

encompass

FALL 2014



live
and learn

- 2014
- Experiential learning enriches education at Kent State University at Stark and equips students for life after graduation.

KENT STATE.
UNIVERSITY
STARK

Excellence in Action

Message from the Dean



Photo by J. Albert Studios

I am writing this message after completing my first month serving as dean of Kent State University at Stark. My introduction coincided with the Pro Football Hall of Fame events, making it an enjoyable time, full of exhilarating activity. I have been so warmly welcomed by everyone, both on-campus and off. Your graciousness and goodwill is greatly appreciated.

There is a palpable sense of pride that resonates with each student, faculty and staff member I have encountered, and this enthusiasm is shared by many members of the community whom I have had the pleasure to meet. Kent State Stark is a vibrant and exciting place and I am honored to have been asked to serve. I look forward to promoting the campus's excellent work and expanding our connections in the community.

A native Ohioan, born in Youngstown and reared in New Waterford, I have been a member of the Kent State University family since 1987, when I began my doctoral studies in musicology/ethnomusicology. In 1994, I began teaching at Kent State University at Trumbull, where I was introduced to the wonderful resources our regional campuses bring to their communities. I have served in a variety of administrative roles at Kent Campus and regional campuses: director of the School of Music; interim associate provost; interim dean for Academic and Student Services, Regional Campuses; and interim assistant dean of Kent State Trumbull. I firmly believe these experiences will be invaluable during my time at Kent State Stark.

Kent State has played a significant role in my personal life, as well. It was at Kent State Trumbull that I met the man who would become my husband. When I married Charlie Wentz, now a retired aerospace engineer who teaches part-time in Kent State's College of Applied Engineering, Sustainability and Technology, he brought three bonus children into my life. Patrick, Katie and Christopher are now proud alumni of Kent State, and it was on Kent Campus that Katie met her husband of two years. Indeed, Kent State holds a very special place in my heart!

This is a great time for the university. It is an exciting time of transition as President Beverly Warren begins her tenure. And it is an exciting time of progress for Stark Campus as the new Sciences Building takes shape and our strategic plan unfolds.

I eagerly join you as we continue to discover innovative and effective ways to educate our students and serve our region's residents as the only public university in Stark County.

Warmest regards,

Denise A. Seachrist, Ph.D.

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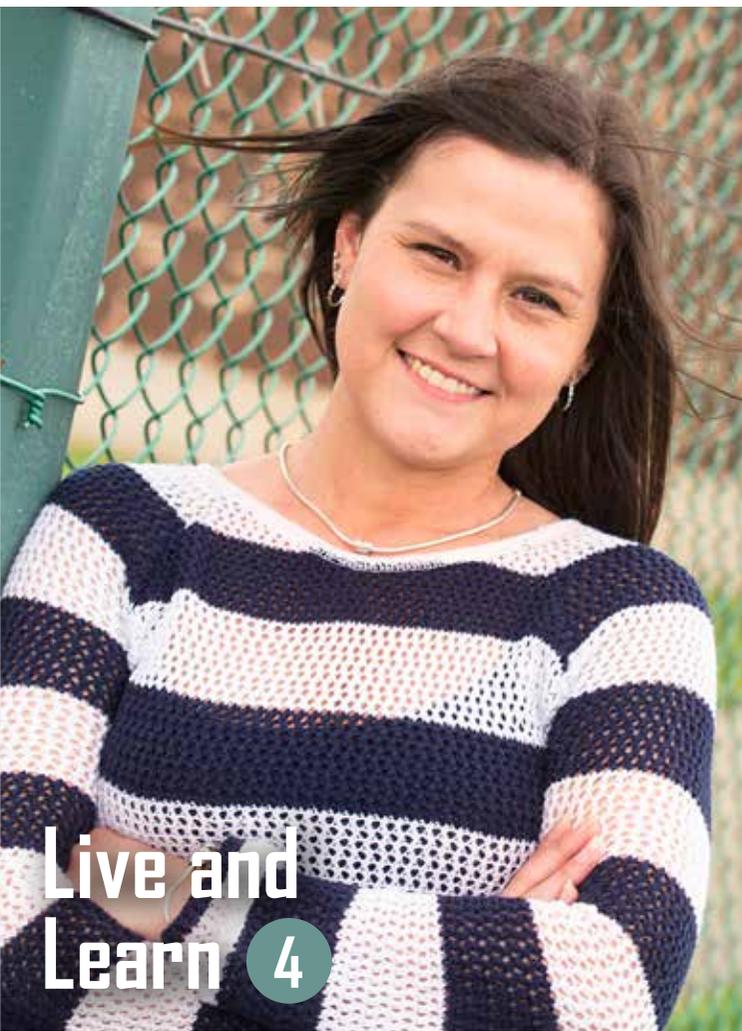
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Looking Back

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live and learn

Experiential learning enriches education at Kent State Stark and equips students for life after graduation.

Senior Rachelle Kress thought her juvenile delinquency class was just another step toward her bachelor's degree in criminology and justice studies. That was before she knew the class included working at a juvenile corrections facility every Friday afternoon.

Through that experience, Kress gleaned more than she ever could from a textbook or classroom lecture. She learned the names, faces and stories of some of those imprisoned. She saw the inner workings of the facility and befriended some of the employees. She discovered that juvenile corrections could be an ideal career for her.

Kress will graduate from Kent State University at Stark this December. But she's already primed for her future as a juvenile corrections officer. And it's all thanks to experiential learning.

Learning by *doing*

At Kent State Stark, students are encouraged to learn outside the classroom, through direct experience. In the community, in a workplace or lab, even other countries, students are putting their knowledge and skills into practice. Not only are

they learning more deeply, they're gaining experience that equips them for life after graduation.

"Most people learn by doing," says Carey McDougall, former associate professor of art and coordinator of service learning. "Instead of relying only on tests, papers or classroom simulations, students can see their coursework in action when they participate in real-world activities. Their academics take on more meaning and relevance."

All students at Kent State Stark have opportunities for experiential learning. And, as of fall 2012, all incoming students must fulfill an Experiential Learning Requirement to graduate. They can enroll in a for-credit course, participate in a component of a course — including internships, student teaching and nursing clinicals — or opt for a non-credit paid or unpaid experience, such as doing community service, conducting research or studying abroad.



Senior Rachelle Kress and interim assistant dean,
Dr. A. Bathi Kasturiarachi speak to a student at
Indian River Juvenile Correctional
Facility in Massillon.



"Instead of relying only on tests, papers or classroom simulations, students can see their coursework in action when they participate in real-world activities."

— Carey McDougall, former associate professor of art and coordinator of service learning



TUTORING TROUBLED TEENS



Kent State University at Stark sociology students and faculty pose with Indian River Juvenile Correctional Facility administrators.

“WOW. THEY’RE JUST KIDS.”

That was the surprising realization of several Kent State University at Stark students after meeting teens at Indian River Juvenile Correctional Facility (IRJCF) in Massillon. As part of a course in juvenile delinquency, the sociology students tutored the male youth, preparing them to take the ACT.

“My student scored a nine in math on his ACT pretest,” says senior Rachelle Kress. “A classmate and I worked with him for about an hour every Friday. We practiced geometry, algebra and trigonometry problems and printed out worksheets for him to do during the week.”

Months later, the Indian River student had not only improved his ACT math score to 22, he had gained the hope of one day attending college. Kress and her 12 Kent State Stark classmates gained something more: a firsthand look at the juvenile corrections system and those involved in it.

“Working at Indian River helped bring our classwork to life,” says Kress. “It was easier to learn in the classroom because we had that connection.”

“IT’S ONE THING TO TELL MY STUDENTS JUVENILE DELINQUENCY STATS, BUT IT’S ANOTHER TO HAVE THEM LOOK INCARCERATED YOUTH IN THE EYES AND SHAKE THEIR HANDS.”

— Dr. Allyson Drinkard, assistant professor of criminology and justice studies

BRINGING CLASSWORK TO LIFE

“It’s one thing to tell my students juvenile delinquency stats, but it’s another to have them look incarcerated youth in the eyes and shake their hands,” says Dr. Allyson Drinkard, assistant professor of criminology and justice studies.

