

college of  
**COASTAL GEORGIA**  
the **MAGAZINE**

VOLUME 1 • ISSUE 1



*Dreams in Action*

# On Campus...

## Welcome Aboard

College of Coastal Georgia President Valerie A. Hepburn welcomed 20 new faculty members to campus for fall semester 2010.

“There is tremendous excitement on campus with the return of the students, the construction progress, and the addition of 20 faculty members to deliver our academic mission,” said Dr. Hepburn. “The quality of our faculty enables us to move forward with our new baccalaureate programs. We are thrilled to be welcoming these new team members.”

Learn more about the new faculty on the college website at [www.ccg.edu/NewFaculty](http://www.ccg.edu/NewFaculty).



Photo: Museum



## On the Cover

Coastal Georgia students (left to right) Lindsey Little, Stephanie Peeples, David Gomes, Hayley Amick, and Colby O'Connor take a break from classes to enjoy Driftwood Beach on the north end of Jekyll Island. Through a unique partnership with the Jekyll Island Authority, full-time Coastal Georgia students receive special passes as a benefit of their student activity fee. The decals provide unlimited access to the island for one year.



## The Maestro Performs

Over 200 people attended a stellar benefit performance on campus in December by Maestro Luis Haza, accompanied by pianist Orlando Alonso. Maestro Haza recently moved to the area after retiring as first violinist with the National Symphony Orchestra and as music director of the American Youth Philharmonic Orchestras. Almost \$20,000 was raised to benefit cultural and performing arts programming at the College.

As part of the evening's festivities, President Valerie Hepburn announced establishment of the College of Coastal Georgia Foundation's Planning Committee for Cultural, Arts, and Lifelong Learning Programs. Foundation Trustee Anita Timmons will serve as chair of the new Foundation committee, which convened in January, 2011. Trustee Willou Smith will serve as vice chair. Community participants include Millard Allen, Alice Barlow, Shirley Douglass, Julie Epstein, Norman Haft, Maestro Luis Haza, Heather Heath, Robert Klem, Malinda Jolley Mortin, Diana Murphy, Terry Readdick, Nathaniel Roper, Mark Spaulding, Abney Whitehead, and Mildred Huie Wilcox.

## Learning through Engagement

Accreditation by the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) entails a thorough review of the College every ten years. Since 2001, both the College and the accreditation methodology have changed, but the expectation for 2011 remains the same: a seal of approval for a quality education. The College is implementing a plan to further enhance that quality through service-learning initiatives: Learning through Engagement. Meet the new Director of Service Learning, Dr. Clayton Hurd, on page 22. In the next issue of the magazine, look for the first in a series of articles detailing the plan, the process, the program, and the impact.



## From the President's Desk

Welcome to the inaugural issue of *College of Coastal Georgia – the Magazine*.

As you read through these pages, you'll discover new and exciting things happening across the campus and the community

We are excited to tell you about our new bachelor's degree programs in Biological Sciences and Health

Informatics, programs that offer fascinating career opportunities and are integral to our region. The supportive relationships between the Southeast Georgia Health System, the Coastal Resources Division of the Georgia Department of Natural Resources, and the College help to make such community-as-the-classroom initiatives possible.

You will learn about our talented and committed faculty and meet our new Director of Service Learning. We are pleased to showcase faculty members whose published work and presentations include collaboration with students.

We highlight several of our dynamic and service-oriented students. LaTanya Abbott-Austin is the first Student Government Association president elected by the student body in almost two decades. Samelia King is the outstanding freshman who received our first Regents' scholarship. Dani Siekkinen is an aspiring educator and Chase Miller is a talented student-athlete helping to lead our new men's varsity golf team.

We invite you to join us in celebrating our legacy as we recognize the 50th anniversary of the College's chartering. Explore our current transformation and new construction, while you visit with Dr. John Teel, the College president whose vision provided the framework for our transition.

As you close the cover, we hope you will be inspired to visit our campus. Prospective students are invited to tour. Alumni are invited to reconnect. The community is invited to experience our cultural and performing arts programs, exciting athletic competitions, scholarly research presentations, and family-friendly activities every semester. Our progress truly represents *Dreams in Action* – for our students, for our Coastal Georgia communities and for all of us at the College.



## In this Issue

VOLUME 1, ISSUE 1 • JANUARY 2011

- 2 Fast-Tracking Transformation
- 6 The Teel Legacy
- 10 Taking the Pulse of the Business Community
- 14 A New First Every Day
- 16 Sand Traps, Not Sand Dunes
- 17 A Book Born of a Student Conversation
- 18 Going Coastal
- 21 Madam President
- 22 The Community as the Classroom
- 24 Health Informatics – A Simple Definition
- 26 From BJC to the Georgia House
- 28 The College of Coastal Georgia Foundation
- 29 Meet Dr. T

### ***College of Coastal Georgia - the Magazine***

is produced by the Advancement Office of the College of Coastal Georgia, with the support of the College of Coastal Georgia Foundation.

#### **Advancement Office**

Elizabeth Weatherly, Assistant Vice President

John Cornell, Director of Marketing and PR

Tiffany Cherry, Web Developer

Robin Flores, Department Coordinator

Peggy Golden, Staff Writer/Special Projects Coordinator

#### *Managing Editor/Layout and Design*

John Cornell

#### *Editor/Senior Writer*

Peggy Golden

#### *Editorial Assistance*

Apryl Dervay, Colby O'Connor '14,

Meah Thornton '13, Mark Toolan '12

*Photography by John Cornell unless otherwise noted.*

Please send all comments and story ideas that you would like to see included in future issues of *the Magazine* to [ia@ccga.edu](mailto:ia@ccga.edu).

Copyright 2011 - College of Coastal Georgia

# Fast-tracking Transformation

The College of Coastal Georgia may be Georgia's newest state college in the University System, but it's not new. The task was how to transform a two-year community college with 49 years of history into a four-year baccalaureate institution positioned for the future. One that would provide an education firmly grounded in 21st century knowledge and skills, service learning, global awareness, and engaged entrepreneurship.

The consensus: that vision required some intense planning and prioritizing. This wasn't about words; this was about concrete, costs, and cohesiveness.

College President Valerie Hepburn noted in her introduction to the strategic master plan, published in May 2009, that the College did not want a traditional plan that only elaborated physical elements.

*"We sought to place future physical development of our campus squarely into the strategic context of our academic, student/campus life and community/economic development strategies and priorities.*

*"Similarly, we tested our building and campus needs against realities of funding and implementation – to have a truly pragmatic road map of campus improvements that can be accomplished over the next decade.*

*"Finally, we emphasized intelligent adaptation and re-use of facilities in which the taxpayers of Georgia already have an investment – limiting new buildings to those strictly necessary by aggressive assumptions about good use of space and modernization."*

## Master Planning

The Master Plan Steering Committee, chaired by Foundation Trustee Duane Harris, included representatives from the College student body, faculty and staff, Foundation trustees, and community leaders. Working with the consulting team of Eva Klein & Associates and Perkins Eastman, the committee engaged in a seven-month process to develop *2020 Vision* – a strategic master plan for the next 10 years.

The process had little to do with crystal balls. Much of the work entailed empirical data: statistical analysis, projections for regional growth, and community/business needs assessment.

Commitments were already in place. The University System of Georgia Regents approved four initial baccalaureate programs for immediate implementation, impacting faculty and facilities. The Southern Association of Colleges and Schools approved the College level change from a Level 1 to a Level 2 institution – baccalaureate accredited. Plans developed for increased partnering with the Southeast Georgia Health System.



Sophomore Meah Thornton of Jesup, Georgia, is excited about campus expansion, but admits she'll be glad when mid-campus construction is completed next year.



Artists' renderings of the Campus Center (left) and the Health and Science Building (right) reflect the Spanish Mission architectural theme. Campus Center construction is on target for completion by July 2011. Classes will be held in the Health and Science Building beginning January 10, 2011.

New faculty recruitment immediately became a priority. Increasing enrollment was recognized as critical for success. Both required more and differently-purposed space for working, studying, and socializing. The new degrees were the catalyst:

- Bachelor of Business Administration
- Bachelor of Science in Education
  - Early Childhood/Special Education*
  - Middle Grades*
- Bachelor of Science in Nursing

Following development of the master plan, additional baccalaureate degrees were approved:

- Bachelor of Science in Health Informatics
- Bachelor of Science in Biological Sciences
  - Biology Education*
  - Coastal Ecology*
  - Pre-professional*

Biology Education prepares science majors to teach at the high school level. The Pre-professional prepares students for graduate professional programs such as medicine, pharmacy, bio-medical research, veterinary medicine, and coastal ecology (see p. 18).

### 2020 Vision with 20/20 Hindsight

The new degrees were specifically tailored to the coastal region - supported by the local business community but with statewide implications for careers and economic growth. The expectation, according to Dr. Hepburn, is for programs such as these, combined with the beautiful natural environment of the area, to draw students from beyond surrounding counties. "The College of Coastal Georgia will become a destination college," she explained, "and embracing that requires on-campus housing and enhanced campus life."

But she is equally emphatic about the level of College involvement in the community. "If we are successful, Brunswick will be a 'college town' and Camden County will enjoy the benefits of a four-year college."

#### ***Commitment to community engagement includes:***

- Offering small business development services and regional workforce analysis and economic forecasting through the School of Business;
- Partnering for community and urban development in areas surrounding the campus;

- Supporting service learning partnerships with area businesses, organizations and schools to support internships, co-op work assignments, and real-world application of classroom studies;
- Continuing volunteer projects organized by students, staff, and faculty to "give back" to the community;
- Creating an environment to nurture and support community arts and culture. This includes sponsorship of programs, performances, and exhibits open to the community and held at a new facility – the Coastal Community Center for the Arts.

*2020 Vision* anticipates an enrollment of 4,000 students by 2015; 6,000 students by the end of this decade; and an ultimate capacity for 10,000 students. (Nearly 3,500 students enrolled for fall semester 2010.) The plan calls for on-campus student housing (600 beds), a new Campus Center, and modernization of a significant portion of the existing College facilities. "We took a leap of faith," Dr. Hepburn noted, "but this transformation is grounded firmly in reality. The Board of Regents identified a regional gap in the University System. Our community told us what's been missing. This plan is based on those recognized needs."

### Construction Projects & Progress

Unlike Cinderella's transformation, no magic wands are involved. But turning the former Applied Technology Building into the Student Activity Center (SAC) was almost as astounding as the pumpkin-to-carriage trick. The building was gutted. Space formerly used for teaching car mechanics and HVAC maintenance now houses student organization offices, space for socializing, a vending café, a small performance area, and a patio for campus pizza parties and cookouts.

"The SAC is the hub for student life on campus – a place to study and hang out together before, after, and in-between classes, right in the middle of campus. Even when the new Campus Center opens in July 2011," Dr. Hepburn continued, "this building will provide meeting and office space for the *Mariners' Log*, the Student Government Association, the Programming Board, and all the other student organizations."

