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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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 Andrea. “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.

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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, Oglesby University, Seattle University, Cairo University, Florida State University, University of Miami and many others.

“Most of the teachers are just as new as we are,” he says. “It’s been a 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.”

“During orientation, new faculty members gained a clearer picture of the College’s mission and vision, and they’ve begun to understand how unique we are,” says Victoria Johnson, dean of the school of business.

“A camaraderie has formed among our professors. This is a very exciting time as they embrace our mission, vision and priorities.”

Indeed, a genuine buzz of excitement is reverberating throughout the GGC campus, as new friendships form, classrooms come alive with discussion and Georgia’s newest college in 100 years takes shape.
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.

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 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 heartbreakings 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.


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 “HBD in Asia: Developing Talents for Organizations & Nations,” held in Beijing at the Peking University Center.

Stanley “Stas” Peczewski
Vice President
Academic and Student Affairs

Sits Peczewski is focused on the implementation of seven bachelor degree programs in the fields of general business, health services, information technology and teacher education. Peczewski 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’s 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.

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.

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.

Dovile Budryte
Associate Professor of Political Science

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.

Victoria Johnson
Associate Dean
Business and Economics

Victoria Johnson, associate 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,” 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 heartbreakings lows of raising kids with special needs.”

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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.

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**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 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-Shiple, 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.

**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.

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

Mary Greiss-Shiple

Director of Student Success Programs

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**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...
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.”

TFHNY 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.

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

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


Jessica Damian, 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 Damian, 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 Kelley-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.


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, “Herpaestus 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.

A commentary from Tracy Duval, assistant professor of anthropology, has been selected for Anthropology News. Duval’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.

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.”


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 Poderszewa, 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.

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.
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 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 Meador 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 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 outreachs. 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 meeting the needs of job hunters and 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 internships and job opportunity details.

Additionally, Jennifer Arrocena 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 revolt@ggc.usg.edu and Jennifer Arrocena at 678.407.5883 or jarrocena@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.
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.

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.