said the GGC approach to technology differs from other colleges and universities. She says GGC is centered on using electronic methods to support those practices known to effectively influence learning, retaining students and attracting newcomers.

"The thing that sets us apart is not the amount of gadgetry or technology that we make available," Nagel adds, "but the fact that we're developing the use of that through practices that involve people."

Meet the Vice Presidents

As with any institution of higher learning, Georgia Gwinnett College is relying on the experience and skill of top leaders to develop a place known for success and achievement. Here is a look at the GGC professionals serving as vice president.



Stanley "Stas" Preczewski
Vice President
Academic and Student Affairs

Stas Preczewski is focused on the implementation of seven bachelor degree programs in the fields of general business, health services, information technology and teacher education.

Preczewski was the vice dean for resources and an associate professor of behavioral sciences at the United States Military Academy at West Point. He received his doctorate in higher and adult education, educational psychology and cognitive psychology from the University of Missouri.

Additionally, he holds a master of arts degree from the United States Naval War College, master of science degree from the University of Massachusetts and bachelor of science degree from Cornell University.



Lonnie Harvel
Vice President
Educational Technology

Lonnie Harvel directs the operations of centralized computing services and support, networking, telecommunications, cable TV infrastructure, desktop computing and academic/classroom/online technology.

Harvel was a senior research scientist in the school of electrical and computer engineering, among other leadership positions, at the Georgia Institute of Technology. He remains a frequent guest lecturer for technology conferences across the country. Harvel received his doctorate in computer science from the Georgia Institute of Technology as well as a master's degree in computer science and bachelor of fine arts in theater from the University of Georgia.



Gordon Harrison
Vice President
Advancement

Gordon Harrison manages the College's internal divisions of external affairs, public affairs, and development. He also serves as the president of the Georgia Gwinnett College Foundation.

Harrison once served as executive-in-residence and chief administrative officer of the Georgia House of Representatives. He was also a vice president at Kennesaw State University. He received undergraduate degrees in microbiology, biochemistry and English literature from the University of South Florida. He holds a master's degree

in professional writing from Kennesaw State University as well as a doctorate in rhetoric/composition (specializing in crisis management) from Georgia State University.



Eddie Beauchamp
Vice President
Business and Finance

Eddie Beauchamp oversees business and financial operations including accounting, budget management and facilities management. He also manages the divisions of IT, maintenance, security and internal auditing.

Beauchamp has been a business officer and auditor for the State Department of Audits, the Georgia Institute of Technology, Georgia Perimeter College and the Gwinnett University Center. His specialty is internal auditing, preparing financial/compliance audits and auditing mainframe applications or operating systems used by state agencies and universities. He holds a bachelor's degree in business from David Lipscomb University in Nashville with a minor focused on computer science and computer information systems.

Lonnie Harvel, vice president of educational technology, will participate in a Chronicle of Higher Education Tech Forum taking place in Tampa in February 2008. He will take part in a panel discussion focused on policymaking in information technology for an audience of presidents, provosts, CIOs, librarians, deans and others.

Lonnie Harvel, vice president of educational technology, was invited to attend the recent Scientific Atlanta/Cisco Education Technologies Briefing, which educated Gwinnett County Public Schools representatives on the technologies available to support the K-12 educator.

The American Society for Microbiology published two reviews by **Alexandra Kurtz**, assistant professor of biology, in the 2007 summer issue of *Focus on Microbiology Education* (FOME). The reviews covered the book, *The Invisible ABCs: Exploring the World of Microbes*, and the website, "Tom Volk's Fungi."

Dovile Budryte, associate professor of political science, has been invited to contribute interpretive essays on nations and nationalization in the *International Encyclopedia of Political Science*. Additionally, she will produce a book chapter entitled, "Minority Rights after EU expansion: The Case of Lithuania," for the upcoming title, *Minority Rights in Eastern and Central Europe*. She is also finishing work for the book, *Women, Trauma and Empowerment in Post-Authoritarian Societies*.

Dovile Budryte, associate professor of political science, participated in the 2007 ISA-South Conference in Savannah. She was invited to attend this conference and present research findings for work completed during the summer.