Repurposing the building was part of Dr. Hepburn's commitment to respect the taxpayers' investment in existing



The new Pedestrian Mall (left) opens the center of the academic quadrangle to green space and simplifies cross-campus walking and cycling between the new student residential complex (right) and classrooms.

structures. Current renovation of the Hargett Administration Building is another example.

The new construction, however, is visible all across the campus. Tennis courts were torn out. Streets and sidewalks disappeared. And new structures, recognizable from their framing and stucco, rise above the construction fence irregularly gridding the campus.

When touring the College campus September 3, Dr. Michael F. Adams, President of The University of Georgia, quipped, “That looks like the new science building I wanted being built right over there.” He later commended the planning, particularly the pedestrian-based campus and on-campus student housing, and described the new Health and Science Building as “a magnificent statement of academic commitment.”

The new tennis courts open for play in January. The Pedestrian Mall, once the staff parking lot but now the central green zone of the campus academic core, will be completed by mid-January. The new Health & Science Building is scheduled for occupancy in January, with a parking lot between the building and Altama Avenue to be completed by spring. The Campus Center and three sections of on-campus student housing are on track for July 2011 occupancy – just in time for fall semester. Funding to build the proposed 30,000-square-foot Teacher Education and Learning Center is included in the fiscal year 2012 Board of Regents’ capital budget request.

Eventually the north entrance to the campus, off Altama Avenue, will become the “front door” to the College. Instead of driving through campus, student will be walking and biking across it. “We want to create a new, exciting and environmentally appropriate look on our campus,” Dr. Hepburn affirms. “That includes introducing the Spanish Mission architectural style, seen elsewhere in this region, using indigenous plants in landscaping, and being mindful of scale, climate, and inherent Southern graciousness.”

And the new Coastal Community Center for the Arts will finally complete the original vision for the Southeast Georgia Conference Center as a first-class performance and exhibit venue for the entire community. As a joint venture between the College and the Glynn County School System, the arts center will be built on the southwest corner of the campus, at Altama Avenue and Fourth Street, adjacent to the conference center,

using Educational Special Local Option Sales Tax (ESPLOST) funding.


### When a College Dreams

*Dreams in Action* was adopted as the marketing mantra for the College in autumn 2009. According to John Cornell, Marketing and Public Relations Director for the College, the words were meant to inspire not just college students, but the faculty and community as well. “At his commencement address in May 2009, Judge Anthony Alaimo said, ‘Your future is limited only by the failure to follow your dreams.’ That applies to more than our students’ aspirations. The words are just as relevant to Coastal Georgia as an institution.”

Attracting resident students from across the state and beyond, including international students, is part of the *2020 Vision*. Previously, over 90 percent of the College students commuted from five area counties; the 2020 goal is to attain 45 percent of the student body from beyond that five-county core. The pursuit of growth compels developing a stronger campus life than the College has ever realized before, Cornell asserts. “We can market the new baccalaureate programs. We can showcase the beautiful coastal environment. We can deliver a superior education with our small class size, dynamic faculty, and focus on experiential learning. But in the end, it is as much about their life on campus as it is about their learning in the classroom. That’s why the new Campus Center is so important.”

The Campus Center structure is just that – right in the middle of the campus. Right now, it’s the construction zone that makes getting between the academic quadrangle and the Coffin Building a healthier hike. When completed, the 50,000-square-foot building will provide full dining facilities, a bookstore and coffee shop, a new health center, a theater, and student gathering spaces.

University System of Georgia Regent James A. Bishop summarized, “We are delighted the College has been authorized to move forward in developing student housing and new student services. These projects were identified as key priorities in the College’s strategic master plan, and the Regents have given full support to these investments that are so necessary to make this campus a destination institution.”

Exciting dreams. Exciting times. For the College of Coastal Georgia, the future looks as sunny as the legendary Golden Isles weather. 

# The Teel Legacy



## Building the Foundation

**W**hen Dr. John W. Teel reported to work in 1968 as the second president of Brunswick College – now the College of Coastal Georgia – the campus consisted of four buildings, 288 acres of land formerly used as an airport, and a man-made lake dug out by a developer wanting the top soil. Enrollment that fall was 900 students.



At his retirement, 22 years later, the number of buildings had doubled, acreage had been contributed to build the Glynn County football stadium, and the College was poised to become a four-year institution.

Reviewing the substantial transformation of the College in the past 18 months during a recent interview at his St. Simons Island home, Dr. Teel praised the current College president, Dr. Valerie Hepburn. “Valerie is much like I was. We hold the same ideas and aspirations for the College. She understands the importance of community support. She’s making it happen, and it’s exactly as I hoped it would be.”

“From the very beginning,” Dr. Teel acknowledged, “I wanted the College to develop into a four-year school in the University System of Georgia. Brunswick was growing – it still is – and there were no four-year schools within reasonable commuting distance. I suspected that was one reason I was appointed president in 1968 – my experience at Georgia Southwestern during conversion from a two-year to a four-year college.”

Dr. Teel joined Georgia Southwestern College faculty in 1958 as head of the social sciences department. He progressed to registrar, then associate dean, and when the college obtained four-year status in 1965, he was appointed dean.

In a letter dated April 10, 1990, George L. Simpson, Jr., former chancellor of the University System of Georgia, wrote: “You earned the job by your fine work as dean at Southwestern College – the best way to become a president. It was on that basis that I recommended your appointment at Brunswick to the Board of Regents. You have more than justified the confidence placed in you.”

### Setting the Stage

Dr. Teel cited the support of the community as a critical factor in the growth of the College, listing land donations, bond

Above: The entrance signage to the College was funded by the Student Government Association in the mid-sixties.

Below: (left to right) University System of Georgia Vice Chancellor Dr. Harold F. Robinson and Dr. Teel encourage James D. Gould, Jr., as he breaks ground for construction of the Clara Wood Gould Memorial Library January 29, 1971.



referenda to finance building programs, and the generosity of the Foundation. “We were always one of the top two-year colleges in the state for student scholarship assistance.”

He credited the strong cooperation between the College, the hospital, and the nursing program as another important factor for College growth, recalling the work of Helen Bloodworth to establish a synergetic relationship that continues to be highly valued.

Attorney Rees M. Sumerford, chairman of the Foundation at the time of Dr. Teel’s retirement, wrote in his letter of June

## STUDENT PROFILE: TEEL RUFNER

## A Granddaughter's Perspective

"My grandfather retired from the College before I was born," Teel Ruffner recalls, "but I remember going to the ceremony at the College for the unveiling of his portrait when I was in elementary school. After that, I always understood the campus was there, but I had no reason to visit."

A freshman at the College this year, Teel originally expected she would go away to school. "In high school, I wanted to leave town. Then, in my senior year, I decided it would be more responsible to start here – at my local college. I knew I would get the help I might need to make good grades and good decisions."

Teel grew up on St. Simons Island, the same island where her grandparents built their

retirement retreat adjacent to a golf course he enjoys playing and not far from the tennis courts her grandmother still frequents weekly. Teel enjoys playing tennis as well.

She describes herself as shy, "At first. But I love to be surrounded by a lot of different people." That's one of the changes she notes about the College. "Prior to this year, it was mostly local people and students from the surrounding counties. Now, there are really a lot of people from different places. And with new people, new traditions will be created."

Other changes Teel points out are the four-year baccalaureate programs and the campus construction. "Even the roads are being changed – drastically. And it's exciting to see the new buildings going up."

As for herself, Teel hasn't yet selected a major. She cites Psychology as her favorite class, currently, and is considering becoming a dental hygienist. "My hope is to find a profession I truly enjoy, something in which I can be successful. But I also want to make a positive impact in my world, playing a role in people's lives."

Teel's positive attitude and desire to make a difference for the better assure her family's legacy will continue.

4, 1990, "Through the Foundation I have become aware of the tremendous contributions the College has made not only as an institution of higher learning but as a vital element in the economic growth of the community."

The College reflected community constituency and stability during a period known nationally for campus turmoil and social discord. According to a *Brunswick News* article dated March 14, 1970, Brunswick [Junior] College had one of the highest black enrollments in the state at that time. The newspaper's community life writer, Carolyn O'Quinn, recapped Dr. Teel's tenure in a June 28, 1990 article, referencing the comparative quiet of this campus during the late sixties and mid seventies. She noted Dr. Teel's appreciation for the students' civility.

### Standards of Excellence

The quality of education students obtained from the College remains Dr. Teel's proudest achievement. "The faculty has always been academically outstanding. We had one of the largest percentages of doctorates on faculty of any two-year school. Our students often scored higher on the Regents Test than the students of The University of Georgia, the flagship of the state university system."

Charles B. Knapp, former president of The University of Georgia, noted in his letter dated May 3, 1990:

"Under your leadership, Brunswick College has attracted an excellent student body and faculty. Students coming to The University of Georgia from Brunswick College are well-prepared

and provide evidence of the strength of your institution."

Dr. Teel believed so strongly in the quality of the education the students received at the College that he bristled when the Board of Regents voted to incorporate "junior" into the name of all two-year colleges in the university system. "There wasn't anything





Dr. and Mrs. Teel built a retirement retreat on St. Simons Island where they continue to reside, graciously surrounded by family antiques, photographs, College memorabilia, and happy memories.

diminutive in what we were doing. We prepared students for academic success in whatever they pursued, wherever they went to continue their education.”

To prove his point, Dr. Teel agreed to serve on the University System’s transfer of credit committee, becoming chair in 1980. The committee successfully developed a core curriculum that could be transferred from any accredited two-year college in the University System of Georgia to the state’s four-year institutions.

Dr. Teel still prizes the plaque he received, “In recognition of 10 years of dedicated service as Chairman of the Administrative Committee on Transfer of Credit. Thousands of students transferring among University System institutions have benefitted from his vision and leadership.”

The concept of the Brunswick Center was born in 1986, a collaborative effort enabling Brunswick College students to complete four-year degrees on campus through Savannah State, Armstrong, and Georgia Southern. It was also during Dr. Teel’s tenure that classes were first offered in Camden County, on the Kings Bay military base in 1983, the forerunner for the development of the Camden Center.

Willou Smith, the representative for District 156 in the Georgia House at the time of Dr. Teel’s retirement, wrote in her letter dated April 26, 1990, “Under your leadership, Brunswick College has grown and prospered into the great learning institution that it is today and, as a result, our area students no longer have to travel to other parts of Georgia to receive superlative classroom instruction.”

### **Campus Life for Commuting Students**

Student life and cohesiveness concerned Dr. Teel as much as academics. Sailing on the campus lake was included in physical education. After the demise of Buccaneers basketball due to lack of student support, the program was reinstated in fall 1982 – including women’s basketball – as the Mariners, with Gerald Cox

as coach. “He was the best college coach in Georgia at the time,” Dr. Teel recalled, “and that’s what I wanted if we were going to have intercollegiate basketball. The best. New uniforms, new identity, new student enthusiasm.”


Although the performing arts were not included in the curriculum, they were encouraged on campus through extra-curricular programs such as the Performing Arts Club. Students staged theatre standards, including Noel Coward’s “Blithe Spirit,” Shakespearean productions, and even created an on-campus dinner theatre during the mid-1980s.