Drinkard worked with Kent State Stark’s former Service Learning Coordinator Carey McDougall to incorporate this hands-on experience with her curriculum. Classified as “service learning,” a blend of experiential learning and community service, the IRJCF project is one of many that Kent State Stark faculty are using to extend students’ knowledge by serving in the community. Others include:

- Conducting fundraising projects for the Stark County Hunger Task Force
- Writing news stories for The Wilderness Center
- Developing marketing materials for Mercy Medical Center’s drug and alcohol rehabilitation program
- Updating archival processes for local historical societies

“Sometimes students have a hard time articulating how college coursework is important for a career,” says McDougall. “These experiences give students examples of how their learning is directly applicable to a future job — one that could make their community better.”

EXPANDING TO OTHER COLLEGES

Drinkard’s experiential learning program was so successful, for both Kent State Stark and IRJCF students, that IRJCF is expanding it to other colleges and universities.

“I appreciate everything Kent State Stark has done,” says Dominic Wilson, general activities therapist at IRJCF. “The Kent State Stark students came in and immediately bonded with our youth. They were open, personable and helped our students believe they could achieve. I told the youth that when they get out into the world, it’s their turn to give back just like Kent State Stark students gave to them.”



Role Playing in International Politics



What exactly do Azerbaijan and Tajikistan think of the Israeli-Palestinian conflict? Students in Kent State University at Stark's Model United Nations (UN) Club could tell you. Four of them acted as representatives of the two countries at the Model UN Conference in New York City in April.

The conference attracted nearly 5,000 college students, half from outside the United States.



*Dr. Shawn Selby,
adjunct professor of history
and Model UN advisor*

Model UN is a simulation of the real-life United Nations. Students are assigned a country to represent. As delegates, students research and form political positions based on their assigned countries' actual policies. During the conference, they engage with other delegates, debate global issues, make alliances and try to form resolutions, promoting peace, security and friendly international relations.

"The activity gives students a chance to understand international affairs through more than just reading the newspaper," says Dr. Shawn Selby, adjunct professor of history and Model UN advisor. "It also forces them to look at the world through other's eyes, not just as Americans. Other nations view events differently than the United States."



Kent State Stark's Model UN Club is open to all students, but generally attracts those majoring in political science or international business.

To prepare for the conference, Kent State Stark students met weekly to discuss international affairs, research the stances of other countries, debate diplomatic issues and practice Model UN's rules of procedure.



"It's all about role play," says Selby. "Students needed to 'be' the reps from their assigned countries. It takes a lot of preparation to be knowledgeable enough to do that."



While in New York City, students sat in the same hall where UN delegates hold General Assembly sessions. They also attended speeches by Samantha Power, U.S. ambassador to the UN, and Jan Eliasson, deputy secretary-general of the UN.



"No matter what careers these students pursue, they most likely will interact with people from other cultures," says Selby. "Model UN helps students understand different perspectives, learn to operate within a complex world and appreciate that complexity."

Importance of internships and co-ops

Internships and co-ops can be the difference between getting a job or a rejection letter. Kent State University at Stark is preparing to help students get more of these on-the-job experiences, thanks to new funding from a state grant.

In March, the Ohio Board of Regents awarded Kent State University a \$500,000 Ohio Means Internships and Co-ops (OMIC) grant. A portion of the funds will be used to hire a graduate assistant to expand relations with Stark County employers and proactively match Kent State Stark students with internship and co-op opportunities.

The OMIC grant also may be used to fund paid internships at businesses in these industries:

- Advanced Manufacturing
- Aerospace/Aviation
- Agribusiness/Food Processing
- Automotive
- Biohealth
- Energy
- Financial Services
- Information Services/Software
- Polymers/Chemicals

"Everybody benefits from the OMIC grant. Businesses get a stipend to hire students and students get paid work experiences that may not have existed without the grant," says Chris Paveloi, assistant director of Career Services.

The grants are part of Gov. John Kasich's goal to align Ohio's higher education curriculum with skills needed by Ohio companies so that students are better positioned for jobs in Ohio after graduation. Funding comes from casino license fees.

This is the second distribution of OMIC grants. In 2012, Kent State received nearly \$725,000 to help fund paid internships.

Internships and Co-ops: What's the Difference?

INTERNSHIPS are usually limited-time work experiences, full- or part-time, paid or unpaid.

CO-OPS, which are most popular in engineering and manufacturing fields, are ongoing arrangements with one employer. Students often alternate semesters, taking classes or working full-time, and often receive a permanent position with the employer after graduation.

Serving Youngstown's Needy

Teaming up with a group of Ursuline nuns of Youngstown. Teaching English to Hispanic immigrants. Serving pasta and broccoli to the hungry. Playing games with children in transitional housing. Tutoring teens affected by or infected with HIV. Visiting homeless people in their tents on the banks of the Mahoning River.

One volunteer called it "shock treatment."

Seven Kent State University at Stark students, along with six students from the Kent Campus, dove into community service during a four-day trip to Youngstown in March. Coordinated by Kent State Stark's Amanda Paulus, enrollment management and student services advisor, it was one of Kent State University's seven Alternative Spring Break trips for 2014.

"These trips help students take all they learn from lectures, notes, tests and other classwork and put it into practice," says Paulus. "Many students are majoring in human development and family studies, education or nursing. This was an opportunity to get out of their comfort zone and interact with diverse populations that they may encounter during their career."

Opening eyes and hearts

Middle childhood education major Trevor Householder was never moved as deeply by stats and stories of social ills until he went to Youngstown.

"Being immersed on the spring break trip truly opened my eyes and heart to these things in a way that just hearing about them in a classroom couldn't," says Householder. "It has created a desire to learn all that I can about my future students' backgrounds and do all I can to help them succeed."

Each student worked 40 to 50 hours in the community over the four days, estimates Paulus. Despite exhaustion, students spent hours each evening discussing their experiences, discoveries and feelings.



Photos by Amanda Paulus



...the spring break trip truly **opened my eyes and heart** to these things in a way that just hearing about them in a classroom couldn't."

— Trevor Householder, junior middle childhood education major

"Some were blown away by what they learned," says Paulus. "The experiences sometimes shook their preconceived notions. Social problems and solutions aren't always clear-cut. Some began thinking more critically about what they can do after graduation when they enter the 'real world.'"

Continuing care

Serving the community is only one purpose of Kent State's Alternative Spring Break trips. The other is exposing students to social justice issues and encouraging their ongoing involvement in social change.

"I absolutely will continue doing community service and being involved in social justice issues," says Householder. "If I don't, everything I learned from this spring break will go to waste."

One participant, junior Keiva Gray, tagged her spring break experience with a summer internship. Gray returned to the Ursuline nuns' motherhouse in Youngstown for six weeks, where she helped the sisters teach a kindergarten class, tutor children in need and more.

"I chose to continue serving because, over spring break, I noticed how many lives the sisters touched on a daily basis," says Gray. "It was a reminder that we are all called to give back and help build each other up."

7 Kent State University at Stark Students



6 Kent Campus Students



1 Goal

Immersing in Italy



SENIOR TEREILL WILSON knew he wanted to study in another country. His history professor, Dr. Ralph Menning, had spoken highly of the benefits of a global education. And then there were years of watching Samantha Brown's *Passport to Europe* on the Travel Channel!

For spring semester 2014, Wilson was drawn to Florence, Italy — partly because he could take Kent State courses there and stay on track to graduate with a degree in interpersonal communication. Through Kent State's Education Abroad program, students can room together in apartments

in Florence, take classes in two beautifully restored medieval palazzos (palaces) and visit historic sites around Europe.

"While in Florence, I absorbed my environment, the cradle of the Renaissance," says Wilson. "I had plenty of time to study and observe. I met a plethora of good people and formed great relationships."

But his most memorable experience? Giving a presentation on American culture, holidays and cuisine to Italian middle school students.

"During my semester in Italy, I enhanced my communication abilities by listening more and being more observant," says Wilson. "I learned to be more patient and understanding when interacting with others who were different from me."

Those skills will be invaluable as Wilson pursues a career as a counselor for at-risk youth.

"I want to inspire them to further their education and consider studying abroad," he says. "It definitely has the ability to positively alter your life."

In addition to scholarships from Kent State University at Stark, Wilson received the prestigious Benjamin A. Gilman Scholarship to study abroad. Sponsored by the U.S. Department of State, the scholarship funds study-abroad experiences for undergrads receiving Federal Pell Grants.

"During my semester in Italy, I **enhanced my communication abilities** by listening more and being more observant."

