

KENNESAW STATE UNIVERSITY ORAL HISTORY PROJECT

INTERVIEW WITH KEISHA L. HOERRNER

CONDUCTED BY THOMAS A. SCOTT

for the

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Interview with Keisha L. Hoerrner  
Conducted, edited, and indexed by Thomas A. Scott  
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Location: CETL House, Kennesaw State University

TS: Today I'm interviewing Keisha Hoerrner, who received the Preston Award in 2009. Keisha, why don't we just begin by asking you about your background—where you grew up and went to school and things like that.

KH: I was actually born and raised in Cobb County. I was born in Kennestone Hospital and completed my undergraduate degree at Kennesaw State College. I graduated with a communication degree in 1989 and was fortunate to receive both my master's and my Ph.D. in mass communication from the University of Georgia. In 1998 my husband and I moved to Baton Rouge, Louisiana, and I joined the faculty of the Manship School of Mass Communication at Louisiana State University. We had an incredible time in southern Louisiana, but our first child was born in 2000, and we wanted to move home to Georgia, so he could be raised closer to his family. Both my husband and I are only children, and so at the time Chase was the only grandchild and was quite a sought after grandchild.

TS: Chase?

KH: Chase is our oldest son.

TS: What's your husband's name?

KH: Mark. I was so blessed to be able to get a position in the department of Communication at my alma mater.

TS: What year was that?

KH: I actually joined the faculty in August of 2000 and received tenure and was promoted to associate professor in 2004. It was at that time that I decided to move into administration with the goal of assisting greater numbers of students at Kennesaw State. I really loved working with the Communication majors and had a tremendous opportunity to teach courses that I loved in my discipline, but I felt I could make a greater impact at the University if I worked with greater numbers of students than just a specific major. I joined the department of University Studies at the time. Of course, there was no first-year program and there was no University College. There was just this very . . .

TS: That was just right before we got the University College, wasn't it?

KH: It was; it literally was just a few months before all of that developed. But at the time we just had this very unique department of University Studies, and I was able to transfer

from Communication to University Studies and took on the role of Learning Communities Director.

TS: That was immediately when you went over there?

KH: Yes, in 2004.

TS: That's what you went over there to do?

KH: That was what I transferred over to do and began to teach first-year students. As you mentioned, that's when the university decided to develop University College. A couple of years after that, Dean [Ralph J.] Rascati was named dean of the college. He, working in concert with Becky Casey, who is chair of University Studies, decided to split the department into two, and he asked me to take on the role of interim department chair for the new department that was called First-Year Programs.

TS: That was 2006?

KH: We were planning the split in 2006; we physically split in the fall of 2007.

TS: Okay, so you've been doing it for two years then.

KH: Yes. And I served as interim chair and then applied and was named permanent chair in February or March of 2008.

TS: Not too long ago.

KH: There are days when it seems like a very, very long time, and other days where it just seems like yesterday.

TS: Okay, well, we've covered the waterfront now. Why don't we go back and since you—where did you go to high school by the way?

KH: South Cobb High School.

TS: Okay, so Roy Barnes' high school.

KH: Oh really?

TS: You didn't know that?

KH: I did not know that, no.

TS: He graduated from South Cobb back in the late 1960s.

KH: Oh my gracious. Well, I hope he had a better experience.

TS: Oh no.

KH: I loved my undergraduate years at Kennesaw State. I'm not sure that I can say the same thing about my high school years.

TS: Well, since you did go to Kennesaw, let's talk about that a little bit. Let's see, you must have enrolled here about '85, I guess.

KH: Actually I began as a joint enrollment student in the fall of 1986, and I graduated in December of 1989.

TS: So that's just a little bit over three years to get through.

KH: For some reason I decided that I needed to take an overload every quarter, and I took summer courses. I have no idea why I was trying so hard to complete my degree because, of course, when I got out in the "real world" and realized that it was not all what I thought it might be, I really wanted to go back to school. So I do actually encourage my students now to create a four-year plan. Obviously, we don't want you here for an extended period of time, but really enjoy it because it is such a protected time in your life.