### **A Family History of Educators**

In a statement issued by H. Dean Propst, Chancellor of the Board of Regents of the University System of Georgia at the time of Dr. Teel’s retirement: “As John Teel looks back over his distinguished career, he can do so with a sense of fulfillment... Others who lead this College will bring to it their own special skills and their own accomplishments – perhaps even change. The future of the College, however, is bright because John Teel has been a true and good steward.”

Dr. Teel’s background was firmly rooted in education and stewardship. His father was a high school principal. His mother taught English. His wife, Frances, has a master’s in business education and taught both high school and college courses. Dr. Teel began teaching in 1949. Three years later, he was the youngest high school principal in Georgia (Manor High School, Ware County). After earning his doctorate in education administration at George Peabody College in 1956, he joined the faculty of Georgia Southwestern. In 1968 he was selected to succeed Earl Hargett, first president of the College (1964-68), after Hargett resigned to pursue his doctorate.

For the Teel family, the College is a multi-generational experience. All of Dr. and Mrs. Teel’s children took classes at the College. Son John earned B.S. and M.S. degrees in computer science and mathematics at The University of Georgia and worked in the aerospace industry. Daughters Gwen and Susan became elementary school teachers. Family involvement continues, with granddaughter Teel Ruffner currently taking courses at the College of Coastal Georgia.

Dr. Teel retired in 1990 after serving the College for 22 years and as the senior president in the University System of Georgia. Following the announcement, letters of admiration were posted from all over the state – from presidents of the schools in the University System of Georgia; USG chancellors (Dr. Teel worked for three different chancellors during his tenure); community members such as Albert Fendig, Jr. and Dr. John H. Law; grateful alumni; Georgia governors, including Lester Maddox; Congressman Bo Ginn; Senator Sam Nunn; and former U.S. President Jimmy Carter. But perhaps Chancellor Propst best summarized Dr. Teel’s impact when he wrote, “Your leadership at Brunswick College has set the standard for all those who will follow you as president. Your legacy to the College will stand the test of time. You have built the foundation upon which the College’s future success will be assured.” 

# Taking the Pulse of the Business Community

“**W**hat’s the prognosis, doctor?”

Not a question you expect to hear at a Chamber of Commerce meeting. But the doctors responding are not from the medical profession: Ph.D., not M.D., specialists in economics, public affairs, business management, and statistical analysis, ably assisted by an energetic undergraduate intent on excelling.

If the patient is a business, organization or community in the southeast, the doctors on call are Dr. Craig S. Fleisher and Dr. Don Mathews. And the student assistants come from the Business Administration baccalaureate program of the College of Coastal Georgia. The combination of community interaction and experiential learning makes sound business sense.

The published report, *Pulse of Camden 2010*, co-authored by Drs. Fleisher, Mathews, and business student Jessin Oueslati, is a prime example of the research and analysis the School of Business and Public Affairs can provide.

*Pulse of Camden* is the first-of-its-kind study of business owners conducted for Camden County and is based on empirical data, not anecdotes. The report included the cities of Kingsland, St. Marys, Woodbine, and other unincorporated communities within the county. During June and July 2010, the county’s organizational executives, small and medium-sized business owners – all licensed businesses in Camden – were surveyed for their perspectives on local economic optimism, cost of goods sold, sales and profit expectations, employment, investment, critical issues affecting Camden business, and the programs and services in highest demand.

“There was a lack of hard data about how Camden was doing,” Dr. Fleisher explained. “The information is critical for prospective businesses who might locate in Camden, as well as for established businesses considering expansion. The first printing of the report

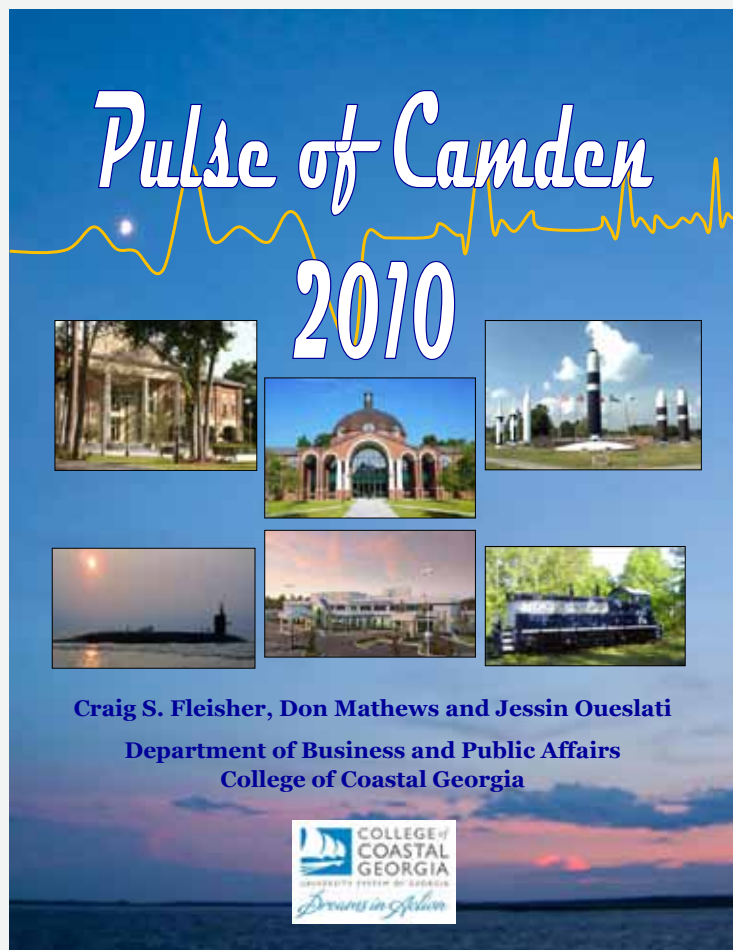
was gone within the first week of release. A second printing is in process and it is available online through the Camden County Chamber of Commerce and the Joint Development Authority websites.

“Part of the business school’s mission is to work with the community,” he continued. “We can offer an expertise not previously available locally. We competed for the Camden research contract with other schools and economic analysis consultancy groups. The College of Coastal Georgia could offer credibility, product deliverability, and most importantly, shared objectives. We were as interested in the data as they were.

“Because of our Camden Center, the College was uniquely positioned within the county to do this type of project. That positioning included not just bricks and mortar, but a student body of over 900 already-engaged students and a series of service-learning projects based in Camden County for the American Red Cross, Habitat of Humanity, the Humane Society, Isaiah 6:8 Missions, and St. Marys Kiwanis. During spring 2010, student teams from the Environment of Business course

volunteered to assist these organizations with projects ranging from planning events to setting up data bases, websites, and social networks,” Dr. Fleisher explained. “The research project broadens the nature of our interaction in the Camden community. But this is what colleges are supposed to do – collaborate with their communities. Post-secondary institutions’ contributions are critical to their communities’ success.”

“The *Pulse of Camden* project was gratifying for many reasons,” Dr. Mathews added. “It was gratifying – and a lot of fun – to work with the community of Camden County and Craig and Jessin on the project. The finished product is solid, and it was a team effort. Even more gratifying is that the project exemplifies



**Craig S. Fleisher, Don Mathews and Jessin Oueslati**  
**Department of Business and Public Affairs**  
**College of Coastal Georgia**

# From Camden to the Classroom

Dani Siekkinen doesn't need a crystal ball to look into the future. Instead, her vision is a classroom scene.

"A young teacher smiles to her classroom full of anxious students. She is unsure of how the year will progress, just as they are hesitant of their new teacher. This is a common picture that has played out in classrooms the first day of school for many years," Dani explains. "The creativity, willingness to learn, and patient attitude of the teacher will help those students feel comfortable in the classroom. These are personal attributes I feel are vital to the teaching profession. One day I hope to be that teacher, smiling at my students and helping them learn."

With that vision, Dani's major in Early Childhood Education is no surprise. "Throughout my life, I've held education in high regard. My mother and father have always taught me that education is central in the world today. When I reached middle school, my father became a middle school teacher and my educational goals grew. I went from having my dad only around when he wasn't out to sea to being around me every day at school. His transition helped form the educational views I have today."

Growing up in a military family, her dream also has a unique twist: to not only become an elementary school principal, but to also teach overseas for the Department of Defense.



Dani is involved in much more than her course work in the School of Education and Teacher Preparation. She serves as the student representative on the Faculty Senate Advisement Committee. She is active in the Student Government Association and was appointed Camden Vice Chairman of the College Programming Board. She participates in the International Association, relevant not only to international students, but also to students interested in traveling to other countries and learning about other cultures.

Dani has made Dean's List every semester. Her academic record qualified her for Phi Theta Kappa, a national academic honor society and service organization. And her combination of leadership and scholarship led to her selection as a College Foundation scholarship winner – the recipient of the Henry and Julia Rose Endowment Scholarship, awarded in recognition of high achievement and leadership skills.

Off campus, she volunteers with the Humane Society and with Habitat for Humanity, as well as teaches church Sunday school.

Dani, whose hometown is St. Marys in Camden County, Georgia, originally chose the College of Coastal Georgia because of affordability. "But after a semester, I discovered that I loved many aspects of it: the small classroom sizes, the opportunities for work, and especially the student life – all opened up a great environment for me to learn and grow." 📖

what the 'new' College of Coastal Georgia is all about. The new College of Coastal Georgia is engaged: engaged in our community and the world. We want to be a big part of our community, and we want our community to be a big part of us. And when I say 'we,' I mean the whole College, especially students. College of Coastal Georgia students are going to be engaged in their community. That is part of our mission, and we take our mission very seriously."

## Applied Education

For Oueslati, the project was the capstone of his undergraduate experience: "I felt honored to be part of this vital project to Camden County businesses and for the College of Coastal

Georgia. Working with both Dr. Fleisher and Dr. Mathews was very rewarding. They were both supportive in giving me an insight in the 'real business world' outside of the regular class room settings. I was fortunate enough to be able to apply valuable learning that I have gained so far in the BBA program."

"Jessin is a great student," Dr. Fleisher commented, "and this exposed him to determining business needs as well as planned research. Projects such as *Pulse of Camden* develop a better understanding of what organizations need. In this case, it was not only applied research, but also transfer of knowledge. Jessin took the lead in developing an electronic version of the survey, which included research and data collection by web. He created the database."



(Left to right) Dr. Don Mathews, Dr. Craig Fleisher, Christine Daniel, Camden County Chamber of Commerce President, senior Jessin Oueslati, and David Keating, Camden County Joint Development Authority Executive Director, take a photo break after presenting the Camden research results to the local business community.

The project represents portable, valuable skills to Oueslati. “I gained the skill set necessary to generate an online survey and to report the data once it was gathered. I completed a vast amount of secondary research on various topics, such as economic and employment conditions and outlooks critical in supporting or extending our findings. The experience afforded me the opportunity to present the final results of the report with Dr. Fleisher and Dr. Mathews at Camden Center to over 70 business leaders, policy makers, city and county officials, and members of the media in the Camden County area. This benefited me by increasing my confidence to communicate and present ideas to a large, important audience.”