— Terrell Wilson, senior interpersonal communication major

Assisting with Academic Research

Some fourth graders solve math problems with numbers. Some solve them with pictures. Some can explain their solutions logically. Some just know the answers, but don't know why.

That's what senior Chelsea Holderbaum, a middle childhood education major, discovered during her research work with Dr. Michele Heron, assistant professor of education. As an Undergraduate Research Assistant (URA), Holderbaum logged hours of video of fourth graders working with their math teachers.

Ultimately, her work was used by Heron in a presentation to the National Council of Teachers of Mathematics. But the project was as valuable for Holderbaum, who gained academic research experience and new insights into her future as a math and science teacher.

"Watching videos of students solving math problems and explaining their answers really enlightened me on how students think about different mathematical concepts," says Holderbaum. "I even gained some instructional strategies I could use in my future classroom."

Students like Holderbaum apply for the URA program during fall, spring or summer semesters at Kent State University at Stark. The dean awards

six paid assistantships for every fall and spring semester and four additional paid assistantships each summer since 2013.

"Any student in any field can apply," says Dr. Angela Guercio, assistant professor of computer science and current chair of the URA committee.

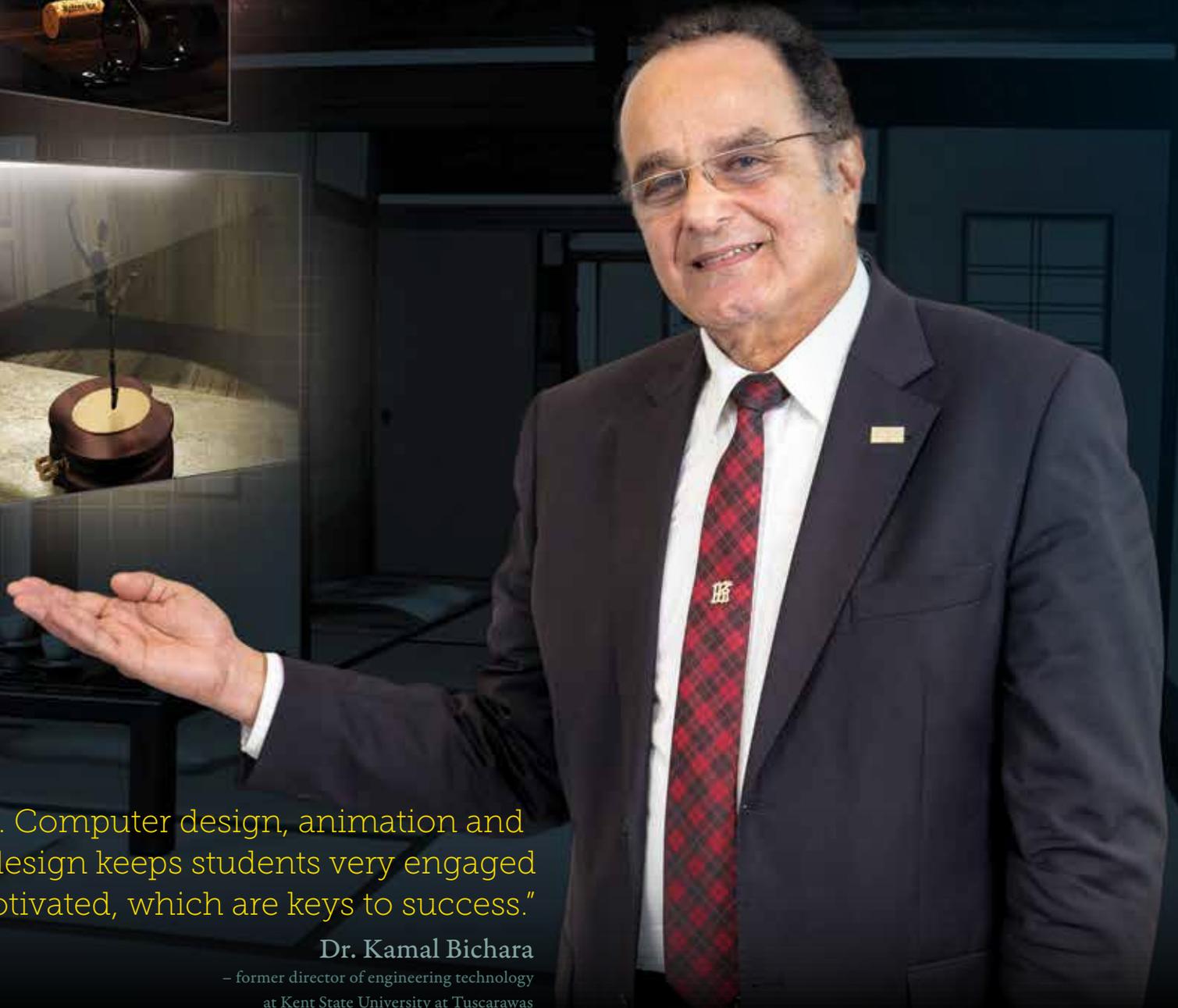
"I even **gained some instructional strategies** I could use in my future classroom."

— Chelsea Holderbaum, senior middle childhood education major

URAs can help professors conduct laboratory studies, do library research, collect data, prepare conference presentations, write grant applications and do other tasks they don't regularly encounter in undergraduate classwork.

"The URA experience is especially good for students who want to continue studying in academia after graduation," says Guercio. "Writing class papers is one thing, but writing a research paper for an academic journal requires

much higher skills. Some awarded students have the opportunity to present their research at a conference. Most of the time, it is their first experience in front of a large audience of researchers. This is an invaluable experience for our students."



"It's fun. Computer design, animation and game design keeps students very engaged and motivated, which are keys to success."

Dr. Kamal Bichara

– former director of engineering technology
at Kent State University at Tuscarawas



TECHNICALLY SOUND

Kent State University at Stark's computer design, animation and game design program provides a strong combination of skills that makes grads marketable in ways they never expected.

CHOOSE

a job you love and you will never have to work a day in your life.

"You can use the skills in almost any field," says Petit.

"In entertainment, you can produce movies or video games. In medicine, you can use animation to exhibit medical devices and procedures. In law enforcement, you can help recreate crime scenes. In manufacturing and engineering, you can design new products and equipment."

Perhaps no one understands the skills' versatility better than Dr. Kamal Bichara, former director of engineering technology at Kent State University at Tuscarawas and champion of the computer design, animation and game design program at Kent State University at Stark. Kent State Stark has offered full degrees in the program since 2010.

"Students gravitate to this program because they can spend a whole day working in this field and feel like they're playing," says Bichara. "It's fun. Computer design, animation and game design keeps students very engaged and motivated, which are keys to success."

That's not just a proverb to Luke Petit, a 2012 graduate in computer design, animation and game design. It's reality.

Petit says his job as a technical manager at J.M. Parish Enterprises in Barberton is too much fun to call work. He uses computer-aided design (CAD) to create two-dimensional illustrations and three-dimensional models of custom aerospace and industrial products that J.M. Parish Enterprises designs, certifies and has manufactured. Then he can animate the models to show customers how the products will operate.

The career is a natural fit for the artist who, with his brother, created drawings on the computer for as long as he could remember. With a degree in computer graphics and animation, Petit knew he would have a variety of job opportunities.

UNIQUE MIX

Originally, the program focused only on graphic design and animation. But Bichara changed that after the United States' economic recessions in 2001 and 2008.

"I realized that our engineering graduates were least affected by those economic downturns," says Bichara. "I thought if we could give our design and animation students marketable manufacturing and engineering skills, they could better weather those market meltdowns, too. That's when we added the CAD component to the program."

Today, the program teaches:

- **Technical drawing (or "drafting")** using 2-D CAD software. "That skill alone gives grads an advantage," says Petit. "Most graphic designers can't read engineering drawings."
- **Modeling** using 3-D CAD software, turning a 2-D drawing into a virtually solid item that can be viewed at different angles.
- **Animation**, which makes models "move."
- **Game design**, which makes animation interactive.

The mix of CAD with design and animation makes this academic program distinctive, says Bichara. He hasn't seen the combination anywhere else.

"Our graduates are uniquely trained to work on projects from inception to promotion," says Bichara. "They can do everything from designing products with CAD to creating animation for marketing and advertising to building training simulations with game design."