Ellen Rafshoon, assistant professor of history, has an essay titled, "Hysterical Blindness," published in Denise Brodey's *The Elephant in the Playroom*. The book is described as "ordinary parents [writing] intimately and honestly about the extraordinary highs and heartbreaking lows of raising kids with special needs."

Tyler Yu, professor of economics and accounting, has been appointed as GGC's associate dean in the school of business.

Co-authors **Tyler Yu**, associate dean of the school of business; **Victoria Johnson**, dean of the school of business; and **Miranda Zhang**, associate professor of finance and economics, had their article, "Comparative Analysis of Economic Performance Under Republican and Democrat Presidencies," accepted for publication in the *International Journal of Business and Economics Perspectives*.

Victoria Johnson, dean of the school of business; **Spero Peppas**, professor of business administration; and **Tyler Yu**, associate dean of the school of business, had their paper, "A Cross-Cultural Assessment of Attitudes of Business Students Toward Business Ethics: A Comparison of China and the United States,"

accepted for publication in the *Journal of Chinese Management Studies*.

Spero Peppas, professor of business administration, and **Tyler Yu**, associate dean of the school of business, presented their paper, "Codes of Conduct: A Comparison of the Attitudes of Future Managers in China and the United States," at the Annual Conference of the Academy of International Business in Nashville in November.

Tyler Yu, associate dean of the school of business; **Victoria Johnson**, dean of the school of business; and **Miranda Zhang**, associate professor of finance and economics, had their work, "Comparative Analysis of Financial Performance of Companies with Female CEOs and Companies without Female CEOs," accepted for presentation at the 2008 Business & Economics Society International (B&ESI) Conference in Switzerland.

Victoria Johnson, dean of the school of business, served as co-editor of "Computer-Mediated Relationships and Trust: Managerial and Organizational Effects," which was published by Idea Group Publishing International this year.

Carlos Ruiz, assistant professor of management and business systems, had two papers accepted to be presented at the 2007 International Research Conference on "HRD in Asia: Developing Talents for Organizations & Nations," held in Beijing at the Peking

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The Right Stuff

by Gordon Harrison

People who deal with computers are wired differently. They remind me of auto mechanics, who I think enjoy evoking feelings of panic and admiration laced with a dose of scorn. And if you make the mistake of showing fear or resistance to their demands (or explanations), your car shuts down, or in this case your complete communication system proceeds into a virtual sump. Dr. Lonnie Harvel is our auto mechanic; rather he is vice president for educational technology.

In future newsletters, I want to focus this column on members of our senior management, so people can get to know them. I will leave discussion of my boss, President Dan Kaufman, to the *Leading Edge* newsletter immediately preceding his decision on my next year's salary.

Dr. Harvel is a remarkable person. Having graduated from UGA with a degree in theater, he changed direction and received his Ph.D. from the Georgia Institute of Technology in information and educational technology. I remember participating in the interview meetings for his position. We had stalwarts of the discipline from across the country who justifiably wanted the job. Think of it—the person in charge of technology at the first four-year, public college created in the 21st century in the entire nation—and at the “Campus of Tomorrow” to boot. The pile of resumes was large and our task, formidable.

Harvel had been in a laboratory and research center at Georgia Tech for 16 years pondering how to use technology in a college curriculum to maximize learning. He had this amazing left brain-right brain synergy.

His authored and co-authored publications are vast and countless with titles like “Technology in Spiritual Formation: An Exploratory Study of Computer Mediated Religious Communications;” “Context Cube: Flexible and Effective Manipulation of Sensed Context Data;” “Building a Digital Library of Captured Educational Experiences” and “Internet Course Delivery - Making it Easier and More Effective.”

“As vice president of educational technology, Dr. Harvel's responsibilities are at the heart of this institution, and more importantly at the heart of the transformation of education in America,” stated President Kaufman. “His experience and research involving learning and technology are among the most extensive in the nation, and he is an extraordinary asset to the College and to the community.”

Counter-balanced in life by his clear thinking and charming wife Martha (a Methodist minister), Lonnie speaks in human language, but thinks in 0's and 1's. Once in a while we have to kick him under the table when he regresses to cyber-babble. However, he takes his mission seriously to make education better, more accessible, and more efficient in the 21st century. No one better exemplifies the “Campus of Tomorrow” as does Lonnie Harvel.