Dr. Mathews agreed. “One of the most important – and most difficult – tasks of a college is to help students recognize that what they learn in the classroom is not separate from the real world, it **is** the real world. The literature they learn, the math they learn, the economics they learn – it’s all part of trying to better understand the human experience. But to appreciate that, students must see it for themselves. That’s what makes projects such as the *Pulse of Camden* so valuable. In the *Pulse of Camden* project, Jessin saw for himself that there is no separating the classroom from the real world.”

“This is a prime example of successful interactive learning,” Dr. Fleisher concluded, “illustrating the practical use of a business education. And it will also distinguish Jessin from his peers in graduate school. Jessin is a fourth-year business student who has already co-authored a published study with two of his professors. That combination would be hard for other undergraduate students to match.”

“Having my name attached to the project has made me a published author, which I believe will be uniquely helpful in my portfolio for when I apply for an MBA or even a Doctorate later on,”

---

“Projects such as *Pulse of Camden* develop a better understanding of what organizations need. In this case, it was not only applied research, but also transfer of knowledge.”

-Dr. Craig Fleisher,  
Dean, School of Business and Public Affairs

---

Oueslati concurred. “In the College BBA program, almost every class has extensive, real-world research projects that will already differentiate our students from those at most other university’s business schools. However, with the *Pulse of Camden* project I was able to partake in a unique, work-related experience that will differentiate me even more. I will be able to use this experience to tangibly demonstrate my knowledge and skills gained apart from my academic studies. This will also demonstrate my hard work, determination, and more so, the trust and belief given to me by my professors and the College to take on such a task. Furthermore, the exposure I gained and the contacts I made during the course of the project will also be advantageous to me in my upcoming pursuit of a graduate degree.”

“When we set up the BBA program, we made a commitment to our second-year students to provide research projects for not-for-profits, and to our third- and fourth-year students, to send them into the community to work directly with local businesses, large and small – study them, compare them to similar industry types, share with them. Internships are required. Our students can provide management assessments and reviews. They can do market research projects, including focus groups, so a business can better understand the market and the customers.” Dr. Fleisher reiterated, “At Coastal Georgia, our Business Administration program is not just lectures and text books – it is applying knowledge in real world situations.”



The Camden Center of the College of Coastal Georgia is located in Kingsland. Completed in 2004, the 89,000-square-foot facility includes classrooms, science labs, auditorium, library/learning center, and a teaching kitchen for the Culinary Arts program.

## About the Authors

---

### Dr. Craig Fleisher

Dr. Craig S. Fleisher is Dean of the School of Business and Public Affairs and Professor of Management of the College of Coastal Georgia. He is also Docent, Business Information Management, Tampere University of Technology, Finland as well as a member of the Executive MScom graduate faculty at Università della Svizzera italiana in Switzerland. A former MBA director, dean, area head, and endowed research chair, he is or has been a member of university faculties in Australia, Canada, New Zealand, South Africa, and the United Kingdom. He also has personal business experience in mortgage banking management, real property appraisal, and consulting.



A recognized global expert who has helped many leading multinational companies and institutions, Fleisher is former president of the international association of Strategic and Competitive Intelligence Professionals (SCIP), inaugural chair of the Competitive Intelligence Foundation, and president of a national public affairs association.

### Dr. Don Mathews

Dr. Don Mathews is Professor of Economics, School of Business and Public Affairs of the College of Coastal Georgia. He teaches a variety of economics courses in the pre-business and BBA programs at the College, including Macroeconomics, Money and Financial Markets, Global Business and Economy, Managerial Economics, as well as several other intermediate-level economics courses.



Mathews has authored more than 30 published articles and essays. His work has appeared in both professional economics journals and general audience venues. Though most of his publications have been in the area of empirical microeconomics, his current research is in the history of economic thought.

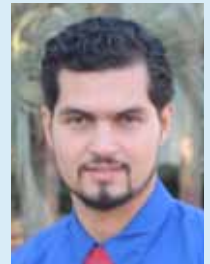
### Returning to Camden

The plan is to return and help Camden reach the next level, according to Dr. Fleisher. “Ideally, there should be annual follow up to leverage the data gathering. We state in the report that we intend to do this again next year, in part to gauge the impact of market instability during the period we were gathering data. In times of economic uncertainty, trend analysis is even more critical to the decision-making process for business. I’d like to think we – the College and Camden County – will be improving together over the coming years. Success goes hand-in-hand with collaboration. I actually came to Coastal Georgia so I would have opportunities such as this to make a difference. We’ll be actively

Recognized as the preeminent expert on this area’s economics, Dr. Mathews participates annually as an expert speaker for the region of southeast Georgia in the annual economic outlook meetings organized by the Terry College of Business of The University of Georgia.

### Jessin Oueslati

Jessin Oueslati is a senior-year student and undergraduate research assistant in the School of Business and Public Affairs. He has already completed an associate’s degree and, post graduation, plans to obtain a Ph.D. in International Business Affairs.



An international student at Coastal Georgia, Oueslati is from Freiburg, Germany. He played soccer internationally and remains passionate about the sport. He is equally passionate, however, about the world of business, seeking opportunities to utilize his experiences and skills, including speaking proficiency in multiple languages.

Oueslati has won multiple awards and College Foundation scholarships for his academic work and campus leadership. He is active in the Student Government Association, Minority Academic and Social Development Association, Phi Theta Kappa academic honorary, the International Association, and Torchbearers. He is president of the Business Student Society and co-authored *Pulse of Camden 2010* with Drs. Fleisher and Mathews. He describes co-authoring *Pulse of Camden 2010* as “an exceptional opportunity.” Oueslati is head coach of the Soccer Club and also plays intramural volleyball and dodge ball.

In explaining why he chose the College of Coastal Georgia, Oueslati notes, “I had heard about the College from my relatives before transferring from Virginia to Brunswick. When I learned Coastal Georgia was transforming into a four-year college and offering a BBA degree, I wanted to be part of the changes, experiments, challenges, and constantly-progressing development of the College. I wanted to be one of the first graduates with a BBA from Coastal Georgia.”

seeking more of these projects throughout the region.”

Oueslati heartily recommends the experience to other Business Administration students and to prospective business students considering the College. “The project offers a once-in-a-lifetime experience to excel and gain knowledge that one would otherwise not receive. Working with exceptional individuals, such as our faculty and prominent members of the community, grants students like me the ability to advance in their academic, occupational, and life goals. The College of Coastal Georgia School of Business and Public Affairs is committed to creating and preparing excellent business leaders with projects such as *Pulse of Camden*.” [📄](#)

# A New “First” Every Day

Coastal Georgia Athletic Department Grows with the College

At 50, a lot of people start to think about retirement, about slowing down and taking it easy. The only “firsts” they are contemplating are their first knee replacement, their first AARP membership card, or their first senior coffee at McDonald’s.

Coastal Georgia turns 50 next year, but instead of slowing down, the College seems to be setting a new speed record every day. The campus doesn’t even look the same in the evening as it did in the morning.

In athletics, that frenetic pace is keeping Dr. William “Bee” Carlton, Coastal Georgia’s Director of Athletics, and Vanessa Bell, administrative assistant for the athletic department, very busy. Six Coastal Georgia teams are playing four sports this year, and in the next three or four years, seven more teams are expected to compete for the first time.

Dr. Carlton recognizes the immensity of the challenges: “As the Athletic Director, the mission is to be sure that we get all of our athletic programs off the ground, to make sure that we have recruited outstanding student athletes, and to make sure that they get the best possible experience that they can have.” Building first-class facilities for training and competing is also going to be necessary, Carlton explained, in order to create an athletic program that will make both the College and the community proud.



Jack and Mary Dinos stand with Dinos Scholarship recipient Christian Ligon, golf coach Mike Cook, and Dinos scholarship recipient Dylan Freeman on Sea Island Resort’s Seaside course.



**COASTAL GEORGIA**  
**Coming to Campus**  
**2011-2012**  
Women’s Basketball  
Women’s Volleyball  
Men’s and Women’s Cross Country

**2012-2013**  
Men’s Soccer  
Women’s Soccer

**2013-2014**  
Baseball

Bell added that it was very important to have good coaching. With a perspective that can only be gained through years of service in the athletic department, she explained what makes a good coach. He or she is “someone who can be student friendly and who has the best interests of the student at heart—academically and on the courts or fields.” A good coach, she said, makes him- or herself available to the students and can also be the disciplinarian who keeps them on the right track.

Mike Cook brings a high level of energy, excitement, and encouragement to his job as Coastal Georgia’s golf coach.

With its weather and access to premier golf courses, Southeast Georgia is one of the nation’s top recruiting states in golf. Having so much talent practically in his backyard has made recruiting much easier.

“All of our golfers were elite players on their high school teams,” Cook noted. Coach Cook added that the whole team had played junior golf competitively and carried minor handicaps. Yet only one of them, Shiloh Snow, has ever played in a college tournament. “We are all freshmen, with the exception of Snow,” Cook quipped.

Coach Cook’s goal is for the men and women on Coastal Georgia’s golf team to qualify for the NJCAA National Golf Tournament in May of 2011. He has told the team that he would like to see their scores improve from fall to spring and that he



Left: Glynn Academy graduate Victoria Holliday is a freshman on the women's tennis team.



Right: Sophomores Ernest Fuller, Jaren Harris, Eric Martin, and Tray Pearce model the Mariners' new basketball uniforms.



Freshman Buster Walker, from Williston, S.C., lines up a free throw as the Coastal Georgia student section looks on.

expects them to work hard on their games over the winter.

Cook says that his mission is to develop one of the finest men's and women's golf programs around, "one that talented athletes choose over an NCAA Division I school."

Coach Cook says that the potential for Coastal Georgia and the community is great. "I have been getting tremendous support locally and even statewide," he mentioned. "I get email from all over the world from kids interested in our program, and it has existed for only nine months now."

Cook believes that the construction on campus is tremendous, noting, "President Hepburn will put us on the map – already has – and will get us where we need to be."

Tennis interim coach Reinaldo Valor is ready to accept the many challenges of building a team from the ground up. These challenges include "waiting on the state-of-the-art tennis facility,

which was just recently completed, and the residence halls to be completed by August." He sees the challenges in a positive light. "Situations like these are things that will make this team stronger, bring them together, and make them appreciate when the facilities finally come together," stated Valor.

Coach Valor has been working with college athletes for the past six years. He isn't going to get rich, coaching college athletes, but he said the satisfaction he gets from helping a student advance to the next level is great compensation.

Looking at the prospects for the 2010-11 team, Valor acknowledged that the team is young, but he believes the team is still going to be solid. 📧

*This story was written by Ivory Pitts, a student at the College of Coastal Georgia, adapted from a feature that originally appeared in the Mariner's Log.*

# Sand Traps, Not Sand Dunes

Chase Miller relishes the warm weather of coastal Georgia, but when he talks about sand, he's referencing traps on the golf course, not dunes on the beach. Miller is one of the 12 students – 8 men, 4 women – who make up the roster of the inaugural intercollegiate Mariners golf team.