Success is standard in Bichara's program, which has placed Kent State students in all kinds of graphic design and multimedia careers, even before graduation. A number of students have landed jobs at Pixar and Disney. Others have joined prominent design firms or founded their own.

"Many students aspire to make animated movies or video games, but we explain the value of having CAD skills, too," says Bichara.

"Every year, former students write to me and say things like, 'I never thought I would like CAD, but today, I have a job as a CAD manager and just love it. Can you send me more Kent State grads?'"

EMPLOYER DEMAND

Thanks to the success of Kent State alumni, it's not uncommon for companies to contact Bichara directly to solicit potential new employees.

Doug Shoup's employer, JLG Industries, is one of them. Shoup, a 1998 graduate of the program, has worked for the Orrville-based designer and manufacturer of lift equipment since his second year at Kent State Tuscarawas. He was hired as a summer worker in the technical publications department, helping write and design parts manuals. Now, Shoup manages the department and has helped recruit several other graduates of the Kent State program.

"To create parts, service and operation manuals, we need to read engineering drawings and work with engineering models," says Shoup. "Kent State grads know how to do that."

Shoup anticipates that standard instruction manuals soon will be replaced by 3-D interactive models. Customers will be able to click on a digital graphic to open a door, for example, or rotate a part to view a different angle.

"If they want to learn how to remove the engine from a machine, they can see how it's done virtually, on the model," says Shoup. "That's where the industry is headed. And that's why it's good to have the combination of engineering, animation and game design skills offered at Kent."

Petit also praises the value of the program. First hired at J.M. Parish Enterprises as a drafter, Petit was quickly promoted to management after his boss reviewed Petit's academic transcript and realized the extent of his training.

"You can use the skills in almost any field. In entertainment...in medicine...in law enforcement...in manufacturing and engineering..."

— Luke Petit, technical manager at J.M. Parish Enterprises and a 2012 Kent State graduate

"If I didn't have that combination of drawing, 3-D, animation, game design, business and other classes, I'm not sure I'd be where I am right now," says Petit. "That's why this major really shines."



Broken, but Surviving

The Faculty Speakers Series reveals shocking truths about a group of India's women who need help fighting oppression.



When most people think of India, they envision the South Asian country's colorful clothing, majestic temples and Bollywood films. But an audience at Kent State University at Stark learned of an entirely different India from Thenmozhi Soundararajan, a director, singer, trans-media artist and journalist, and Asha Kowtal, general secretary of the All India Dalit Women's Rights Forum. (Photo above)

In April as part of the Faculty Speakers Series, the two women spent a full day talking to students, spending time with faculty and staff and speaking at a public forum about the social injustice that is currently taking place in India. The Stark Campus community listened attentively to accounts of murder, sexual violence, blatant discrimination and other oppressive acts suffered by a sect of people who are at the mercy of the Indian caste system.

One of the coordinators of the visit was Dr. Paul Bagavandoss, an associate professor of biology at Stark Campus and a native of India. While introducing the public presentation, he explained that Dalits are considered the lowest members of the Indian caste system. Persons stay in the class into which they are born and can never leave nor rise above it. To the other members of India's social order, Dalits are not seen as equals and their rights as human beings are not recognized.

Kent State Stark was the first stop on Kowtal and Soundararajan's tour of American college campuses, which also included

New York University, Stanford and Princeton. The purpose of their tour was to shed light and garner support to end the brutal epidemic affecting Dalit women, who are considered to be members of India's Untouchable class.

"We reject the term 'untouchables,'" says Soundararajan. "The term that we use is 'Dalit.' It means broken by oppression, but surviving."

"This caste-based violence is not a domestic, internal matter, but rather a global human rights concern simply because it affects millions of people," says Kowtal, who likened the injustice to South Africa's Apartheid and African-American civil rights issues.

Dehumanizing, destroying, controlling

The untold story of the Dalit population is the subject of a documentary directed by Soundararajan. She showed the film trailer and footage to a classroom of students and at a public discussion. The footage contained video of women who had suffered inhuman acts of violence, some resulting in death. Although difficult to watch, Soundararajan wants those who see the film to know that the victims are mothers, daughters and sisters who did nothing to deserve this treatment.

"We might not know her name, but it could be any one of us here," she said.

Of the more than 100 million Dalit women, it is reported that 25 percent of the population has been sexually victimized — at a rate

of four women every day. Kowtal says that number is vastly underreported. Many women don't report being raped because local authorities will not pursue their cases and doctors will not listen to their complaints.

"These vicious attacks are a way to dehumanize the women, destroy the family unit and control the Dalit community, keeping them oppressed so they are afraid to assert their rights," says Soundararajan.

Breaking silence

In India, Dalit women are joining together and taking a stand through organized marches. Last spring, hundreds of women of all ages left their segregated community to march across four states within India to collect information from victims and their families. En masse, they confronted officials and police, demanding justice.

Kowtal and Soundararajan asked those at Kent State Stark to help break the silence of India's prejudicial caste system by spreading the word.

"The world must stand with Dalit women to say, 'Shame, India. This must end,'" says Soundararajan. "Now that you know, please don't be silent. Tell five people about what is taking place in India. Our goal is to end this discrimination in our lifetime."

Support the Dalit women by following their cause at [#dalitwomenfight](#).

SocialGrace

Soft skills are woefully lacking in today's graduates, say employers. The Corporate University wants to change that by offering free training for undergrads.



The new graduate had a spotless resume and loads of enthusiasm. She had practiced a firm handshake and rehearsed solid answers to interview questions. She downloaded driving directions and planned to arrive 10 minutes early. And just as she was ready to leave for her first-ever job interview, she emerged from her room wearing a sundress and sandals.

"She looked adorable, but not appropriately dressed for a business interview," says Faith Sheaffer-Polen, director of The Corporate University, Kent State University at Stark.

Soft skills — professional behavior traits and interpersonal competencies — are what new graduates are lacking most, say employers. Sheaffer-Polen hears it again and again when she talks to professionals in the business community.

As a hub of experiential learning, Kent State Stark and The Corporate University are finding new ways to prepare students with soft skills that employers value — everything from how they present themselves to how they interact with others. Doing so will help Kent State Stark graduates become top talent that can quickly blend into and strengthen businesses.

Why they're a big deal

As the saying goes, "Hard skills get you hired; soft skills (or lack thereof) get you fired." But why are new grads' soft skills a bigger issue today than, say, 30 years ago?

Because societal norms have been changing, says Sheaffer-Polen. Today, there is a wider disparity between informal, personal lifestyles and professional expectations.

"At one time, professional dress wasn't all that different from everyday dress," she says. "It's the same with communication and other behaviors."

A former college instructor, Sheaffer-Polen remembers grading research papers in which students had written as if texting. The more that today's youth communicates by text message, email and social media, the less experience they have with professional writing, not to mention personal interaction and conversation.

"Many students don't have anyone to guide them," says Sheaffer-Polen. "Many don't know that wearing sleeveless tops and open-toed shoes is unacceptable in some workplaces. They don't realize that writing a business document is different than writing a Facebook post. And these behaviors aren't typically explained in college classrooms."

What Are Soft Skills?

According to a U.S. Department of Labor study, soft skills needed for solid job performance include:

- ★ Wisely using resources (e.g., time, money, materials)
- ★ Working well with others (e.g., working on teams, teaching others, serving customers, leading, negotiating)
- ★ Thinking creatively
- ★ Making effective decisions
- ★ Solving problems
- ★ Reasoning
- ★ Taking responsibility
- ★ Having self-esteem
- ★ Self-managing
- ★ Having integrity
- ★ Interpreting information and communicating effectively



Free training in soft skills

That's why The Corporate University is stepping up, preparing to train more Kent State Stark students in the soft skills they'll need when entering the working world. Beginning in fall 2014, select juniors and seniors will be invited to attend basic soft-skills classes at The Corporate University for free. They'll attend alongside professional clients, which naturally will expose them to networking and job search opportunities.

Courses will include:

- Effective Decision Making
- Enhancing Interpersonal Communication
- Turning Conflict into Collaboration
- DiSC: Keys to Improved Communications
- Leading Effective Meetings

The cost of these courses will be defrayed by Kent State Stark, The University Center and The Corporate University.

"We're just getting this program for undergrads off the ground," says Sheaffer-Polen. "We'll start by targeting three or four business or communication students with high GPAs and faculty recommendations, among other qualifications. We hope to expand the program after our first run."