Next quarter's column—another target.

GGC Engaging Students with “TLC”

by Creston Mapes

Research shows that the more involved college students are at the school of their choice, the better their grades will be and the more likely they will be to graduate from that institution. Part of the mission at Georgia Gwinnett College is to provide an underlying support structure that travels with each student



Student Government Association Vice President Chad Miller (R) talks with other students about how important it is to become involved in clubs at the College while Senate Chairman David Horton (L) looks on. “You can't just take classes,” says Miller. “You need to get involved socially.”

throughout his or her journey at the College.

“If you don't engage students in the first few weeks of college life, you're not going to retain them,” says Mary Greiss-Shipley, GGC's director of student success programs. “That first year, it's critical that we help them navigate college. If they don't connect, they'll lose interest, disengage and drop out.”

Once a student enrolls at GGC, he or she becomes part of an aggressive and integrated “student success” strategy known as “Tomorrow's Learning Community.” TLC offers a number of proactive supports designed to help students plug in and excel.

Step One: SMART

Faculty members lead students through the advisement and registration process, making sure each student has a firm class schedule before classes begin each fall. This portion of TLC is known as SMART (Student Mentoring, Advising, Registration and Testing).

Step Two: TouchPoint

The new student orientation phase of TLC, known as “TouchPoint,” helps students make the transition into GGC by offering inspiring speeches from campus leaders, helpful insights about campus technology, a review of graduation requirements, opportunities to

check out student clubs, and social time with other students. There are also sessions on career, library and support services, as well as meetings with faculty.

Step Three: Welcome and Transition

When classes start, all new students are required to take the First-Year Seminar as part of TLC. Here, they learn about helpful study skills and organization techniques, building relationships and participating in out-of-class projects, including service-learning endeavors

in the Gwinnett community.

Step Four: Integration

The “Integration” stage of TLC offers activities that enable students to solidify the new relationships they've formed with faculty and peers while learning to think critically and explore new ideas. A student's learning community will begin to expand beyond the GGC academic community.

“I have learned that my education is much more than a piece of paper,” says marketing major Chad Miller. “It's something that will make be a better, more well-rounded and educated person. I

“If you don't engage students in the first few weeks of college life, you're not going to retain them.”

Mary Greiss-Shipley
Director of Student Success Programs

have an opportunity at GGC to grow in every way—intellectually and socially.” Chad is just one of many students whose lives have proved that a little TLC from Georgia Gwinnett College goes a long way.

To learn more about TLC support at Georgia Gwinnett, visit www.ggc.usg.edu/TLC

GGC Campus on Track for Future Growth

by Jeff Corbin

Planning the expansion of Georgia Gwinnett College takes the expert skills of many individuals, and Maurice Blount, GGC's director of facilities, is a key player in that process.

Blount, and others watching over campus facilities, now have their first-ever master plan—a foundational roadmap for campus growth and construction.

As a part of the development of the master plan, the College has “made most of the major decisions about the campus' growth through 2015,” Blount says. “Plans call for growth to 15,000 students by the year 2015 and we want to be sure students have the services they deserve.”

While the demands of a growing student population will help dictate which projects are tackled first, there are a number of upgrades and additions that are already in the works to benefit

Continued on next page

GGC and Its Students continued from page 1.

Andrea. "My teachers know exactly who I am." Before GGC, Andrea wasn't interested in attending graduate school, but at the recommendation of her professors, she's now turning in applications. Andrea plans to become a psychology teacher at the high school or college level. "Georgia Gwinnett has helped bring out the parts of me that were never encouraged before."

Tiffany Kotak, a freshman biology major who

lives close to the GGC campus, says she was looking for "something new" and sought a "fresh start" when she applied for admission to GGC. "I felt I would do so much better at GGC compared to a larger university," says Tiffany. "I think, with a smaller freshman class and the one-on-one attention, my friendships will be stronger, a more vital part of life."

A dancer since she was a little girl, Tiffany hopes to start a brand new dance club on

campus. "Dancing provides so much relaxation and excitement," she says. "The idea of starting the club sounds fantastic to me." Tiffany plans to enter the field of nursing after she earns her degree.