In their first outing of the fall 2010 season, the men played in the Darton College Invitational at Albany, Georgia. The home team, Darton, won the tournament, but the College of Coastal Georgia placed a highly-respectable second, with Miller finishing third place in the individual competition. His final-round score of 70 was the lowest round over the two days of the 10-team event.

Winner of the Region 7-AAAA individual title in 2010, Miller describes his playing style as “grip it and rip it.” Golf Coach Mike Cook appreciates Miller's long drive, aggressive style, and strength, noting that he's “probably the longest ball-striker on the team” when interviewed by a local sports reporter in July. Miller himself hopes that he's demonstrating leadership and playing consistently to support his teammates, as well as making sure they have fun out on the course. “I like to make them smile,” he admits.

Miller first picked up clubs – plastic ones – when he was four years old. “Everyone in my family plays golf, except my mom. With three older brothers, we have regular family grudge matches.”


He credits his father, Clay Miller, with being his most influential teacher and role model. “He taught me the things I need to know about golf, about life, and about being a gentleman. He's always said it was important to play with integrity, win or lose.” He laughs about the time his father decided to lock his clubs up for a month in the garage. “I

was in wrap-the-club-around-a-tree mode and my dad said, “You need an attitude adjustment, son.” Even today, if Miller isn't hitting the ball true to form, he has his father check his stance, grip, and swing to make the needed adjustments.

Miller appreciates the recent gift of PGA touring pro Matt Kuchar, who donated \$50,000 of his 2010 Ryder Cup money to the College as part of the PGA Play Golf America university program, designed to teach and encourage college students to play golf. “I've always admired him as a golfer and followed his career at Georgia Tech. I hope I get to meet him some day and personally thank him.”

In addition to golf, Miller enjoys campus intramurals (dodgeball this year; hopefully flag football next year) and rooting for the Mariners basketball team. He'd like to become active in a leadership role with the Fellowship for Christian Athletes. And when not practicing, playing or studying, he hangs out with his roommates, Zac Coquerille, his best friend since 7th grade, and Dylan Freeman. “I'm just a fun-loving, good Christian guy. I work hard, but I also like to play hard.”

It was a campus visit that inspired Miller to choose the College of Coastal Georgia. “I toured the College, then had the opportunity to play the Seaside course on St. Simon Island. It was love at first strike.” Seaside hole #13 with its views of the St. Simons Sound is his favorite hole, but his hometown course, The Farm in Dalton, Georgia, still holds first place for play.

Miller's dream is to play professionally on the PGA tour, but he has a back-up plan. Because of his background and his interest in community service, he would pursue becoming a youth minister or counselor. 



# The Book Born from a Student Conversation

A conversation with undergraduate student Nathan Clendenin became the catalyst for a jointly authored book by Dr. Carla Bluhm.

“We were enjoying this intense discussion about identity – how individuals define their identity, how it is initially formed and shaped,” she explains. “We began to push beyond gender and physical attributes towards factors that stimulate a change in identity, such as rhinoplasty and cosmetic surgery, severe disfigurement and most importantly, face transplantation. We wondered what was available on the impact of a facial transplantation on self identity. We couldn’t find academic articles other than discussions of medical ethics. So we began our research.”

During a joint presentation with Clendenin on face transplantation and identity at the American Psychological Association during 2007, Dr. Bluhm noticed a woman furiously scribbling notes. “I learned it was Debbie Carvalko, a senior acquisitions editor with Praeger Publishers. Nathan and I followed up with a book proposal and nine months of fast and furious work later, *Someone Else’s Face in the Mirror* was on the press.”

At the time, Dr. Bluhm, a developmental psychologist, was Visiting Assistant Professor at Allegheny College in Pennsylvania. She is now Assistant Professor of Psychology, School of Arts, Humanities and Social Sciences of the College of Coastal Georgia. Clendenin, then an undergraduate student at Allegheny, is now a Ph.D. student in English Education at Columbia University Teachers College.

Collaboration with students is an important component of her teaching philosophy. “I believe strongly in providing meaningful opportunities for students in collaborative research settings,” she stresses, “as well as developing and promoting off-campus engaging activities such as internships and service learning within the community.

“It is also imperative for instructors to stay current,” she maintains. “Over the past few years, I’ve been incorporating an array of new media into my classroom experiences, including Twitter, podcasting, and even taking students on field trips into ‘virtual lands.’ I have a tradition of writing and delivering conference papers along side with the very students who are using these innovative teaching approaches.”



Dr. Bluhm notes that she is currently working with a team of Coastal Georgia students who are preparing a presentation on the topic of children’s virtual environments for a national conference. “They build their kingdoms, furnish virtual rooms, and manage their virtual money. We are asking them why they are making their selections and engaging in these activities. In understanding how they view and use the virtual space we can begin to understand what children enjoy, envision, and wish from their environments, perhaps then informing adults how to design more optimal spaces for children to thrive within.”

She is also excited about the organization of a newly-proposed Psychology major with tracks for Human Services, Organizational and Community Leadership, and General Psychology – all with service-learning components and capstone senior projects.

“I came to help grow the campus and build programs and support the school’s mission to innovatively engage students in the classroom,” she explains. “I have previously taught at institutions where they were in similar states of transition, and I felt excited to work with folks here to grow this campus community.”

Receiving her B.A. in Psychology from the University of Massachusetts Amherst, Dr. Bluhm pursued graduate studies at Columbia University Teachers College in New York City. After first completing an M.A., M.Ed. and M.Phil., she culminated with a Ph.D. in Developmental Psychology. Her experience includes assistant or adjunct professorial positions at Allegheny College, Westminster College, the University of Washington, Arizona State University, and the University of Rhode Island.

“I am living in the south for the first time. That kind of makes a full geographic circle for me – New England, New York City, Phoenix, Tacoma, Western Pennsylvania, and coastal Georgia,” she concludes. “There is something comforting and familiar about living on the coast again and I feel at home here though my original home is further north near Cape Cod.”

---

For more information about the book, *Someone Else’s Face in the Mirror*, visit the Praeger website: [www.praeger.com/catalog/C35616.aspx](http://www.praeger.com/catalog/C35616.aspx). Dr. Bluhm continues to share her perspective on the evolution of face transplants via her blog: <http://facetransplantation.blogspot.com/>

# Going Coastal

## New Coastal Ecology Tract Adds Adventure to Class and Labs

One of the advantages to a coastal location is the opportunity to study – not just sunbathe on – the beach.

With the Board of Regents approval of a new Bachelor of Science degree for the College in April 2010 that includes the Coastal Ecology track, students take to the water in kayaks and aboard research vessels for field-directed learning aimed at exploring maritime habitat, barrier island ecology, marsh biodiversity, and even marine mammal genetics. The program is associated with The University of Georgia Marine Extension Service (MAREX), which includes the 73-foot *Georgia Bulldog* research vessel, and Skidaway Institute of Oceanography.

Field trip equipment routinely includes hiking and water-proof boots, sunscreen, and seining nets, according to Dr. Kimberly Pause Tucker, Assistant Professor of Biology for the College of Coastal Georgia School of Mathematics and Natural Sciences.

Citing the unique saltwater marshes in this region, she describes the area as “mostly undeveloped.”

“This is a very particular environment, providing us with the opportunity to learn wonderful things in our own backyard. Our field work ranges from walking trails to understand the various habitats to kayaking through the estuary to understand how a fresh-water river meets the ocean.” Dr. Tucker stresses, however, that field work is about collecting samples and trend analysis, not swimming with dolphins. “First and foremost, we’re scientists. We’re applying physics, chemistry and basic biology to the marine environment.”

As a geneticist, Dr. Tucker is fascinated by the genetic diversity in marine environments, including viral and microbial diversity. “Students will have exciting opportunities for research projects and independent study.

“I’ll be teaching genetics spring semester, which is a required course for all three Biology tracks. It’s the first time it has been

offered on the Coastal Georgia campus. I’m emphasizing a high tech approach to molecular genetics. Instead of fruit flies all over the lab, we’ll be using technology – computers and bio-informatics.”

### The Synergies of Science

Dr. Rebecca Yeomans, Associate Professor of Biology, adds the Altamaha River and Okefenokee Swamp to the list of regional ecosystems worth exploring. Her interest is behavioral ecology, “why animals do what they do,” and her concern is conservation – mitigating the human impact on biodiversity.

“We’re dependent on healthy, functioning systems for the ecosystems services that they provide. We need to understand the benefits of protecting our natural resources and move towards sustainability,” she maintains. “If colleges and universities do not teach and model best management practices, then who will?”

“I consider this program hugely important,” Dr. Yeomans emphasizes. “This is defining problems and then seeking solutions.”

Noting that many of the problems are what leaders in sustainability have defined as “errors in design,” Dr. Yeomans points to research in fields such as bio-mimicry as promising. “Bio-mimicry combines the work of chemists and biologists to find solutions to meeting human needs without further degrading the environment. If nature can make a waterproof leaf without the use of toxic chemicals, humans should be able to manufacture a similar product by copying the structure of nature’s product. Other promising areas are the changes that are being made in industry – changes that are based on imitating nature. One example is manufacturing carpet, an important industry in Georgia and usually a highly toxic process that adds tons of non-biodegradable materials to landfills each year. But



Photo by Colby O'Connor

a former Georgia Tech student, Ray Anderson, was convinced there had to be a better solution and he now produces carpets that don't use toxic materials and can be recycled. Ray Anderson has proved that sustainability can make money, since his company is very profitable.

"All students need environmental literacy – not just ecologists. I'd love to see environmental sciences as part of the core curriculum one day." She concludes, "We want our students to leave Coastal Georgia knowing and caring about the environment. They can make a difference."

### Ecology as a Career

For College Foundation Trustees Susan Shipman and Duane Harris, the Coastal Ecology degree track is a natural extension of the College academic programs, one with local relevance.

"First of all, consider the proximity of the College to this living

the College," Harris adds. "You can't really quantify what it represents. The growth potential is astronomical. People from all over the country will want to enroll here.

"There is no better place in the U.S. to study. You have the unique estuarine environment provided by the Altamaha and Satilla rivers. Right here is one-third of the total coastal marshland left in the eastern U.S. We were the first designated, protected wetlands area in the nation. And we have unbelievable marine research nearby," Harris notes, citing The University of Georgia Marine Extension Service in Brunswick, The University of Georgia Sapelo Marine Institute on Sapelo Island, and the Skidaway Institute of Oceanography in Savannah, which Harris considers to be one of the premier marine research institutes in the U.S.

Harris, who is also a former director of the Coastal Resources Division of the Georgia DNR, just completed two years as



Photos Courtesy of Dr. Rebecca Yeomans

Faculty-led field trips result in interactive, hands-on learning experiences. The coastal location provides an assortment of unique habitats to be explored afloat or on foot, augmented by seasonal migrations and the breeding activities of endangered species along the east coast.

laboratory," Shipman enthuses, "and it's a timely degree because of coastal growth." Noting that the majority of the U.S. population lives within 50 miles of the country's coasts, she points out that Georgia is one of the fastest growing states. "People are migrating to the coast, and also moving to the Sunbelt states. Locally, that's a double whammy. We have a coast that's been undeveloped now being discovered and coveted by developers. We have to manage that growth and protect our irreplaceable resources. Private consultants advising developers must be knowledgeable about coastal processes."