The Corporate University's program is only one example. Kent State Stark's Student Leadership Academy (see sidebar) also provides students with soft skills training, including certifications.

"Top talent is no longer determined solely by technical skill," says Sheaffer-Polen. "You need to present yourself well and interact well with others to succeed in today's team-focused, global business environment."

"Top talent is no longer determined solely by technical skill. You need to **present yourself well** and interact well with others...."

— Faith Sheaffer-Polen, director of The Corporate University

Student Leadership Academy

What Future Employees Need to Know

They are more than a high GPA. That's what students want to show future employers by participating in Kent State University at Stark's Student Leadership Academy.

"This optional, free program is designed to help students develop valuable skills they'll need after graduation," says Ashley Brightbill, manager of student activities and student life services. "It compliments their coursework, giving them additional opportunities to learn what employers may expect from them."

Approximately 80 Kent State Stark and Stark State College students participate each semester.

Students can attend monthly 50-minute sessions in two tracks. The Personal Leadership track includes sessions on public speaking, multitasking, ethics and managing conflict. The Career Development track includes sessions on navigating an employment fair (e.g., what to wear, what to bring, what to do when you get there), interviewing skills, networking strategies, and do's and don'ts for your first day on the job.

Students who attend at least four of the eight sessions in one or both tracks receive certification at the end of the semester. Some activities, such as doing a mock interview or attending an etiquette luncheon, apply to either track.

"I'm going to be a teacher, so learning communication skills in the workplace and how to be an ethical leader has been helpful," says sophomore Jessica McMillen. "I also will use skills I learned in the session on multitasking. I will be doing a lot of that in my career."



{THE POWER OF TWO}

**// Alumni Chris and Nicole Knapp loved math before they loved each other.
But the idea of pursuing a math career didn't come together until they did. //**



THIS IS A STORY OF BOY MEETS GIRL

...in the Tutoring Center at Kent State University at Stark. Boy tutors students in math. Girl tutors students in Spanish. In between, they race each other to complete math problems for fun. And slowly their love begins to bloom...for math.

Kent State Stark alumni Chris and Nicole (Cleary) Knapp loved math before they loved each other. But the idea of pursuing a math career didn't come together until they did.

"I always thought if you were a math major, you'd have to become a teacher," says Nicole. "I didn't realize how many other opportunities there were. So when I started college, I majored in Spanish."

Chris thought the same. That's why he originally majored in business finance and took calculus classes for pure enjoyment.

"The topics were really abstract and complex," he says. "It was hard to explain to others what I was studying at Cornell. That's when I realized I wanted to do something more 'normal' with math. I tried internships in computer science, statistics and actuary science and learned that math can be applied to almost any field, in analytical positions."

Analytics attracted Nicole, as well. A Kent State Stark statistics course introduced her to using data to uncover truths. After her junior year, during a summer math program at Miami University, she became even more enamored with statistics.

"Someone from Procter & Gamble came to talk to us about how they collected data, analyzed it and used it to help make marketing decisions about Tide laundry detergent," says Nicole.

"We want to tell students how good it is to major in math at Kent State Stark."

< Chris Knapp, claims control analyst at Progressive Insurance >

"I had friends who were majoring in math and taking really fun classes," remembers Chris. "My business math classes weren't as exciting. It wasn't until I took a number theory class that I realized just how much I enjoyed math. I switched majors my junior year."

Chris' compliments during their impromptu math races had encouraged Nicole to switch majors, as well.

Nicole graduated with a bachelor's in math in 2010. Chris graduated with a bachelor's in math and another in finance in 2011. Both went on to The University of Akron where they earned master's degrees in statistics. They married while there.

Today, the Knapps still have an affinity for arithmetic and continue to solve problems together as data analysts for Progressive Insurance in Mayfield Heights, Ohio.

Affinity for arithmetic

"My plan was to earn a doctorate and eventually become a math professor," says Chris. But that changed after a summer program at Cornell University for undergrads pursuing academic math careers.

She was fascinated — and finally certain of how to put her math degree to work.

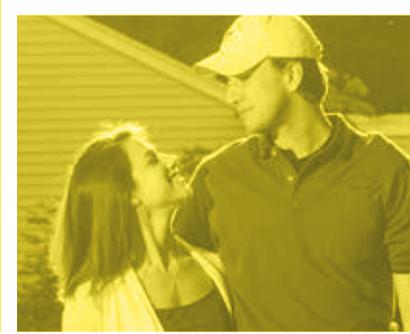
During grad school, Nicole found a data analyst job online, one similar to the Procter & Gamble presenter's. She applied and, soon after earning her master's degree, got hired to work for auto insurance giant Progressive. A few months later, Chris joined Nicole in a similar job while he finished his master's degree.

Putting their math degrees to work

Today, Chris and Nicole are senior data analysts in Progressive's claims department. They review data about accidents, vehicle damage, injuries and more and present it to claims leaders in everyday language to help them make smart business decisions.

Every day, they explore questions, such as "Does Progressive pay appropriately for injury claims?" and "Why do policyholders require so many days with rental cars after an accident?"

"Data analysts are go-betweens," explains Nicole. "Progressive collects lots of data and business leaders have lots of questions."



We put the pieces together to find answers and develop business insights."

Both Nicole and Chris say they are further along than they expected to be at this point in their careers.

"We work every day with leaders who are just a few steps away from being CEO," says Chris. "They depend on us to consult with them. They have strong business backgrounds, but we have the math background to help them with all things analytical."

Tutoring at Kent State Stark has come in handy as they teach math concepts to non-math professionals.

"The phrase 'mathematical maturity' was popular at Kent State Stark," says Chris. "That's what we achieved through our classes there and at Akron. We became better able to think analytically and logically, and solve problems for Progressive."

How good it is

Now living in Eastlake, near the shores of Lake Erie, the Knapps haven't forgotten where they started. Both return to Kent State Stark each April for the annual Stark County High School Mathematics Challenge.

"We chose Kent State Stark and stayed there after becoming math majors because we really liked the campus," says Chris. "Due to smaller class sizes, we became good friends with our math professors. We want to tell students how good it is to major in math at Kent State Stark."

"Both Nicole and Chris constantly serve as an inspiration to current math majors," says Dr. A. Bathi Kasturiarachi, associate professor of mathematics and interim dean of academic affairs at Kent State Stark. "For a young couple, they are very successful and represent model, conscientious students who made ideal career choices."



Matchmaker

Karen Fettig, the new director of advancement at Kent State University at Stark, says her job is all about bringing people together.

Akron-born. North Canton-bred. Green High School Bulldog. Former snack bar waitress at Akron-Canton Airport. University of Akron public relations and higher education administration grad. Marketing and development professional at schools from Ohio to Florida. Mother of teen triplet daughters.

That's Karen Fettig.



Today, she would add “matchmaker” to that list. Appointed in May as director of advancement at Kent State University at Stark, Fettig says her new job is all about bringing people together.

“I talk with the dean, faculty, staff and students at Kent State Stark to learn about their needs and aspirations,” says Fettig. “I try to identify how our campus can continue offering the best resources to help students graduate and prepare for life after graduation — whether that’s through scholarship opportunities, state-of-the-art facilities or innovative programming, for instance. Then I meet with potential donors to learn about their interests and philanthropic goals.”

When Fettig finds a match, everyone wins: Kent State Stark, students and donors.

“Philanthropic individuals, corporations and foundations want to find the best ways to use their time, talents and treasure,” says Fettig. “Those that give to Kent State Stark want to help local students succeed. They want to help ensure our region stays healthy by filling it with skilled college graduates. My job is to help donors and Kent State Stark accomplish these shared goals.”

No place like home

The best match Fettig has made may be her own. Combining her enthusiasm for development and higher education with her home community is a perfect fit, she says.

Most recently, Fettig was the development officer for The University of Akron’s College of Engineering. Before that, she handled public relations and development for college preparatory schools in Akron and Florida.

“When I saw the job opportunity at Kent State Stark, I knew it was for me,” says Fettig. “I couldn’t wait to return to this area, which

“I couldn’t wait to return to this area, which has always felt like home, to do the work that I love.”

— Karen Fettig, director of advancement

has always felt like home, to do the work that I love.”