The ability to work closely with faculty, staff and administration to build the programs and services at GGC continues to draw students such as Rico, Andrea and Tiffany, who are blossoming into tomorrow's leaders.



Student: Rico Torres
Year: Senior
Major: Business
What he loves most about GGC: "I love GGC's dedication to the students and how the faculty, staff, and administrators go out of their way

to ensure that we enjoy college and receive the best education possible."



Student: Andrea Ide
Year: Senior
Major: Psychology
What she loves most about GGC: "I love the environment that's been created at GGC and the sense of community being

generated there. Every member of the faculty and staff is there to help us succeed, not just at getting a degree, but at actually learning and being an active part of the classroom."



Student: Tiffany Kotak
Year: Freshman
Major: Biology
What she loves most about GGC: "From deans and faculty to staff and students, everyone is warm and welcoming. I love

the small environment. Professors want to get to know their students by name, which is something unique. I'm thrilled to be part of a brand new institution!"

To meet more GGC students, visit www.ggc.usg.edu/meet_students

GGC Campus on Track continued from page 4.

current attendees, faculty and staff—everything from parking decks to buildings to athletic fields.

Parking Deck

For just about every learning institution, parking comes at a premium. Fortunately for GGC, a new Parking Deck is set to open at the beginning of 2008.

Construction for the 737-vehicle, five-story concrete structure is scheduled to finish in time for spring semester. Parking will be open to anyone, but those entering Building A and the Student Services Center will benefit the most.

Building C

The latest expansion to Building C, an academic building, opened in August and is already in use. The new 20,000 square feet represent the second of five possible phases of eventual building.

The addition includes seven new classrooms and 22 faculty offices with a lobby area for informal meetings. The signature feature of the second phase is the addition of a 300-seat auditorium with state-of-the-art technology for presentations and audience participation. The auditorium is the largest gathering place on campus.

"It's an extremely nice feature to have on campus," Blount says. "This is a place where different kinds of events can be held and where many people can gather at one time. It's a great asset for the community."

Student Services Center

The Georgia Gwinnett College Foundation purchased a commercial warehouse building near the college entrance on Collins Hill Road to serve as the new Student Services Center.

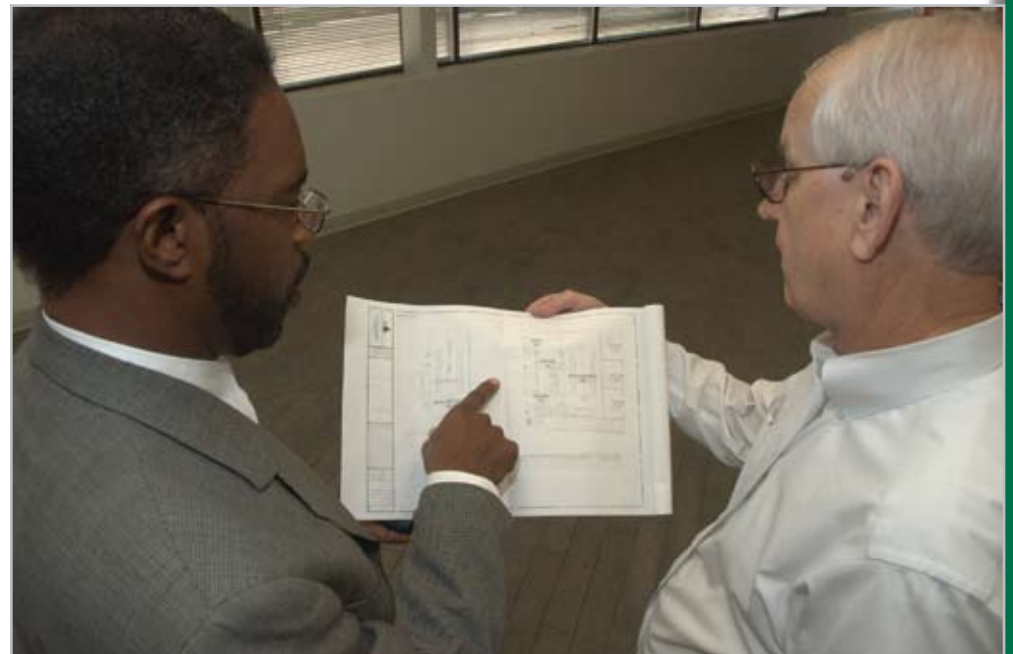
Initially, 20,000 square feet will be dedicated to student affairs, enrollment management, admissions, student accounts and financial aid. The new one-stop-shop opened for business in October.