While conservation is an understandable concern of Shipman, a former director of the Coastal Resource Division of the Georgia Department of Natural Resources (DNR), headquartered in Brunswick, she is equally enthusiastic about the impact on the College. "This bolsters the College's offerings in the natural sciences and complements what they already offer. It is increasingly important for American colleges to be competitive in math and the sciences, not just for our local students, but for every student in our country."

"This is the degree I'm most excited about for the future of

chairman of the South Atlantic Fishery Management Council, headquartered in Charleston, South Carolina. The Council, which is under the U.S. Department of Commerce, National Oceanic and Atmospheric Administration (NOAA), develops fishery management plans for species in the area covered from North Carolina to Key West, Florida – from 3 to 200 miles offshore. (Up to three miles offshore is under state jurisdiction.)

"There are eight regional fishery management councils in the nation," Harris explains, "and they determine policy for fishery management – not just for sport fishermen, but for commercial fishing as well." Council members are nominated by their state governor (three per state) and appointed by the U.S. Secretary of Commerce. Harris envisions direct application of Coastal Ecology degrees to public policy work. "We're concerned with fishing laws, stock assessment, harvest issues, climate change. There is increased fishing pressure by sport enthusiasts as well as commercial interests. Over-fishing is becoming a huge concern."

Harris endorses Dr. Yeomans' vision of environmental literacy. "We need educated professionals who are able to effectively communicate, so they can explain the issues clearly and advocate

**Dr. Kimberly Pause Tucker,  
Assistant Professor of Biology,  
School of Mathematics and  
Natural Sciences**

Dr. Kimberly Pause Tucker became interested in science due to hands-on, real-world experiences that captured her imagination, whether nature walks and beach clean ups as a Girl Scout or lab courses as a college student. She is as comfortable with a snorkel and a kayak as she is with bioinformatics in the laboratory.

Dr. Tucker completed her B.S. in Biological Sciences from Florida State University. She then earned her Ph.D. from the University of Florida in the Interdisciplinary Program in Biomedical Sciences, concentrating in genetics. Her dissertation research topic was the conservation genetics of the Florida manatee. Prior to joining the College faculty, Dr. Tucker was a Postdoctoral Fellow at the University of South Florida College of Marine Science in St. Petersburg, researching viral metagenomics.



**Dr. Rebecca Yeomans,  
Associate Professor  
of Biology, School of  
Mathematics and Natural  
Sciences.**

After receiving a B.A. from Emory University, Dr. Yeomans taught science in the Philippines as a member of the U.S. Peace Corps. She has also taught English as a Second Language in Japan. Before returning to graduate school she was Assistant Director of the Oatland Island Education Center in Savannah, an environmental education center with exhibits and education programs focused on Georgia native wildlife. Dr. Yeomans earned her Ph.D. in Ecology, M.S. and B.S. in Zoology from The University of Georgia. “Some of my earliest memories are of nights at Jekyll Island beach, riding on my father’s shoulders as we looked for sea turtles.” Before joining the faculty of the College of Coastal Georgia, she taught biology and environmental science at South Georgia College in Douglas, was a visiting professor at College of Charleston, and taught spring 2005 with *Semester at Sea* on an around-the-world voyage.



**Students as a Resource**

For the current director of the Coastal Resources of the Georgia DNR, Spud Woodward, the best aspect of the new degree will be the students themselves. “Interns seeking on-the-job training are an important resource for our programs, providing valuable assistance.”

In addition to his own division, he noted the likelihood of opportunities at the Environmental Protection Division of the DNR. Their Southeast Regional Office is also headquartered in Brunswick.

“While professional careers in the marine sciences generally require an advanced degree, undergrad experiences provide a diverse perspective – helping students make better choices in terms of graduate studies or employment opportunities.”

Woodward quickly ticks off career possibilities that are neither academic nor government-related: “There’s a whole new generation of fishing, with changes in the seafood industry that include shellfish cultivation, fishery management, and marine species in captivity.”


**Multiple Choices**

Student Ryan Beavers is excited about the Coastal Ecology track. Beavers opted for the College of Coastal Georgia program because of cost: “It allows me to pursue a biology degree without going to a vastly more expensive college.” His interest in biology stems from fascination with marine life – particularly the creatures that live in the ocean’s depths. “It gets bizarre down there. Glowing fish that extend their jaws to swallow prey even larger than the predator. Sharks that have remained much the same since prehistoric times. Eyeless shrimp producing sugars by using the sulfur and heat from hydrothermal vents. It’s like an alien world, with ecosystems different from our own surface environment.”

Beavers finds the classroom material challenging, the professors knowledgeable, and the labs fun. He is still open to what career may follow his Bachelor of Biological Sciences degree, but he says his big hope is to eventually land a job with traveling and/or field work.

As Dr. Tucker points out, the new degree in Biological Sciences prepares students for careers as professional biologists in a variety of fields.

In addition to Coastal Ecology, the Bachelor of Science Degree in Biological Sciences offers two other tracks of study:

- Biological Science Education at the secondary level;
- Pre-professional, for students pursuing careers in medicine, veterinary medicine, dentistry, pharmacy, or physical therapy. 

solutions to the general public. We need an educated public.”

But Harris also sees a more laid-back application for the degree. “Since retiring from the DNR, I do environmental consulting and also run a charter fishing company, Sea Georgia Adventures. Obviously, a coastal ecology background is critical to a local environmental consultant. But you know, you could get this degree and become a boat captain and fishing guide. That’s a pretty good life, if you ask me.”

# Madam President

LaTanya Abbott-Austin to serve as first student-elected president in 20 years

When LaTanya Abbott-Austin was elected president of the College of Coastal Georgia Student Government Association (SGA) this spring, she earned the distinction of being the first student-elected president in 20 years.

“I am honored to be representing our student body as the liaison to the College for addressing student concerns and as an enthusiastic advocate for Dr. Hepburn’s vision of what Coastal Georgia can become,” she stresses. “And I’m on a mission to make sure that every student has the best possible experience. I am excited about the growth – the construction, the diversity in the student body, the new programs. When you look around, you can see all kinds of wonderful things happening here on campus.”

LaTanya is not a typical college student.

“I’m non-traditional, for sure,” she laughs. “After all, I have six grandchildren and years of experience working in corporate America.”

She was spurred to run for office when she heard the rumors and read the newspaper reports of severe budget cuts threatening to de-rail plans for Coastal Georgia to become a four-year college. “There was no way I could stand by and do nothing,” she emphasizes. “It was just too important.”

LaTanya was born in San Diego, California, and has lived in diverse locales such as Hawaii and Italy. “I came from military and I married military. When my father retired in 1974, he opted to return to Brunswick. I started at Brunswick Junior College when I was 17, married my high school sweetheart at 18, and began my family at 19 – a son, followed by twin girls and then my youngest son.

“Unfortunately, like many young mothers, I became a single mom needing to work to support my family,” she continues. “I initially joined the medical profession as a radiology technician, then switched to sales and sales management. I’m the most talkative introvert you’ll ever meet, so selling was a natural fit for me. I began working in retail sales with women’s apparel and Mary Kay cosmetics, subsequently branching out into corporate sales in insurance and then in wireless communications before returning to women’s apparel.

“The unexpected loss of my 29-year-old brother marked a turning point in my life,” LaTanya

explains. “I nursed my baby brother and then my mother during their fatal illnesses. They died within three months of each other. It rocked my world. I realized I needed to do something now. Life is too short. My ‘babies’ were raising babies of their own. It was time for me to finish what I had started all those years ago at Brunswick Junior College.”

So LaTanya enrolled at Coastal Georgia as a Business Administration major. “I hope to couple that with the new psychology program. I’ve always been interested in people, why they do what they do. And I love teaching and nurturing. So I’m thinking about something in higher education – maybe career counseling.”

Her dream is to establish a non-profit organization to prepare people for self-sufficiency and success. “It’s not necessarily an issue of being disadvantaged, but rather ‘miseducated’ – not understanding and taking advantage of all the opportunities available – basically just missing out.”

For now, in addition to her course work, she’s immersed in establishing a solid foundation for student governance, including drafting bylaws for the reorganized SGA constitution. She also serves as an orientation leader and is active in campus organizations such as the International Association, Minority Academic Social Development Association, Business Student Society, “And, of course, the Non-Traditional Students Group,” she laughs. 📖



# The Community as the Classroom

When Dr. Clayton Hurd left the Santa Cruz area of California to begin his baccalaureate studies at Trinity College in Hartford, Connecticut, he felt like a fish out of water. No ocean, for one thing. A distinctly colder climate, for another. But more than anything else, he missed a connection between his classes and the community beyond the Trinity campus. The remedy for his dilemma was volunteering.

“The class work was abstract. As a student, it was hard to ‘know’ abstractly without connections to events and people, to test what I was studying. I didn’t want to be in a campus cocoon. I wanted to feel connected to the rest of the world,” Dr. Hurd explains.

The search for connectivity led him to service work in the city, beginning with a legislative internship on hunger and homelessness for the Connecticut Public Interest Research Group in Hartford. He then served as an outreach and volunteer coordinator for Hartford Food System, a non-profit organization addressing hunger and poverty issues in the city. His growing interest in community-based learning led to a semester abroad in

Ecuador for field-based research assessing the impact of petroleum exploration on Huorani and Shuar indigenous communities in the Ecuadorian Amazon. Along the way, he earned his B.A. with Honors in Area Studies, working with his professors to design a course of study that combined his natural curiosity with his passion for community.

In 1992, Dr. Hurd received a national Thomas J. Watson Traveling Fellowship to research social movements of indigenous people for cultural autonomy. He traveled throughout Ecuador and Guatemala, engaging in comparative school- and community-based research on the application of self-directed bilingual, intercultural curriculum in rural, indigenous schools. “How does a community maintain uniqueness – their shared values and traditions, their language – within the larger context of a globalizing world? How can they keep the past relevant to a new generation?” he asked. Pursuing that research led to a Ph.D. in Cultural Anthropology from the University of California, Santa Cruz.

In all of his career decisions, Dr. Hurd is driven by an ethic of service, and he believes that has been the key to his success.



Dr. Hurd restocks food bank shelves at Brunswick’s southeastern branch of America’s Second Harvest of Coastal Georgia. The Center for Service Learning partners with the food bank, providing students with meaningful service opportunities that range from sorting food and developing food drives to tutoring at Kids’ Café and assisting with administrative duties.

“My service experiences have instilled in me a commitment to diversity, social justice and community-based learning that enhanced my academic ambition, facilitated my ability to work with social change campaigns on a global scale, and provided me with the motivation to seek and successfully obtain a doctoral degree.”