TS: Yes. Well, and it's great that you've got the time to go straight through and finish up. That's what I used to do and the way everybody used to do it, but it seems like it is harder and harder nowadays when you look at all the people when President [Daniel S.] Papp at graduation says, "How many of you held down a job while going to school," and everyone stands up, and, "how many of you held down two jobs," and half of them are still standing.

KH: I know. It is a different environment. Of course, the school is also very different. There were only about 8,000 students when I was here. It was a totally commuter campus, but at the same time I think it felt a bit more like a community, for me at least, because I had such great professors, and you had small classes, so you really got a chance to know those professors in a way that's a bit more challenging today. I also joined the school newspaper, and I think for me it was truly a home away from home. I was very blessed to have private scholarships that allowed me to focus on school without having to work. So my job, so to speak, was the school newspaper, and it was a great way to integrate what I was learning in the classroom and practice that outside the classroom.

TS: Were you editing the paper?

KH: I was any number of positions over that three-and-a-half -year period.

TS: I was trying to think, when did the paper have that huge controversy? That was about '91; you were gone by then I think.

KH: Yes, I was thankfully.

TS: Let me just ask you, why did you decide to come to Kennesaw?

KH: It actually is not as great a story as I wish it were. I applied to Georgia State University, and my mother and I had such a challenging time trying to complete all of the financial aid paperwork. It was very frustrating. I was the first in my family to go to college, and so Mother really didn't have the background of just how complicated all of this was going to be. She and my father had divorced when I was five, so it was just the two of us. I really was just to the point that I wanted to do joint enrollment because I did not want to spend another year in high school. One of my teachers, in fact my Target teacher, said, "There is this program at Kennesaw, and you can go before you even graduate from high school, and I know someone, and I can put you in touch with that person." It was the direct contact with individuals who were in what we now call Student Success Services, what used to be the CAPS [Counseling, Advisement & Placement Services] Center, really sitting on the phone with Mom, helping her to then talk with the counselors at my high school. It was just that personal contact.

TS: So they were providing a lot more personal contact than Georgia State was providing?

KH: Exactly. And Mom felt like she could get all of her questions answered, and then I was able to get some private scholarships that meant that she did not have to worry so much about the various funds.

TS: What's your mother's name?

KH: Danna.

TS: And obviously not Hoerrner.

KH: Montgomery. My mom remembered Kennesaw from being a junior college and thought this is a nice, small, quaint place that my 17 year old will be safe driving back and forth. She was not all that thrilled with the idea of me driving to Atlanta anyway so . . .

TS: That's still a long drive. It's probably about as close to Atlanta as it is to Kennesaw from south Cobb.

KH: From West Cobb, it sure was. But it sure seemed a little safer I guess. And then we met Chuck Goodrum [Charles L. Goodrum, Jr.]. I still remember Chuck Goodrum [one of the Counselors in CAPS] who walked me through registration. Again, it was just that personal contact, and I had such wonderful professors my first year that I said absolutely I'm staying at Kennesaw State. There was never even any question of transferring once I graduated from high school. So then I was just here.

TS: Well, we ask everybody, and by the way, I think it would be interesting to do some statistics on it, but I think there's been an incredible number of people that I've

interviewed in this project that were first in their family to graduate from college. I'm just wondering how typical that is of our whole faculty.

KH: I always wonder when President Papp asks those questions at graduation, because that's the first one he generally asks, why he doesn't have those faculty members stand as well.

TS: Maybe we just need to suggest it to him.

KH: Because I really do think it's a testament to our ability to connect with our student population.

TS: I do too. I think that's a good idea. We need to suggest that.

KH: Well, Tom you need to work on that!

TS: I think just an e-mail to him is probably all it would take. He'd probably like that idea too.

KH: He might. He might indeed.

TS: That's good. We ask everybody about mentors. You said earlier you had some wonderful faculty in Communication. Why don't you talk about undergraduate mentors that you had.