She looks forward to connecting with community and philanthropic leaders and strengthening their bonds with Kent State Stark to make the campus “even more amazing than it already is.”

“Karen’s experience and passion for higher education and Stark County will help inspire even more alumni and friends of Kent State Stark to see the benefits of supporting the campus,” says Matthew Butts, executive director of Kent State’s regional campus advancement and special projects.

Top priority: Sciences Building

At the top of Fettig’s to-do list is raising awareness and funding for Kent State Stark’s new Sciences Building, on track to open in fall 2015. According to Butts, the project is one of several up-and-coming initiatives at Kent State Stark that will provide world-class learning opportunities for students pursuing long-term careers in Stark County.

“I’m so excited about this building,” says Fettig. “It will transform our campus while offering students cutting-edge laboratories, classrooms and research spaces. It’s a \$17 million investment in our region’s future scientists and health care providers.”

Opportunities abound for potential donors, including naming classrooms, labs and other learning and administrative spaces.

“I invite anyone to come out and see the site as construction progresses,” says Fettig.

For more information about the Sciences Building or to discuss support opportunities at Kent State Stark, contact Karen Fettig at 330-244-3225 or kfettig@kent.edu.



— ★ —
 Professor and mentor
 Loretta Aller fosters
 young nurses and reaps
 the Barbara Donaho
 Distinguished Leadership
 in Learning Award.

NURSE NURTURER

“My role is to take students from their comfort zone and encourage them to embrace the next challenge.”

— Loretta Aller, RN, MSN, CNS, lecturer at Kent State Stark’s Nursing Department

Loretta Aller’s mother was a nurse. Her great aunt was a nurse. Her sister is a nurse. No surprise that Aller would become a nurse, as well. But Aller took the calling one step further.

After caring for patients in a hospital, then a long-term care facility, then a hospice and palliative care organization, Aller realized she could help infinitely more patients by becoming a nurse educator. Teaching and mentoring up-and-coming nurses could steer the future of the profession, she thought.

Now a Kent State University at Stark faculty member in the College of Nursing, Aller is doing just that — and making history. In March, she became the first Kent State Stark professor to earn

the Barbara Donaho Distinguished Leadership in Learning Award, an honor usually reserved for local hospital workers who mentor Kent State student nurses.

Award winners are nominated by students or faculty for providing effective leadership, demonstrating compassionate role modeling and offering sound professional mentoring.

“It is significant that Loretta, a classroom and clinical instructor, was awarded for her skill as a preceptor (on-the-job mentor),” says Dr. Deb Shelestak, coordinator of the Stark Campus Nursing Department. “That doesn’t normally happen.”



It happened for Aller because, in addition to teaching undergrads, she mentors grad students — pro bono. Julia Hooley, who earned her master's degree in nursing education from Kent State this spring, shadowed Aller one semester, serving as a student teacher. Not only did Hooley value her mentor's guidance, she noted her excellence in connecting with nursing students.

Those dual abilities moved Hooley to nominate Aller for the Donaho award.

"I'll never forget the first day of the semester," says Hooley. "Loretta told students her story about being challenged to become a leader in settings in which she didn't feel completely prepared. Instead of declining opportunities, she always chose to dig in, learn and rise to the challenge. What an inspiration that was for me and the students!"

TOUGH, BUT GENTLE

A full-time faculty member at Kent State Stark since 2010, and adjunct faculty at Kent State since 1995, Aller predominantly teaches the medical-surgical course for junior nursing students, Nursing of the Adult. A fraction of the course is taught on campus. The rest occurs at Mercy Medical Center and is among some of the first times student nurses work with real-life patients.

"I can stand up there and talk about having integrity and performing quality work," says Aller, a Kent State College of Nursing grad, herself. "But when students see me and other professional nurses in action, they start to realize that we don't just preach about these values, we embody them."

Nurses must live up to tough clinical expectations while also being gentle caregivers. It's a fine line, says Shelestak. "Loretta does a great job of balancing those two aspects," she says. "She nurtures her students while helping them rise to very high standards."

Aller's student nurses are expected to uphold the standards of Kent State's College of Nursing, plus the standards of Loretta Aller, in the way they dress, the way they speak to patients and families, and the way they conduct their work.

ON THE FRONT LINES

During their clinical experience, students learn the nursing process: identifying patient problems, defining patient goals, taking steps to achieve them and evaluating outcomes. They learn technical skills,

including administering medications, starting and maintaining IVs, giving injections and inserting catheters. They learn how to communicate with everyone from patients and family members to fellow nurses and physicians.

"I tell my students to look at everything from the patient's perspective," says Aller. "They must educate the patient about their condition and treatments, but they also must listen to them and empathize. They need to be professional, yet build rapport with those entrusted to their care."

Throughout the hospital experience, Aller stands by, making sure her students provide excellent care.

"I assign each opportunity based on how the student is progressing," says Aller. "My role is to take students from their comfort zone and encourage them to embrace the next challenge."

That also goes for grad students like Hooley, who at first was nervous about leading a group of undergrads. With Aller's support and guidance, Hooley established sure footing as a classroom lecturer, clinical leader, test writer and student evaluator.

SHAPING THE NURSING PROFESSION

Aller was shocked to learn she had received the Donaho award.

"I didn't think I did anything outstanding," she says. "I just do what I think is best for someone becoming a nurse or nurse educator. I have a unique opportunity to shape these students and see the nursing profession grow."

She also credits the love and support of her husband, John, and children, Kelsey and Sean, for enabling her to give so much to her students.

Aller continues to contribute to her field. In addition to teaching at Kent State Stark, she freelances for an educational publisher and recently helped write an online pharmacology course. This fall, she will begin working toward her doctorate at Kent State.

"I intend to expand research about how nursing students learn," says Aller. "It's so complex, combining technical competency with care and compassion. I hope my research will help educators learn new and better ways to teach and mentor future nurses."



DREAM SHOT

After internships with the Cleveland Cavaliers, senior Michael Clark is in position to score an NBA career.

*SENIOR MICHAEL CLARK
WAS NEVER A GREAT
BASKETBALL PLAYER.
BUT, WOW, DID HE LOVE
THE GAME — ESPECIALLY
THE CLEVELAND CAVALIERS.*

His favorite childhood memories are of sitting with his mom and dad, watching NBA games on TV. And, wow, did he love the Cleveland Cavaliers.

Even after graduating from high school, he played year-round in YMCA leagues. He knew a spot on the Cavs roster was unlikely. But he still dreamed of one day contributing to the team because, wow, did he love the Cleveland Cavaliers.

In August 2014, Clark will graduate from Kent State University at Stark with a B.A. in communication studies and a likely shot netting the job of his dreams with the Cleveland Cavaliers. Clark worked for the Cavs during the last two NBA seasons while taking Kent State courses online.

NETTING VALUABLE EXPERIENCE

First, as an unpaid intern, then as a paid “seasonal assistant,” Clark earned academic credits by working well over 40 hours a week for the Cavs’ Basketball Communications Department. His responsibilities included researching statistics on the Cavs and their opposing teams and distributing the information to coaches and reporters. He gathered news clippings about the team and sent daily compilations throughout the Cavs organization. He also was assigned to capture game-night quotes from players and coaches.

“I’d go into the visitors’ locker room to record statements and end up alongside superstars, like Kobe Bryant and Kevin Durant, players I grew up admiring,” says Clark. “Those were some breathtaking moments on the job.”

And they sure made it worth the daily two-hour treks between his Massillon home and Cleveland’s Quicken Loans Arena.

“I would arrive at 9 a.m., work a full day at the office, then go to the 7 p.m. game, take care of responsibilities there and drive home at midnight,” he says. “Especially during my unpaid internship, having the support of my wife and family was so important. They knew how valuable the experience would be to my career, even if it meant spending more than \$30 a day on gas and not having time to earn a paycheck elsewhere.”

THE TIPOFF

Clark’s introduction to NBA operations began in 2010. He was majoring in early childhood education at Kent State Stark and working at a Canton sporting goods store. A co-worker had heard



“I can’t stress enough **the importance of pursuing internships**, networking and building relationships in the field you want to enter.”

— Michael Clark, senior communication studies major

that the Canton Charge, the Cavs’ brand-new NBA Development League affiliate, was looking for seasonal workers. Clark jumped at the opportunity and grabbed a part-time job recording game stats and running the scoreboard and shot clock. That’s where Clark met Cavs employees, who were helping train their minor league counterparts.