"This will be a place at the edge of campus where families, future students and other visitors can conveniently learn more about the College," Blount says. "It will include a presentation room so visitors can learn about GGC's mission and programs."

Library and Learning Center

The future of GGC includes the addition of a new \$28.3 million Library and Learning Center, which is likely to open in the summer of 2010.

The additional 85,000 to 100,000 square feet will include new collections, open study areas, group study space and student rooms with advanced technology for audio/video presentations. Casual seating areas and a café for refreshments are also contemplated along with classrooms and staff offices.



Director of Facilities Maurice Blount (L) reviews construction documents of the newly-opened Student Services Center with Project Manager Jim Johnson from Heery Construction (R).

Student Union

A new facility located in the center of campus near the Library will house space for student affairs, student government and recreation. Blount said the idea is to have the building situated in proximity to student housing, athletic fields and other outdoor areas slated for the northwest part of campus in the future.

Approved student fees as well as public-private partnerships are anticipated to support the Student Union initiative, and ideally construction will be completed along with the Library.

Other Near-Campus Improvements

The GGC Foundation also has purchased the 70,000-square-foot Valentine Building located off Collins Hill Road near the Student Services Center. The current occupant will be allowed to lease the space until the College establishes a campus plant and logistical services area.

Additionally, the state has future design plans to revise the Collins Hill – Highway 316 interchange to remove the current traffic signal. A new arrangement would convert Collins Hill Road into an overpass, and Highway 316 would have an exit near the College's entrance.

Although it is no small task, Blount and his team are successfully keeping Georgia Gwinnett's future "on track."

On the Move continued from page 3.

University. The works include "Human Capital Theory as a Motivator for HRD National Policies in Emerging Economies," and "Training and Cross-Cultural Values."

Rodney Hill, assistant professor of English, had his essay, "The New Wave Meets the 'Tradition of Quality': Jacques Demy's *The Umbrellas of Cherbourg*," accepted for publication in *Cinema Journal*.

Jessica Damián, assistant professor of English, was invited to join the White House's Partnership for Hispanic Family Learning on behalf of Georgia Gwinnett College. The Partnership is designed to serve as a "national network of public and private organizations that is committed to improving educational outcomes for Hispanic children and youths."

Jessica Damián, assistant professor of English, had her article on Mary Seacole accepted for publication in the *Journal of West Indian Literature*. Additionally, she has accepted an invitation to serve on the review board for the peer-reviewed journal, *Nineteenth-Century Gender Studies*.

Margaret Keiley>Listermann, assistant professor of political science, and her family were recognized for their service in the Junior League of Atlanta's magazine, *Peachtree Papers*. She is a fourth-generation member, and her great grandmother co-founded the local organization. Listermann has been selected to serve on the Junior League of Atlanta's board of directors next year.

Thomas Hancock, assistant professor of psychology, was a participant in a presentation titled, "The Relationship between Career Choice and Personality," at the Psychology Undergraduate Research Conference in Statesboro, Georgia. He also joined in the discussion titled, "Possibilities: Inventing Psychology at the Nation's Newest College," at the National Institute on the Teaching of Psychology in St. Petersburg, Florida.

Business students of **Mary Saunders**, assistant professor of business administration, collectively performed 132 hours of community service as they incorporated "corporate social responsibility" into their coursework. Students performed such tasks as assisting with a Red Cross blood drive, raising funds for cancer research, working with elementary school reading programs and serving meals at the Atlanta Union Mission.

The paper, "Assessing ELL Oral Proficiency: Issues and Recommendations," by **Justin Jernigan**, assistant professor of English as a second language, was published in the *Sunshine State TESOL Journal*. The work focuses on testing the speaking proficiency of English Language Learners (ELLs), and it can be accessed at www.sstesoljournal.org.

The article, "Predicted versus Actual Performance in Undergraduate Organic Chemistry and Implications for Student Advising," by **David Pursell**, associate dean of the school of science and technology, was published in the *Journal of Chemical Education*, a peer-reviewed journal of the American Chemical Society.