KH: First and foremost was Dr. George Simcoe. He was a giant among men as far as I was concerned. He was a true teaching professor. I remember one time he said something just to me in passing about how scholarship and publishing papers never meant anything to him, but he loved to be in the classroom. He was my academic advisor as well as my professor for many courses. In fact, he is the reason that I was a Communication major. I came to Kennesaw State intending to major in Political Science and had a great political science professor, Ron [Ronald H.] TeBeest, my first quarter here. He was fantastic, and I thought, "Oh, this is great. I'm going to go into Political Science." But at the same time I happened to be taking Introduction to Mass Communication because I needed a humanities course to fulfill a humanities requirement.

TS: Introduction to . . . ?

KH: Mass Communication. George Simcoe was the professor, and I was so amazed that we were talking about contemporary issues in that course—you know, television shows that I watched and movies that I was aware of; and my favorite band, U2, was actually listed in the textbook. Even though those things seem silly, in high school we had spent so much time going over ancient, ancient, ancient history and very little time talking about the aspects of history that I was really interested in: the Vietnam War, the Holocaust, and those sorts of things. I was just so intrigued that you could take college courses that talked about contemporary issues. I loved the way George Simcoe taught. So just in passing one afternoon I said something to him about how I really wanted to take every

class he taught. He said, “Well, Keisha, you’re probably going to be better served being a Communication major.” I know that there are people who wanted to be journalists their entire lives, and so they get into a Communication program, and they have such a great story to tell. Mine was really about my personal connection with that professor and how much I adored his classes.

TS: I remember him very well. It seems like he always had a loud, plaid coat on.

KH: He did! I think his clothes were from the 1960s era, and he didn’t see any need to update those. My other mentor had a bit of a unique fashion sense, and that was Eddie Blick who was the *Sentinel* newspaper advisor. He was also just a dear man and really helped us to understand that just as much learning could take place outside the classroom as inside the classroom. He’s also the first Communication professor who ever gave me a C. He taught news reporting and writing, and I was on the newspaper staff long before I took his course and probably thought that I could get away with just about anything because he was my advisor, and he loved me. While he did love me, he also was a great professor, and I learned more from that C than I probably learned from many of the assignments that I completed successfully.

TS: Do you think he was tougher on you than everybody else?

KH: I don’t. I think he just held me to the same standard, and I thought I was going to get a different standard.

TS: A good lesson at about age eighteen or nineteen I guess.

KH: Exactly.

TS: Any other mentors? These are the main ones, I guess.

KH: Those are really the two I think who had such a lasting impact, but I really have to say that when I came back to the faculty in 2000 and began to sit on different committees in the college of Humanities and Social Sciences with various people, I was so amazed and thrilled to be able to work with people as supposed colleagues, although I never really felt that I was their equal. But there were so many great people who taught me. I took a special topics elections course from Helen [S.] Ridley in 1988 and probably learned more about presidential elections in ten weeks than I could have in a graduate program. I took Lana [J.] Wachniak. I took Chris [Christine B.] Ziegler. It was just amazing to see the faculty who had such an impact on me, and thankfully many of them were still here.

TS: Was George the department chair at that time?

KH: He was.

TS: That’s what I thought.

- KH: He was. And I did not realize it, but apparently I was one of the first Communication graduates. When I joined the program I just had no inkling, and it never, I guess, came up in conversation that we were actually the first group to be truly Communication majors. I think when George got to campus in 1985, if I remember his story, originally he and John [S.] Gentile were in more of a Liberal Studies sort of degree. They managed to get enough students who were interested to make it a separate degree program. But we did not realize that we were in the first cohort, and that was really special.
- TS: There was a department of Liberal Studies that lumped everything together that wasn't big enough for a department. Then it self-destructed over time as we grew and departments grew out of it.
- KH: So you would have a much better history of all of that. I just remember that, assuming that because I could be a Communication major that legions of people before me could have been Communication majors, and it turned out that that was not the case.
- TS: That's interesting. So you graduated in '89. By the way I've been doing interviews with former alumni presidents this year, so I hope that you're involved with the alumni association.
- KH: Not to the degree that I should be, but I do make sure that I pay my dues, and I support Yvonne [B. Wichman, Alumni Association president] in the incredible work that she does.
- TS: Yes. She does some good things.
- KH: She is.
- TS: You graduated in '89. What happens then? Straight to graduate school?
- KH: No actually I did a few jobs here and there. I was supposed to go directly to grad school, and a couple of my professors suggested that getting some real world experience would enhance my graduate program. I got married and ...
- TS: What year was that?
- KH: Well, that was the first marriage. That was in 1990, not the most stellar part of my life, and just kind of did various jobs. I worked for a telecommunications company, and I did voice mail training and worked for a couple of trade publications doing writing and editing but never really felt like that's where I was comfortable. Working for a profit-and-loss statement just didn't mean that much to me. It was very challenging to feel like your ethics and your values could be maintained in a corporate environment. My last job before heading into education was with a very large multi-national corporation. I was doing the writing and editing for their internal publications, and it was always amazing to me how we were supposed to put this great spin on individuals losing their jobs by using these code words that we were re-engineering the blah-blah-blah division in Canada. No