Dr. Hurd’s passion for service-based, experiential learning led him eventually toward a career in higher education and a desire to get students more actively involved in their studies through engagement in community experiences. “In other words, community based, hands on, actively participating,” he explains. “Students move beyond funding and feeding to finding solutions to root causes of society’s problems. This level of service is empowering. It transforms the community as well as the student.”

### Man on a Mission

Convinced through his experience that service-based learning is key to achieving a meaningful life, Dr. Hurd is passionate about integrating service projects with academic course work. “Regardless of students’ choice of studies, regardless of their career decisions, civic engagement – service to the community – can be their personal ethic. The message should be, ‘Yes, you can do well in your career and also do good in the world.’ It is possible.”

Dr. Hurd moved again in 2005, this time to Ft. Collins, Colorado, as the Associate Director of Service-Learning in the Office of Student Leadership, Involvement and Community Engagement (SLiCE) at Colorado State University. Within two years, he was appointed Director of the Office of Service-Learning in The Institute for Learning and Teaching (TILT) at Colorado State.

“When I began at Colorado State, the service-learning initiative was in its last year of grant funding. Thanks to strong institutional support, and to students who saw the benefits of service-based learning, the program successfully transitioned into a fully-supported office within three years.”

When the College of Coastal Georgia Foundation was awarded a \$150,000 grant (\$75,000 annually for two years, beginning July 2010) by the St. Marys United Methodist Church Foundation to fund a campus Center for Service Learning, Dr. Hurd was selected to serve as program director.

“Coming here to the College of Coastal Georgia offers me the career challenge of beginning a program in a new community, and,” he adds with a smile, “returning to the coast.”

His first objectives are to connect with faculty and student organizations on campus and to cultivate partnerships within the community. “Right now, the Center for Service Learning is a concept, not a physical space.”



Photo Courtesy of Clayton Hurd

The International Seafarers’ Center in Brunswick is another service learning partner. Pictured with Dr. Hurd (right) is the 2nd engineer and officer with the Filipino cargo vessel *Camelia Ace*.

Dr. Hurd is encouraged by the community enthusiasm. “The community groups the College already partners with are excited about working as co-educators. They understand they serve as an expanded classroom and the lessons learned are real-life skills. But service learning should also expand into the co-curricular realm, and this requires not just the support of faculty and community partners but the participation and leadership of the College’s students and student organizations.

“My goal is that every Coastal Georgia student experiences at least one service-learning course before

graduating. That will involve coordinating student initiatives and student service projects, developing genuine leadership roles, and creating immersion experiences.”

### What Students Can Expect

The pilot classes starting in the spring 2011 semester will be designed to enhance and expand students’ learning experiences, Dr. Hurd stresses, with opportunities to:

- Explore careers;
- Apply theory and methods to practice;
- Develop skills for life-long learning;
- Take more active ownership of learning;
- Develop problem-solving skills;
- Experience, firsthand, diversity and cross-cultural interaction; and
- Accomplish something meaningful.

“We’re definitely expanding what is defined as service. As a service-learning professional, that’s my aim – to promote models of active and meaningful student learning through a focus on applied, project-based learning, instructor/learner collaboration, student-centered learning, and ethical and critical reflection.

“Dialogue and deliberation are the trademark of service learning,” Dr. Hurd emphasizes, “and this creates a ‘community of learners’ in which individual learning is enhanced through actions undertaken with others and through reflection on that action in the context of increasingly intense and interconnected participation.”

Serving as the first Director of Service Learning at the College of Coastal Georgia is most meaningful to Dr. Hurd, he says, because it allows him to feel he is giving something back for the wonderful experiences he was afforded in his college years. “My undergraduate volunteer and civic engagement experiences defined my professional career, and I am committed to working in university programs that allow students access to these kinds of experiences.” He concludes, “That’s why I’m here.”



# Health Informatics

## A Simple Definition for a Pile of Information

**T**he concept of Health Informatics is simple, according to Dr. Craig Fleisher, Dean of the School of Business and Public Affairs. Information – data gathered day-to-day from all touch points of patient interaction – is analyzed and applied to help health practitioners make better decisions about patient care and service.

“It’s using data to facilitate the business of delivering health care. It’s also what has been missing, according to our research,” Dr. Fleisher explains. “Health care providers haven’t been using the data because it hasn’t been integrated into patient files. Not just between health care practitioners, clinics, hospitals, pharmacies and insurance companies, but even within family groups. Family histories of chronic disease or treatments issues can be critical to understanding the big picture of what’s happening with a patient.

“But at the most basic level, Doctor A needs to know that Doctor B prescribed XYZ and the pharmacist needs to advise that the patient is also taking ABC over the counter – especially if ABC reduces the effectiveness of XYZ.”

The science of Health Informatics includes designing systems to integrate data electronically from history, including from doctor and hospital charts, and then mining the data to recommend the best treatment for that patient. “The information is often out there, and a Health Informatics professional understands what to do with it,” Dr. Fleisher continues. “Using data and information

technology, decisions become multi-dimensional. Conflicts in treatment can be resolved. People are healthier, and so is the business of health care.”

### **A New Baccalaureate Degree in a High-demand Profession**

The field of Health Informatics is relatively new, Dr. Fleisher notes. The College of Coastal Georgia is one of only three schools in the University System of Georgia to offer the baccalaureate degree. The other two are Macon State and Georgia Health Sciences University (formerly the Medical College of Georgia).

“Our research indicates as many as 230 potential openings annually in Health Informatics right here in Georgia, with an average of only 40 graduates per year from the two existing college programs in the state,” Dr. Fleisher concludes. “Health Information technicians frequently lack the degree of education and practical, hands-on experience that our graduates will be able to demonstrate. National studies of baccalaureate-holding Health Informatics professionals confirm robust demand and salary levels.”

Gary Colberg, President and CEO of Southeast Georgia Health System, knows the new degree will be an asset to the health system, the College, and the community as a whole. “Southeast Georgia Health System has been a leader in the HI

“Building on our strong partnership with the College of Coastal Georgia, we look forward to supporting this baccalaureate degree as a clinical site and also by sharing our access to clinical information systems.”

**Gary Colberg**  
*President and CEO*  
*Southeast Georgia Health System*



field, using data to improve quality and reduce medical errors. We were an early adopter of Electronic Medical Records and have continued to advance our use of an enterprise-wide clinical information system to improve patient outcomes and increase efficiency.”

But when Colberg’s team sought professionals with the combined skill sets of both health care and information technology, they came up short. “Not finding such professionals,” Colberg explains, “we have trained clinical staff in information technology, predominantly nurses. We have also trained information technology staff in health care. While these are viable short term strategies, with the increased use and complexity of HI, we see the critical need for professionals trained specifically in HI to support these efforts long term.

“As the use of Electronic Health Records increases for both hospitals and physicians, we see an even greater increase in this need,” Colberg concludes. “There is a national as well as a local shortage of trained HI professionals which must be addressed.”

Dr. W. Douglas Skelton, Director, Coastal Health District 9-1 of the Georgia Department of Community Health, concurs: “As a multi-county health district committed to providing efficient and effective health services, we need data and trained professionals in Health Informatics to assist in data collection and analysis. This is not only a local imperative; it is also a state and nation imperative.”

Having received Board of Regents approval last spring, the College of Coastal Georgia began offering the Bachelor of Science in Health Informatics degree with the fall 2010 term.

### **What Students Can Expect**

According to Dr. Fleisher, Health Informatics majors will study a combination of HI-specific courses, such as Principles of Project Management in Health Care and Decision Support in Health Care, as well as related business courses, such as Business Analysis using Computer Applications and Supply Chain Management. The disciplines underlying the field include not only Health

Care, Computer Science, and Information Science, but also Political Science, Communications, Organizational Theory, Law, and Management.

An important component of the program, he stresses, will be internships with partners such as medical labs, clinics, health departments and agencies, hospitals, payers, and vendors. Dr. Skelton has pledged support for clinical practice sites in the district. So has the Southeast Regional Health System: “Building on our strong partnership with Coastal Georgia, we look forward to supporting this baccalaureate degree as a clinical site and also by sharing our access to clinical information systems,” Colberg confirms. “We anticipate that some of our talented staff who now have deep expertise in the HI field will be interested in participating as preceptors and supporting the educational experience of Coastal Georgia students in the HI program.”

“There are many career paths in this field,” Dr. Fleisher promises. “Graduates will have the expertise to develop, implement, and manage health care data collection and reporting systems. These are the systems that ensure the quality, integrity, availability, security, safety, privacy, and preservation of patient health care information in the new e-health environment. So the career possibilities range from consumer health care advocate to quality improvement manager, from compliance officer to clinical research/trials associate, from educator to revenue cycle manager. They span the spectrum of the health care system. It’s an exciting program at a critical point in health care management and practice.”

# From Brunswick Junior College to the Georgia House

## Coastal Georgia Alumnus Honored by University System of Georgia

When the University System of Georgia Foundation held its sixth annual Regents' Awards for Excellence in Education this spring, the Honorable Roger B. Lane was recognized as an outstanding USG alumnus from the College of Coastal Georgia.

Lane was cited for his accomplishments as an attorney, active civic leader, respected member of the Georgia House of Representatives, and dedicated supporter of the College.

"If it were not for the opportunities presented to me by Brunswick Junior College [now the College of Coastal Georgia], I probably would not have been able to attend college at all," Lane admitted. Raised on a dairy farm in Townsend, Georgia, he graduated from Darien High School in 1964. "After high school, a friend of mine and I attended Auburn University. I was a farm boy overwhelmed by the size of the University and the size of my tuition bill after a quarter there. My friend stayed – he was on scholarship – and I packed my bags and came home to BJC."

### Future Shaped by College-Community Interaction

As a college student, Lane became involved in numerous extracurricular activities, including the Student Government Association. As president of the campus group, he led the fundraising effort to construct new signs marking the College entrances. "Back then, we had a few benches and that was it. So we raised money to construct the signs," Lane explained. Although the lettering has changed to reflect the new name of the College, the signs still stand today.

Initially Lane studied pre-engineering, but interaction with faculty, fellow students and the community changed his career path. He switched majors to Business Administration and began to explore politics at the urging of several community members, including U.S. District Judge Anthony A. Alaimo. "I helped organize the first Young Republicans Club at the College back during the Bo Callaway campaign [for Governor in 1966]," Lane noted.

After graduating in 1967 with an Associate Degree in Business Administration – the year his first child was born – Lane transferred to Georgia State University to obtain his BBA. He recalled the mentorship of the BJC faculty: "Dr. Hugh Garner was a Professor of Business Administration at Brunswick College. Dr. Garner encouraged me to attend Georgia State University's night program so that I could get my degree while also tending to



Hon. Roger B. Lane, Georgia House of Representatives, attended the May 2010 groundbreaking for construction of the new campus student residential complex.

my young family." Lane eventually enrolled at Mercer University to complete his Juris Doctorate.

### From Local Attorney to the Georgia House

Lane established his Brunswick law practice in 1976. Considered one of the nation's leading asbestos product liability experts, he has successfully handled numerous cases and secured compensation for thousands of asbestos victims. He presently serves on the federal Multi-District-Litigation Plaintiffs' Steering Committee for asbestos-related injuries. He and his firm have also handled a broad range of civil matters.