The work of **Katherine Wiegand**, assistant professor of psychology; **Douglas Johnson**, associate professor of management and business systems; **Bryan Dawson**, Georgia Southern University student; and **Mathew Ward**, Georgia Southern University student, was accepted for publication in the *Equal Opportunities International Journal*. The four co-authored the manuscript, "The Effects of Sensitive Symbols on Class Project Selection Decisions."

Douglas Johnson, associate professor of management and business systems, had his manuscript, "Atypical Diversity Teaching and Training Conference Yields Unique Blend of Offerings," published in a recent edition of the *Equal Opportunities International Journal*. The publication also accepted his article, "'Doing Well by Doing Good' Garners Broad Appeal for Academy of Management Conference." Additionally, Johnson also had his article, "Assessing the Multi-group Ethnic Identity Measure for Measurement Equivalence across Racial and Ethnic Groups," accepted by the *Educational and Psychological Measurement Journal*.

A paper by **Douglas Johnson**, associate professor of management and business systems, entitled "A Normative Study of the NEO PI-R in Mexico" was accepted for publication in *The Business Journal of Hispanic Research*. In addition to Johnson's efforts, the work was completed over a number of years with assistance from **Amanda Gettler** at the University of North Carolina-Charlotte, **Pierce Howard** of the Center of Applied Cognitive Studies in Charlotte and **Mia Tran** at the University of Georgia.

Carol Podeszwa, human resources specialist, attended the Summer Institute on Conflict Resolution in Higher Education presented by the Consortium on Negotiation and Conflict Resolution in conjunction with the Chancellor's Office of the University System of Georgia. She is now certified to mediate campus disputes within the University System of Georgia.

Anatoly Kurkovsky, associate professor of information technology, recently participated in the International Conference on Environmental Modeling and Simulation (EMS 2007) in Honolulu as well as the International Conference on Modeling and Simulation (AsiaMS 2007) in Beijing, China.

Jennifer Wunder, assistant professor of English, is now serving as a contributor to the *Dictionary of Nineteenth Century Journalism* and the *Companion to Literary Romanticism*. Additionally, Wunder's book, *Keats, Hermeticism, and the Secret Societies*, is scheduled for publication in March 2008.

Stella Smith, director of the Center for Teaching Excellence, recently delivered a presentation on "Hybrid Model: A Winning Combination" at the World Conference on Educational Multimedia, Hypermedia and Telecommunications (Ed-Media 2007) in Vancouver.

In November, English professor **Jason Mosser** will deliver his conference paper, "Political Ambiguity in Joan Didion's *Salvador* and *Miami*," at the South Central Modern Language Association Conference in Memphis as well as his work, "Hephaestus in *East Hollywood: Archetypes in the Poetry of Charles Bukowski*," at the University of West Georgia's Annual Literature Conference in Carrollton, Georgia. He recently presented his paper, "Genre Bending in *The Armies of the Night*," at the Norman Mailer Society Conference in Provincetown, Massachusetts.

Mike Furick, assistant professor of marketing and management information systems, presented his work on using neural networks to develop decision support systems for landlords at the Palisades Decision Support Conference in Miami, Florida.

A commentary from **Tracy Duvall**, assistant professor of anthropology, has been selected for *Anthropology News*. Duvall's work, "Is 'Class' a Useful Analytical Measure?" will appear in the December issue of the official newspaper of the American Anthropological Association.

Gene Ruffin, director of Georgia Gwinnett College's Library, will serve as the 2008 vice chairman/chairman elect of the Georgia Library Association's Academic Library Division and the Georgia Chapter of the Association of College & Research Libraries.

Julie Weisberg, associate professor of curriculum and instruction, delivered a presentation on "The Georgia Framework: New Applications, New Materials, and New Degrees" to attendees of the annual Georgia Association of Teacher Educators, which was conducted in Savannah, Georgia. Her presentation was a collaborative effort with the Georgia Professional Standards Commission and the Board of Regents P-16 Initiative.