one really said “and that means thirty-five people had to go home to their families last month and explain that they were not going to have jobs any more.” I really saw first hand what a little boys club looked like at the corporate level—the whole way of offices of the white men who had very big titles and very big egos to match those titles, and, boy, if you were female you did not penetrate that hallway. I thought, this is just not really where I want to spend the next twenty-five or thirty years of my life. I had a great opportunity even before I started graduate school to go to work at what was then DeKalb College. It’s Georgia Perimeter now. They needed someone to help re-invigorate their school newspaper program.

TS: So you were an advisor to the newspaper?

KH: So I did. I got to be a version of Eddie Bick! Boy, I was on the phone with Ed Bonza a few times. He was here at the time, of course, and really it was just a great opportunity to see the power of education even outside the classroom and I met some great students. Of course, DeKalb had five campuses, and I spent way too many hours driving around I-285, but it was really a fun experience. I’m sure I learned as much as the students I worked with.

TS: Don’t we always when we’re doing teaching.

KH: Absolutely. And it was during that time that I was able to get into the master’s program at UGA. So I actually worked full time and went to school part-time up in Athens and became way too familiar with that drive from the Clarkston-Stone Mountain area up to Athens. Then I was admitted into the Ph.D. program. It is a requirement in the Grady College of Journalism and Mass Communication—because they do provide their Ph.D. students with fellowships—that you go full time and you basically dedicate your life to that program. So much like my undergraduate program, I was blessed with the opportunity to go full time and concentrate on completing that Ph.D. program.

TS: Did you do anything with the *Red and Black* while you were there?

KH: I did not. It’s an independent newspaper, and it’s very different environment from this institution or DeKalb.

TS: Independent in what sense?

KH: It is not associated at all with the university. It is its own entity.

TS: Is that historically true or is that something that happened along the way?

KH: I’m not sure when it happened actually.

TS: I don’t think it was that way in the 1950s when they were having real controversies over the student newspaper advocating integration of the campus and getting in trouble with the Board of Regents and all that.