Despite a busy law practice, Lane served as a member of the Glynn County School Board for eight years, and later, as State Court Solicitor for McIntosh County.

In 2004, Lane was elected to the Georgia House of Representatives for District 167, representing Glynn, Long,



Representative Lane, College President Hepburn, and Regent William "Dink" NeSmith celebrate at the 6th annual Regents' Awards for Excellence in Education.

McIntosh, and Wayne counties. With three terms in the General Assembly, Lane serves on the Judiciary, State Institutions and Property, and the Natural Resources and Environment committees. He is secretary of the Code Revision Committee and chairs the powerful State and Congressional Reapportionment Committee, which is charged with overseeing redistricting following the 2010 census. A respected leader of the Republican Party, he has also served as Deputy Whip of the majority caucus.

## Mentorship Comes Full Circle

Now, as a state legislator and advocate for the College, Lane has helped spearhead the transformation of the College and been a trusted advisor to the College leadership. He has encouraged outreach, helped to secure state and local resources for the College, and frequently attends campus events.

His personal experiences at the College shape his perspective and optimism about Coastal Georgia's future: "I am tickled to death about the opportunities that the College of Coastal Georgia will provide our local students as well as those throughout the state of Georgia."

## Alumnus Postscript

Lane lives in Darien with his wife of 43 years, Leigh Ann Eason of Ludowici. They have three children, all graduates of USG schools, and ten granddaughters. A long-time member of the Brunswick-Golden Isles Chamber of Commerce, he is also a founding director of Sapelo National Bank, serving as board chairman for eight years. He has served as a board member for the St. Simons United Methodist Church and as a trustee of the Darien United Methodist Church. [▶](#)

*Written by Elizabeth K. Weatherly, Asst. Vice President for Alumni and Annual Giving. Weatherly is charged with developing the College Alumni Association.*

## STUDENT PROFILE: SAMELIA KING

### King Receives Regent Foundation Scholarship

Samelia King of Brunswick became the first College of Coastal Georgia student to receive a Regents' Foundation Scholarship for the baccalaureate program. Awarded in August, the \$3,654 scholarship covers tuition and fees for the coming year.

"The Regents' Foundation Scholarships enable students who are traditionally underserved by the system and face financial obstacles to attend college to receive assistance in fulfilling their dreams in the form of full tuition and fees. We are thrilled to have the first ever four year Regents' scholarship at Coastal Georgia," stated Regent James A. Bishop, member and former chair of the College Foundation.

Samelia is just such a student. A 2010 graduate of Glynn Academy, she was selected based upon her academic promise. Majoring in Business Administration, Samelia began classes on campus with the fall semester, studying to one day own her own business.

"I chose the College of Coastal Georgia because I can get my BBA without moving away from home. I am the first member of my family to attend college," Samelia explained, "and my whole family has worked hard to help me get here. Some day I want to open a day care center for my mother, who is taking classes toward

a degree in early childhood education. And I want to open a restaurant for my father, who is a wizard at cooking."

The Regents' Foundation Scholarships are funded by proceeds from the Regents' Awards for Excellence in Education, a spring benefit held annually in Atlanta. College of Coastal Georgia Trustees and friends joined the leadership of public higher education in Georgia as the University System of Georgia (USG) Foundation Board of Trustees honored outstanding USG faculty, students, and alumni. The event funds scholarships at all 35 University System campuses. [▶](#)



# Building upon the Foundation

## *Dreams in Action* - The College of Coastal Georgia Foundation

Trustees of the College of Coastal Georgia Foundation have a plan to keep *Dreams in Action*. With the adoption of the Foundation's first strategic plan in fall of 2010, aggressive goals are being set for future efforts to fund scholarships, campus improvements, and faculty programs.

According to Foundation Chairman William F. Torrey, Jr., "Raising resources for the College and its programs is the #1 goal of the Foundation. What we're doing is fusing our new strategic plan with the College master plan."

During 2010, a record number of donors contributed to the annual fund – representing a significant increase over the previous year and attaining the highest donor participation since 2006. Since Dr. Hepburn's arrival two years ago, fundraising has increased from an average of \$500,000 to almost a million dollars annually.

Previous Foundation achievements include funding renovation of the Coffin Building on the Brunswick campus, fundraising for the College of Coastal Georgia Camden Center, and disbursing more than 200 student scholarships. "The Foundation's strategic

plan embraces the accomplishments of the past, while planning for a prosperous future of enrollment growth and campus expansion," Torrey explains. 📄

*Among the key investment targets in the Foundation plan:*

- Continuing to award full or partial scholarships totaling at least 5 percent of enrollment;
- Targeting 10 percent of annual giving for campus programming and student life;
- Securing at least one new named faculty position annually;
- Setting aside at least \$50,000 by 2012 for faculty programs; and
- Raising enough money to ensure that at least 10 percent of giving is targeted to athletics, through a combination of scholarships, facilities, and program support.



### Foundation Mission:

The College of Coastal Georgia Foundation develops resources to support the College in providing quality education. The Foundation also serves as an advocate within the Coastal Georgia community to further the goals of the College.

#### Executive Board

Mr. William Torrey, Chairman  
 Mr. Rees Sumerford, Vice-Chairman  
 Ms. Susan Shipman, Secretary  
 Mr. Wayne Johnson, Treasurer  
 Mr. Ron Maulden,  
 Immediate Past Chairman

#### Ex-Officio

Regent James A. Bishop  
 Mr. C. Tom Saunders  
 Dr. Valerie Hepburn

#### Trustees

Mr. Levi Baisden  
 Mr. Mel Baxter  
 Mr. David Bluestein  
 Mr. Gary Colberg  
 Mr. Fred Coolidge  
 Ms. Laverne Cooper  
 Ms. Pat Cooper  
 Mrs. Emily Davenport  
 Dr. Melvin Deese  
 Mr. Jack Dinos  
 Mr. Bruce Dixon  
 Mrs. Marie Dodd  
 Mr. J. Ashley Dukes

Mr. Ken Farrell  
 Mr. Bill Gross  
 Mr. Duane Harris  
 Mr. Ben Hartman  
 Mr. Mike Hodges  
 Mr. Con Holland  
 Mr. Michael Johnson  
 Mr. Jack Kilgore  
 Ms. Cheri Leavy  
 Mr. Ben Lee  
 Ms. Rebecca Lott  
 Ms. Laura McKinley  
 Mr. Al McKinnon  
 Mr. Randal Morris

Ms. Diana Murphy  
 Mr. Donald Myers  
 Mr. Brian Parks  
 Ms. Connie Patrick  
 Mrs. Kathleen Williamson Russell  
 Ms. Diane Sapp  
 Mr. David Smith  
 Ms. Tricia Smith  
 Ms. Willou Smith  
 Ms. Anita Timmons  
 Ms. Merry Tipton  
 Mr. Lance Turpin  
 Mr. David Zimmerman

# Meet Dr. T

## Investment Banker Turned College Professor

---

**D**r. T. David Reese glows with enthusiasm when describing the impact the transformed College of Coastal Georgia will have on the community.

“I don’t want to sound like a commercial, but this College is one of the most important instruments of economic development available to the community – an extraordinary resource for identifying, developing, and directing the talent of this region. The collaborative efforts and common vision of the College, Federal Law Enforcement Training Center (FLETC), and the hospital provide the catalyst for growth. Factor in the new VA clinic, with the large number of regional veterans it will draw, and its probable expansion – you have the beginnings for a new era of progress and increased prosperity for the region,” he states with confidence.

His confidence is well earned. Dr. Reese has a solid academic background, 15 years of teaching experience, and 15 years of professional experience in various capital markets. Although he moved here from Boston, he grew up in College Park, Georgia. He and his wife returned to Georgia to be closer to family.

His A.B. is from Dartmouth, with a major in Engineering Science and minors in Economics and Mathematics. He earned his M.S. and Ph.D. in Community Economic Development from Southern New Hampshire University. While Dr. Reese has spent time at some of America’s most outstanding educational institutions, he is the first to admit he may not be the “typical” professor.

“While enrolled as a doctoral student, I worked full-time for the Office of the Dean of Students at Boston University. My duties required that my wife and I live in a residence hall with hundreds of undergraduates for five years. So here I am,” he laughs, “a middle-aged African-American and former Wall Street investment banker who spent half of the current decade living side-by-side with hundreds of undergraduate students, most of whom called me ‘Dr. T.’”

“My enjoyment of teaching in part led me to pursue that Ph.D. Since 1994, I have taught both undergraduates and graduate courses, including economics, managerial accounting, financial analysis, financial management, and business development,” he explains.

“My research interests center on credit markets and small business finance and they are informed by my prior professional experiences in finance. I spent more than a decade as an investment banker in New York City. Subsequently, I became involved in the world of economic development. I spent six years helping to start and finance small businesses that employ low- and moderate-income individuals throughout the U.S.



“During those years, I became acquainted with many federal, state, county, and municipal entities that offer a number of well-intentioned-but-poorly-conceived programs to generate jobs and economic opportunities for minorities and/or low- and moderate-income Americans. Many of these programs were designed without the benefit of solid empirical research. That exposure helped me to see the importance of academic research in the public policy arena and I decided I wanted to learn how to do this kind of research.

“So, I had two motivations for pursuing a doctorate: an enjoyment of teaching and a desire to do empirical research that might inform public policy in the field of community economic development.”

Dr. Reese views community economic development as “finding ways to use all the resources available in communities great and small to foster growth and prosperity.” Dr. T asserts, “It’s the only way the U.S. will continue to be a beacon of economic success and a model of social and political cooperation.

“The worst, most troubled community in America still has more assets, more resources than most communities outside of the U.S. It is wrong for us to not take advantage of our resources,” he emphasizes. “I include human resources: America is blessed with a population with a wide array of skills, experiences and perspectives. How do you harness all that energy to achieve a common goal? By sharing a common, clear vision for the future. Then you get all the stakeholders to buy into that vision. That’s when change begins to happen.” [▶](#)



**Advancement Office**  
3700 Altama Avenue  
Brunswick, Georgia 31520  
ccga.edu

NON-PROFIT  
U.S. POSTAGE  
PAID  
BRUNSWICK, GA  
PERMIT NO. 245

**APPLY TODAY!** For questions about admission to the College of Coastal Georgia, or to request an application, contact the office of Admissions at 912.279.5734 or email [admis@ccga.edu](mailto:admis@ccga.edu).

# Calling All Alumni

## Are you ready to reconnect with your College?

If you attended the College of Coastal Georgia, Coastal Georgia Community College, Brunswick College or Brunswick Junior College, reconnect by completing the alumni information form online at [www.ccca.edu/Advancement/Alumni](http://www.ccca.edu/Advancement/Alumni). If you meet or know a former Coastal Georgia or Brunswick [Junior] College student, encourage them to visit the College website alumni page and register.

**For additional information about College of Coastal Georgia alumni, contact the Advancement Office, 912.279.5702 or email [alumni@ccga.edu](mailto:alumni@ccga.edu).**