Marilyn Dolven, assistant professor of early childhood education, was an invited panel member in a presentation, "Literacy and Geography," which was delivered at the annual meeting of the National Council for Geography Education in Oklahoma City, Oklahoma. She also chaired the "Women in Geography" breakfast and annual meeting during the National Council for Geography Education function.

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BRIEFS

Developing a Spirit of Giving

The Georgia Gwinnett College Foundation is off to a tremendous start. From the beginning of the College, community leaders and college administrators recognized that private resources would be vital for GGC to achieve levels of excellence that are not possible with state funding alone. Now, one year later, the Office of Advancement has mobilized the GGC Foundation and quickly is moving forward to address several of the College's financial needs.

Many community leaders and members of the GGC family have started to provide the College with a solid financial foundation. During the 2006-2007 academic year, the



President Daniel J. Kaufman thanks Mr. Gladston Mealor for his gift of \$150,000 to the GGC Foundation. The donation is the first major gift received by the Foundation.

GGC Foundation received a total of \$785,710 in gifts and pledges. Of this amount, more than \$570,000 was in outright gifts. Georgia Gwinnett was pleased to announce its first major gift in December 2006 with a donation of \$150,000 from the Mealor family of Lawrenceville. Since then, the GGC Foundation has received three additional six-figure commitments and has made important progress in creating an annual giving program.

Many types of funds are important to a college, and GGC is no different in this regard. Initial support of the Georgia Gwinnett College Fund, the College's annual fund, has been tremendous. One highlight of this summer has been a commitment to create GGC's first-ever endowed scholarship fund. This fund will soon be established and will be the first of many endowment funds to help provide assistance to students for years to come.

For more information, please contact Lori Buckheister, director of development, at 678.407.5588 or lbuckheister@ggc.usg.edu.

GGC Foundation Ushers in Second Year

"One of the most remarkable meetings in which I have ever participated was the initial meeting of a group of college supporters who created and became the GGC Foundation," says Gordon Harrison, vice president for advancement and president of the GGC Foundation. "Generations of students, faculty and supporters of the College will look back upon that meeting as a truly historic instant in time—one moment we had a group of interested community leaders, and the next

moment we had a foundation."

The GGC Foundation was created by vote of the initial incorporators to become a charitable organization on May 9, 2006. As a result, the Board of Trustees was formed, officers were elected, and Georgia Gwinnett College officially had its own Foundation. At the time, with no staff but a great deal of expectation, GGC administrators and Board officers began to lay out a plan for success.

President Kaufman has many times echoed the groundbreaking charter year of operation. "In the first few months, we hired an exceptional development director, an accounting officer, a research analyst, and staff to manage the growing database. The corporate policies and procedures were written, the non-profit legal documents were filed with the IRS, committees were formed within the trustee group, and database and accounting systems were put in place" says Kaufman. "During the same period, the Foundation purchased two buildings adjacent to campus and began managing the operations of those facilities."

Harrison noted that as the initial operational and systems objectives were met, Board of Trustee officers and college administrators shifted focus to the heart of foundation affairs—fundraising. "I believe we have hit the ground running. Amazingly, we have already had several six-figure commitments and a growing annual gift program."

Kaufman says that the future of the GGC Foundation is exceptionally bright. "We are in an amazing community whose leaders have worked hard to create the College, and who will continue to make both the College and the Foundation successful."

Students Leading by Example

An emerging trend in corporate America is the encouragement to join in community-based outreaches. Many leading employers are weighing a commitment to good citizenship along with an applicant's education and experience.

Georgia Gwinnett College is leading the way in fostering a sense of community with its students. One innovative move is the requirement of every freshman to join in local community service.

This fall, new GGC students teamed with the non-profit Gwinnett Great Days of Service, the local branch of the national volunteer effort to complete service projects.

Ultimately, the College became the largest Great Days of Service participant in the county and one of the largest participants in the country—with the help of its inaugural freshman class.

According to Mary Greiss-Shipley, director of student success programs, students are demonstrating their ability to put theory into practice and connect with their community through such service activities.

"It heightens their understanding of the differences and commonalities of other people, and helps them develop a sense of empathy for others," she adds.