- KH: I wonder if that's when it happened? I wonder if they decided that they could at that point really speak what they wanted to speak if they were independent.
- TS: Could be. Or in the 1960s with all the turmoil.
- KH: You know, they've got such an incredible captive audience on that campus. And it may have also been a trend on a number of very large, land grant campuses to say we're going to take this independent; we've got the ad revenue to do it; and then we don't ever have to feel like we're beholden to the administration in some way.
- TS: What do you think were the pros and cons compared to what we have here?
- KH: Well, I think it becomes a business from day one, and I'm not sure that's the best environment for students to really get their feet wet. There was always that availability to take a few risks and fail and know that the institution was behind you. From what I understood of the budget of the *Sentinel*, especially when I was there, the bulk of the money really comes from the student activity fees. It's not that you are a hundred percent dependent upon your advertisers. For the *Red and Black*, and for a lot of school newspapers, they do not have subscribers like the *AJC* would. They give the paper out free, so they really are beholden to those advertisers. I imagine there's pressure, if you've got a big football booster who is advertising, and you say something negative about the coach. So, I guess it's a great learning opportunity because that certainly happens in the mass media every day, but I think there's a safety net for those newspapers that are fully affiliated with the campuses that you wouldn't have with the *Red and Black*.
- TS: What you're saying is there may be more editorial independence where you have the student activities fees to back you up than when you're going out and soliciting money from people that might be doing horrible things to the environment or....
- KH: Exactly. I really think that you do have to determine whom you're going to argue with, I guess, for lack of a better phrase. There is always the concern that if you have a school newspaper that is in any way funded by the school that there is this desire on the part of people to say, "Well, why isn't there more editing done; why isn't there more oversight; why aren't the proofs reviewed by a "professional"?" Well, if you're going to offer this learning lab, as I think of a school newspaper as being, then you have to allow those students to make mistakes and to write things that are inaccurate and to create maybe innocuous mistakes or very severe mistakes that they then have to learn the consequences of and how to mitigate and to move forward. I remember individuals in the English department wondering why the advisor didn't proof for grammar and spelling and punctuation. Well, if your students know that someone else is going to look over it, then they're not going to strive to do those things themselves. But if they're embarrassed because someone says, "Have you looked at this?!", then hopefully that's a learning experience.

TS: It should be.

KH: One would hope.

TS: One would. Okay, so let's see, it's 1996 that you went to LSU.

KH: In '98. I finished my Ph.D. and was able to join the faculty in 1998.

TS: You finished your Ph.D. in '98?

KH: I did. I finished in July and moved in August. I probably moved in late July actually so that we could be ready to go in August.

TS: What was your husband doing at LSU? Was he in the Communication department?

KH: No, he was actually a technical recruiter at the time.

TS: Oh, you were at LSU?

KH: I was at LSU.

TS: But he wasn't.

KH: Right. He and I had no children at the time, so it was a little easier for him to move based on my job.

TS: I see. So you got a job at LSU and he was a technical recruiter, did you say? What does that mean exactly?

KH: He was recruiting programmers and software engineers and individuals like that for different computer companies.

TS: Oh, so he could do that anywhere in the country.

KH: It was a little easier, yes, for him to transfer his position.

TS: Did you go in as an assistant professor at LSU?

KH: I did.

TS: Tenure track?

KH: I was.

TS: Wow, that's great.

KH: It was amazing. I never thought that I would end up at an R-1 institution, but just fell in love with the campus, fell in love with the people and the program, and had an incredible dean.

TS: It's a beautiful campus.

KH: Oh it is. It is a beautiful campus.

TS: What is your dissertation on, by the way?

KH: It was on symbolic politics and Congressional interest in television violence. I poured over Congressional hearing transcripts and *Congressional Record* transcripts and reviewed various resolutions and the introduction of legislation looking at the intersection of the First Amendment and Congressional interests in this particular area.

TS: What did you find?

KH: What I expected to find. There is no downside to a politician who speaks out against television violence and who gathers together a group of broadcasters and berates them publicly about the trash that they show on television. But there is always that boundary of going forward with actual legislation because there is a very clear line in the First Amendment. Now, part of my argument was that the history of constitutional law related to broadcasters is, I think, problematic; I think the justices have erroneously created exceptions for broadcasting that you don't find for print media, and the logic behind those are a bit flawed in my opinion.

TS: Print media has to be more careful of what it says?

KH: No, print media has significantly more First Amendment freedom than broadcasters have ever enjoyed.

TS: That makes sense.

KH: But it was fascinating. I really enjoyed my dissertation. I know that there are very few people who can say that when the whole process is over, but I used it quite often in the courses that I taught because I was able to teach Media Law and I had a chance to teach Children and Television classes a few times. So it was great to have all of that primary research at my fingertips. It was one of those topics that the more you read the more questions you developed, and so it was just a really fascinating study.

TS: I guess it goes back to there are only so many channels on the air in the old days when everything was over the air, so they have to be licensed, so it's a privilege....