“The more I talked to them and learned about their jobs, the more I became interested in the communications field and almost fanatical about attaining a career with the Cavs,” says Clark, who quickly switched his major. “I realized how much I could do with a communication degree — public relations, community relations, a whole slew of options.”

Clark credits Kent State Stark for tipping off his career, but knows he’s in position to score his dream job due to his internships.

“I learned about organizational communication and communication theory in class, but I learned how to be a communication professional by observing others who have worked for years in the field,” says Clark. “I’ve tried to draw a little from everyone I’ve worked with. I can’t stress enough the importance of pursuing internships, networking and building relationships in the field you want to enter.”

“I BELONG HERE.”

While most students use internships to bolster their resume for a job search, Clark hopes his will do something else. He has already applied for a full-time, permanent position with the Cavs.

“I’ve worked really hard to make myself an asset to the Cavs,” he says. “My passion is to gain a position with the team I’ve followed my whole life. Thanks to my internships, I know I belong here.”



Left to right: Douglas Henry, Former Dean Walter Wagor, Dr. Julie Cremeans-Smith, Dr. Matthew Lehnert and Frank Alexander

Looking Back

Excellence in Teaching

Dr. Julie Cremeans-Smith, associate professor of psychology, is the recipient of the 2014 Distinguished Teaching Award. The tribute is presented to full-time Kent State University at Stark professors who demonstrate excellence in classroom teaching.

Finalists for the Distinguished Teaching Award are Douglas Henry, lecturer of mathematics, and Dr. Matthew Lehnert, assistant professor of biological sciences.

Cremeans-Smith joined the Kent State Stark Psychology Department as a faculty member in 2008, after earning her master's and doctorate degrees in experimental psychology at Kent State University. However, the Canton resident has been a Kent State University employee since 1998, when she worked as a research assistant at Kent Campus. In 2004, she accepted a position as a research and evaluation coordinator for Stark Campus' Corporate University.

The recipient of the Award of Distinction, an honor presented to part-time Kent State Stark faculty, is Frank Alexander, adjunct professor of marketing. After retiring as the director of executive briefing programs at Diebold World Headquarters, where he worked for more than 18 years, Alexander embarked on a new career teaching higher education. In addition to instructing courses at Kent State Stark, he teaches at Stark State College and Malone University.



Presidential Visit

Prior to starting her position as the president of Kent State University, Dr. Beverly Warren made an official visit to each regional campus, beginning with Stark on April 24. Students, faculty and staff formed a reception line and warmly welcomed her with a handshake and introductions.

Personal greetings by Kent State Stark's campus community were followed by comments from Warren. "What I think about the importance of regional campuses is that you are the anchor institutions in your community and it's so important to serve that role."

Those in attendance were encouraged by Warren's brief speech. "Regardless of where we are, we serve Kent State University students and our university families," she said. "We will graduate Kent State students who will go

on to serve and they will say 'I'm a proud Kent State University graduate.' They won't say I graduated from Kent Campus or Stark Campus or Ashtabula Campus. They'll say, 'I'm a Kent State graduate.'"

Warren began her role as the 12th president of Kent State University on July 1, 2014. She took the reins of Ohio's second-largest public university after Lester A. Lefton retired. In his eight-year tenure, Lefton achieved several major accomplishments, including increasing enrollment by 26.5 percent, spearheading the university's engagement with downtown Kent on a \$115 million redevelopment and dramatically increasing student applications to more than 22,000 a year. With Lefton at the helm, Kent State was the only public university in Ohio to crack the top tier of Best Colleges in *U.S. News & World Report* in three of the past four years.

Warren, who most recently served as the provost and senior vice president for academic affairs at Virginia Commonwealth University, will continue Lefton's efforts toward academic excellence and civic involvement. She also has set a goal of increasing college affordability, which makes the role of Kent State's seven regional campuses vitally important to her agenda as president.



Pictured left to right: Mary Birtalan, former Dean Walter Wagor and Katie Baer.

Outstanding Staff Recognized

Each year, two Kent State University at Stark staff members are selected by fellow staff and faculty for Staff Excellence Awards.

The 2014 recipients are Katie Baer, educational technology designer, and Mary Birtalan, library associate.





Spring Graduates Inspired by Local Educator

During Kent State University at Stark's 41st Spring Commencement Ceremony, more than 150 new Kent State alumni were added to Northeast Ohio. The May event was held at the Umstatted Performing Arts Hall in Canton.

Speaker Sandy Womack Jr., the principal of Canton's Altitude Academy at Crenshaw, addressed the graduates with timeless advice to guide and inspire them. He commended them for realizing the importance of achieving a college education. Attendees were encouraged when he discussed his upbringing, relaying how pursuing an education had brought him out of impoverished circumstances and allowed him to make a difference in the lives of the children he has taught and mentored.

Womack advised the graduates to be the best versions of themselves and to take advantage of the degrees they've earned. "Education provides you choices, chances and options," he said.

Retirement Congrats!

At the end of the spring semester, Kent State University at Stark congratulated one faculty member and two administrators as they retired after years of dedicated service.

Stark Campus students and employees will miss the melodic bass voice of Associate Professor of Music **Kenneth Kramer**. He began teaching at Kent State Stark in 1984. Kramer directed voice ensembles and performed both on campus and in the community, appearing in lead roles of several Stark Campus theatre productions, including *Sweeney Todd* and *The Secret Garden*.

Gail Pukys began her first Kent State Stark job in 1989 as a student worker and was later hired as a clerical specialist before accepting a position in Kent Campus' Financial Aid Department. She returned to Stark Campus in 2002 as the assistant director of Financial Aid. In 2013, Pukys earned a Kent State Stark Staff Excellence Award for her positive attitude and willingness to guide students and colleagues through the ever-changing field of academic financials.

After 16 years with Summit Metro Parks, **Brent Wood** embarked on a new career in 2008, accepting the position as Kent State Stark's senior facilities manager. He was charged with managing business operations, campus buildings, maintenance and grounds. While at Stark Campus, Wood spearheaded many successful sustainability initiatives and was recognized by KSU President Lester Lefton with a President's Excellence Award.



Pictured left to right: Brent Wood, Gail Pukys and Kenneth Kramer.

Stark Campus Faculty Achievements

Frank Alexander, adjunct professor of marketing, was the recipient of Kent State Stark's 2014 Award of Distinction.

Andrew Burns, associate professor of chemistry, presented "Fun Examples of Family Life and Human Nature in Chemistry 2" at the American Chemical Society National Meeting in San Francisco, Calif., August 10-13, 2014.

Joel Carbonell, assistant professor of political science, presented "Military Spending and State Participation with International Environmental Treaties" at the Midwest Political Science Association Conference in Chicago, Ill., April 3-6, 2014.

Daniel Castañeda, associate professor of Spanish, presented "Patterns of Past Tense Production: An Analysis of Personal Narratives" at the American Association of Teachers of Spanish and Portuguese Conference in Panama City, Panama, July 7-12, 2014.

Julie Cremeans-Smith, associate professor of psychology, presented "Fear of Pain Impacts the Frequency with which Healthy Individuals Engage in Physical Exercise" at the American Psychosomatic Society Conference in San Francisco, Calif., March 11-16, 2014.

Was the recipient of Kent State Stark's 2014 Distinguished Teaching Award.

Jennifer Cunningham, assistant professor of English, presented "Abe Lincoln and a Dog Walk into an LMS...: Using Web 2.0 Technology to Approximate Social Presence" at the Conference on College Composition and Communication in Indianapolis, Ind., March 20-21, 2014.

Presented "were u at bro wyd?": Digital African-American Language Among Text Messages" at the Computers and Writing Conference in Pullman, Wash., June 4-7, 2014.

Allyson Drinkard, assistant professor of sociology, presented "Social-Developmental Assets and Law-Abidingness among Urban Adolescents: Implications for Positive Youth Development" and "Predicting Prosociality among Urban Adolescents: Individual, Family

and Neighborhood Influences" at the North Central Sociological Association Conference in Cincinnati, Ohio, April 11-13, 2014.

Published the article, *Predicting Prosociality Among Urban Adolescents: Individual, Family and Neighborhood Influences*, in the peer-reviewed journal *Youth & Society*.

Sociological Association Conference in Cincinnati, Ohio, April 11-13, 2014.