Services Centralize for GGC Students

There is now a one-stop-shop to access key services that goes beyond academics. Student affairs professionals have moved into the Student Services Center to offer centralized services meeting the needs of job hunters and



Richard Tucker, a member of the GGC Foundation Board of Trustees, addresses a crowd of community friends at the October 22 opening of the new Student Services Center saying, "... this County deserves nothing but the best and that is what it will have."

those with special needs.

The new "GGC Gold Standard" program lead by Regina Vella, director of the Career Development and Advisement Center, assists with resume preparation, interviewing techniques, workplace ethics and "dress for success" tips. A web-based inventory program is also available to provide internship and job opportunity details.

Additionally, Jennifer Arroccena has joined the team to serve as GGC's director of disability services. Full-service programs and services will be made available to assist students in every area of their educational experience, including the use of assistive-technology testing.

GGC is committed to meeting the needs of all students and providing them with support for their academic career and preparation for their professional careers beyond. More information about career and disability services is available by contacting Regina Vella at 678.407.5881 or rvella@ggc.usg.edu and Jennifer Arroccena at 678.407.5883 or jarroccena@ggc.usg.edu.

GGC Reaches Out to the Hispanic Community

Many recent initiatives have extended GGC's presence within the surrounding Hispanic community. Here are a few events that have highlighted Georgia Gwinnett College:

- The White House Initiative on Educational Excellence for Hispanic Americans invited Georgia Gwinnett College to become a member.
- Executives with the Latin American Association of Atlanta experienced a one-day, comprehensive campus visit.
- GGC professors attended the "Feria de la Familia: Salud y Educación" Fair at the Cobb Civic Center where 5,000 visitors attended.
- Student members and faculty advisors of the Organization of Latin American Students (OLAS) met to discuss community outreach.

Photo Gallery



GGC biology students toured the Georgia Bureau of Investigation's crime lab and observed an autopsy July 25. L-R: Gerardo Morales, GBI forensic pathologic assistant; Daryl Knight; Clay Runck, assistant professor of biology; Keo Siharath; Amy Ney; Jel Dennis; Daquirai Chewning; Kelley Holcombe; Ashley Kirkpatrick; and Diane Dorsett, associate professor of biology.



A ceremonial ribbon-cutting October 22 marked the opening of a new Student Services Center located on the edge of campus. With the new one-stop-shop for student services and student activities, a prospective student will be able to visit, apply, ask questions about financial aid, register and pay for classes, meet with a counselor for disabilities services and find out what social activities are available on campus—all in one place. L-R: William Johnson, GGC Student Government Association president; Regent Richard Tucker, University System of Georgia (USG); Rob Watts, USG chief operating officer; Daniel J. Kaufman, GGC president; and Gordon Harrison, GGC Foundation president.



Secretary of State Karen Handel met with President Daniel J. Kaufman and other senior administrators August 29 to hear the College's plans for its first-ever freshman class and the years of growth ahead. "I am incredibly impressed with the progress that GGC has made since opening its doors to students in August of 2006," said Secretary Handel. "GGC is not only a tremendous addition to Georgia's higher education network, it is the model for the future - with its strong emphasis on technology, accessibility, and serving the needs of the region."



Perhaps one of the most exciting and meaningful "firsts" at Georgia Gwinnett College was the creation of the first-ever Student Government Association (SGA). To formally recognize and celebrate the establishment of the SGA, student officers from the organization presented its inaugural constitution to GGC's Vice President for Academic and Student Affairs Stas Preczewski for signing on September 12. L-R: Chad Miller, SGA vice president; Rico Torres, SGA treasurer; Cliff Speagle, senate secretary; David Horton, senate chairman; William Johnson, SGA president and Stas Preczewski, GGC's vice president for academic and student affairs.



Georgia native and Academy Award-winning director Ray McKinnon (HBO's *Deadwood*) and wife Lisa Blount (Golden Globe Nominee) visited Georgia Gwinnett September 20 for a Q&A session with students immediately following an exclusive preview screening of his new film, *RANDY & THE MOB*. In a September 23 blog entry on the movie's website, McKinnon describes his visit. "One of the highlights for me was going to Georgia Gwinnett College ... We were blown away ... Everybody at this brand new school was so proud to be a part of its beginning. You could feel the excitement and the idealism—from the school president to the students to the faculty—even the security guards. I'm serious. It was a privilege to be invited and to be privy to something so unique."



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