KH: That's it. It's the whole spectrum scarcity argument that they developed really when radio was just becoming a part of the scene. I think what happened is the justices failed to recognize the changing landscape of the mass media. If you look at even a large media

market like Atlanta, and you look at the number of radio stations and television stations that the average consumer now has access to, even if you still have literally rabbit ears and you're just getting those that are publicly available, not to mention the penetration of cable and satellite and all of these other things, but you look at the number of disparate options that you have, and then you turn to print media, and you realize you have the *AJC*, the *AJC* or the *AJC*—maybe the *Marietta Daily Journal*, if you carve out smaller communities, but you really don't have many print options at all. And yet, to this day, the Supreme Court has failed to recognize that changing landscape and still holds the broadcasters to this fiduciary sense that they are representatives for all of these individuals who can't get broadcast licenses. Yet, apparently, there are just an infinite number of print outlets. So they can have the full First Amendment freedom. It's a fascinating area I think to look at how court decisions impact daily life.

TS: Well, if you went to a Research-1 you must have continued this line of scholarship once you got there.

KH: I did.

TS: Did you plan on being a researcher forever at that point?

KH: No, that's actually why it was so odd to me that I ended up at an R-1 institution because I got a Ph.D. to teach. I really wanted to be in the classroom and to make a positive impact. I used to laughingly tell my dean at LSU that I would teach for free; research is what he had to pay me to do! Actually that was a major impetus for coming to Kennesaw State. We wanted to move home, and we were looking at schools in the Atlanta area. I said to my husband, "If I'm going to have to be away from this precious child"—because of course when you're a new parent all you want to do is hold on to this child twenty-four hours a day—"if I have to be away from this darling child I at least want to be in the classroom doing something that I believe is significant, not sitting in my office writing some scholarly journal article that literally eight people in the country are likely to read." I never saw myself as being the world's preeminent expert at some point in time in any area. We don't cure cancer in mass communication as I remind people quite often. That's not to say that doing research in our field isn't important, but I think there's a real problem in higher education with assuming that every person who comes out with a Ph.D. is equally capable of teaching, equally capable of creating tremendous primary research, and equally capable of being a good colleague in advancing the needs of the university.

TS: Yes. I think if there's a salvation for Kennesaw as we evolve, it's that it seems we're getting an increasing number of people like you who were either at Research 1's or could have been at Research 1's, but really didn't want to go that track and were much more focused on teaching.

KH: I remember Dean Linda [M.] Noble who hired me in 2000 was quite—I don't know that annoyed is the very best word—but she was a bit taken aback I should say when we started working through my annual reviews, and she realized that I had come to

Kennesaw and chosen service as my second area. Those were in the days before FPAs [Faculty Performance Agreements] when you said teaching is primarily what we do, but I'm really going to focus my other area in either scholarship or service. She said, "Keisha, look at these publications that you have and look at your potential." That's never what I wanted to do. I do research to enhance my teaching. I don't do research to build my vita. I just really don't enjoy it to the degree that I would want to expend a significant portion of my workday engaged in that.

TS: Good for you! Okay, so you come to Kennesaw in 2000 and spend four years in the Communication department, and let me think, was Joan [Dominick] the chair when you came here?

KH: No, by that time it was Denis

TS: Oh, yes, Denis Vogel.

KH: Yes.

TS: So the Communication department had gone through its turmoil I guess while you were away.

KH: I seem to have been able to skirt all of these political issues!

TS: That was good too!

KH: It was good.

TS: So you spent four years there, and then let's talk about, I know we want to focus on the Preston Award, but all this other stuff is interesting too, the first-year experience and—had you taught any KSU 1101s before you actually moved into the department?

KH: I did not, which made it quite an interesting experience in the fall of 2004 to teach it for the first same time. I had taught the Communication 1109 General Education course, and so I had experience teaching first-year students coming through General Education, and as you know, of course, it's such a different experience teaching those Gen Ed classes than teaching the classes to your majors.

TS: Where they don't necessarily all want to be there.

KH: Not quite as motivated in the very beginning to be there with you, yes, as your majors are. So I was able to draw upon that experience, but I do say very openly to anyone who asks that that first semester of teaching KSU 1101 was quite the humbling experience. I'm sure that those students feel like they deserve a refund as they taught me how to teach first-year students in that class!