Lucas Engelhardt, assistant professor of economics, presented "A Competitive Market Demonstration" at the Allied Social Sciences Association Conference in Philadelphia, Pa., Jan. 2-6, 2014.

Presented "Time Preference and Liquidity Preference: Some Crude Empirics" at the Austrian Economic Research Conference in Auburn, Ala., March 20-23, 2014.

Mary Gallagher, assistant professor of sociology, presented "Centrality and Commitment as Moderators of Identity Discrepancy" at the Pacific Sociological Association's Annual Meeting in Portland, Ore., March 27-29, 2014.

Kim Garcher, assistant professor of philosophy, presented "Author Meets Critics: The Chief Concern of Medicine" at the Society for the Advancement of American Philosophy Conference in Denver, Colo., March 6-10, 2014.

Marie Gasper-Hulvat, assistant professor of art, presented "What a Boom, What a Blast: Kazimir Malevich's Graphic War Propaganda" at the Ohio University School of Interdisciplinary Arts 50th Anniversary Conference in Athens, Ohio, March 20-23, 2014.

Leslie Heaphy, associate professor of history, presented "Negro Leagues—What are they all about?" at a meeting for Plain Township Rotary, Canton, Ohio, Jan. 24, 2014.

Presented as part of a panel entitled "Women in Baseball: Linedrives and Lipstick" at the San Francisco Library, San Francisco, Calif., Jan. 25, 2014

Presented "African Americans in Film" as a Black History Month event at Kent State Stark, North Canton, Ohio, Feb. 24, 2014.

Joined a panel to discuss Negro Leagues history at the Massillon Museum in Massillon, Ohio, Feb. 25, 2014.

Presented "Why Study the Negro Leagues?" at Kent State Trumbull, Warren, Ohio, Feb. 26, 2014.

Presented "1864: Electing a President in Wartime" at the Minerva Public Library, Minerva, Ohio, March 4, 2014.

Gro Hovhannisyan, associate professor of mathematics, presented "On Oscillatory Solutions of Linear Differential Equations with Complex Constant Coefficients" at the American Mathematical Society Spring Central Sectional Meeting at Texas Tech University in Lubbock, Texas, April 11-13, 2014.

Co-authored *Wiman's Formula for a Second Order Dynamic Equation* that was published in *Advances in Difference Equations*, 2014, Vol. 61, pages 1-15.

Authored *Asymptotic Behavior of a Planar Dynamic System* that was published in *Rocky Mountain J. Math*, 2014, 26 pages.

Claudia Khourey-Bowers, professor of education, presented "Conceptual Chemistry: Glow in the Dark Forensic Investigations" at the Science Education Council of Ohio (SECO) in Columbus, Ohio, Jan. 30- Feb. 1, 2014.

Margaret Lehnert, adjunct professor of biological sciences, presented "Evolving Techniques for Bed Bug Control" at the South Carolina Pest Control Association in Columbia, S.C., Feb. 12-13, 2014.

Mitch McKenney, associate professor of journalism & mass communication, presented "Lessons from the Tenure Track" at the Association for Education in Journalism & Mass Communication in Montreal, Canada, August 5, 2014.

Jayne Moneysmith, associate professor of English, presented "Rhetoric, Reform and Women's Education in Dickens' Letters to Angela Burdett-Coutts" at the Modern Language Association Annual Conference in Chicago, Ill., Jan. 8-12, 2014.



Presented “Building Community through the ‘Flipped Classroom’ Model in Hybrid Courses” at the Conference on College Composition and Communication in Indianapolis, Ind., March 19-22, 2014.

Deepraj Mukherjee, assistant professor of economics, presented “Preferential Trade Agreements and Corruption: A Cross-Country Panel Study of Pre-WTO Agreements” at the International Conference on Business and Economic Development in New York, N.Y., March 23-26, 2014.

Presented “Examining the Relationship between Domestic Investment and Foreign Aid: Does Political Stability Matter?” at the Cleveland State University Department of Economics Seminar Series in Cleveland, Ohio, April 23, 2014.

Stephen Neaderhiser, assistant professor of English, presented “The Morality of Metaphor” at the Stockholm Metaphor Festival in Stockholm, Sweden, August 27-31, 2014.

Thomas Norton-Smith, professor of philosophy, presented “Constructive Realism: Variations on a Theme by Nelson Goodman” at the American Philosophical Association Pacific Division Meeting in San Diego, Calif., April 15-18, 2014.

Chris Post, assistant professor of geography, presented “Wiping New Berlin Off The Map: Political Economy and the De-Germanization of the Toponymic Landscape in WWI USA” at the Annual Meeting of Association of American Geographers in Tampa, Fla., April 9-12, 2014.

Co-authored *Renaming and Rebranding Place* that was published in *Geography Directions*, February 2014.

Co-authored *Wiping New Berlin off the Map: Political Economy and The De-Germanization of the Toponymic Landscape in WWI USA* that was published in *Area*, Vol. 46 2014 (1): pages 83-91.

Co-authored *Using Popular Music to Teach the Geography of the United States and Canada* that was published in the *Journal of Geography*, Issue 5, 2014.

James Rhodes, assistant professor of sociology, presented, “Rust Belt Chic: Class, Culture and Deindustrialization” at the Deindustrialization and Its Aftermath: Class, Culture and Resistance Conference at Concordia University in Montreal, Canada, April 29-May 3, 2014.

Jay Sloan, assistant professor of English, co-presented “Sexual Identities in the Writing Center: Opening Disruptive Narratives” at the International Writing Centers Association Collaborative Conference in Indianapolis, Ind., March 18-20, 2014.

Co-moderated the LGBTQ – Special Interest Group at the East Central Writing Centers Association Conference in Oxford, Ohio, March 28-29, 2014.

Co-authored an article entitled *Rainbows in the Past Were Gay: LGBTQIA in the WC in Praxis: A Writing Center Journal*, 10.2, pages 1-13, May 2013.

Authored a chapter entitled *Victorian Quarantines: Holding the Borders against ‘Fevered’ Italian Masculinity in Dante Gabriel Rossetti’s ‘St. Agnes of Intercession’ in Fear, Loathing and Victorian Xenophobia*, (The Ohio State University Press), 2013: pages 56-80.

Thomas C. Sosnowski, professor emeritus of history, served as a commentator at the Annual Conference of the Consortium on the Revolutionary Era at the University of Mississippi in Oxford, Miss., Feb. 20-22, 2014.

Scott Tobias, assistant professor of human development and family studies, presented “Best Practices in Synchronous and Asynchronous Family Science Practicum” at 2014 Family Science Association Conference in Honolulu, Hawaii, June 2-9, 2014.

Relja Vulanovic, professor of mathematical sciences, presented “Uniform Convergence via Conditioning” at the 11th Annual Workshop on Numerical Methods for Problems with Layer Phenomena in Novi Sad, Serbia, March 18-28, 2014.

Presented “Grammar Efficiency and the Idealization of Parts-of-Speech Systems” at the Quantitative Linguistics Conference 2014, in Olomouc, Czech Republic, May 24-June 1, 2014.

Deirdre Warren, assistant professor of sociology, presented “Framing Same-Sex Marriage: Media Constructions of California’s Proposition 8” at the Academy of Criminal Justice Sciences Annual Meeting in Philadelphia, Pa., Feb. 19-21, 2014.

Co-authored the article, *Framing Same-Sex Marriage: Media Constructions of California’s Proposition 8*, with **Katrina Bloch**, assistant professor of sociology. The article will be published in a 2014 issue of the *Social Science Journal*.

Lisa Waite, NTT associate lecturer of communication studies, presented “Unlocking Innovation through Empowered Communication” at the annual Spirit of Women in Business Conference in Kent, Ohio, March 5, 2014.

Served as the keynote speaker at the Grace Project Annual Conference in March 2014.

Published the article *Leadership Lessons and Training Techniques* in the April 2014 National Communication Association newsletter.

Delivered organizational communication and leadership presentations to the Health Care Leadership Academy in April 2014; the Grace Project Annual Conference in May 2014; the Executive Leadership Summit in June 2014; and the Ohio Human Resource Symposium in July 2014.

Staff Achievements

Kevin Leitner, Stark Campus Bookstore manager, earned the designation of a certified collegiate retailer (CCR), the professional certification for higher education retailers, from the National Association of College Stores in March 2014.



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