TS: That's generally the way it is when we're doing something different.

KH: It is. I thought I had it all together, thought because I had just been tenured and promoted, and I had this all figured out, and it was an excellent reminder that we never really have it all figured out. So we need to go into every classroom experience thinking how can I do a great job here, how can I improve.

TS: So what did you learn that first time around?

KH: Well, unfortunately for my students I had had a transformational experience that summer. My husband and I went to Germany, the Czech Republic, and Poland on a Holocaust education tour that was run through the Holocaust museum in Houston. It all came about as a result of having the Georgia Commission on the Holocaust here at Kennesaw State, and I was a faculty fellow over in the Siegel Institute.

TS: Which of the areas were you in in the Siegel Institute?

KH: I was in Ethics primarily and then did some work with them on their publications.

TS: Had you ever been interested in the Holocaust before then?

KH: I had only really gotten interested in graduate school when I took a Sociology of Law course, and we began talking about the Nuremberg trials, and I was so interested in the role that Justice [Robert H.] Jackson had played in primarily prosecuting Julius Streicher because he was such a disgusting man. He'd actually been thrown out of the Nazi party, which says a lot. Although you hate to really use this word, he was a journalist, or at least he thought he was a journalist. He put out this despicable, vile, hate-filled publication [*Der Sturmer*] but he thought of himself as a journalist. So here was Justice Jackson who could go to Nuremberg and prosecute this man for crimes against humanity, whereas if the same kind of person had been putting the same kind of vile, hate-filled rhetoric out in America, our First Amendment would have said he has the ability to do that, and it's up to other voices in the market place to shout him down. It's not up to the government.

TS: The Nuremberg Trials raise a lot of questions of that type, I think.

KH: They do. And for me it was that First Amendment back and forth between Jackson and Streicher, but doing some research just as a curiosity; I never published anything on it, but I was just really intrigued by that dynamic. So that really began my reading on the Holocaust. By the time I joined what at the time was the RTM Center for Leadership, Ethics and Character, and then became the Institute, I really wanted to find a way to help students to know a little more about the Holocaust. I remember the Georgia Commission on the Holocaust director showing us a video about the number of high school students who had no idea what the Holocaust was. That was really scary to me that in sixty years we could lose that sense of history. Anyway, to make a very long story a bit shorter, Mark and I were able to go on this Holocaust education tour. There are no words to truly explain that. So I came back to Kennesaw with this brand new position in University

Studies and with this firm sense in my heart that I was going to make sure every student that I came in contact with knew a great deal about the Holocaust. So you can imagine that KSU 1101 really turned into Holocaust 1101, and the students were a bit resistant.

TS: They were expecting something different?

KH: I think they were expecting a little less history and a little more contemporary—let's talk about the campus and how you succeed as a college student and things like that.

TS: It sounds exciting to me to do the Holocaust.

KH: I think that some of them also felt like they had the Holocaust drilled into them in high school. So maybe I didn't quite appreciate that our high school seniors might have known a little bit more than those students on Oprah who happened to get on the videotape.

TS: Or that you had when you were in high school.

KH: Exactly. But I did a couple of things that semester that I am very proud of, and I do hope that the students got a great deal out of. I had them read Simon Wiesenthal's *The Sunflower* and then pick the response in the back of the book that they felt most closely aligned with theirs. It was a great opportunity to talk about ethics and the role of relativism. Are we capable of judging another person's experience and saying, "You should have done this," or, "You should have done that"? I tried to do things like that where I tied in issues that we were talking about in the class and simply tied it to the Holocaust, but I can also appreciate that they did not quite recognize what they were getting themselves into. I have since learned how to weave very important human rights issues like the Holocaust and the genocide in Darfur and modern-day slavery into my classes in a way that still gives me the ability to impart that knowledge and help them think about these issues, but it doesn't seem like I'm cramming it down their throats. They seem to take that much, much better.

TS: The difference between teaching and preaching.

KH: Exactly. I'm sure I came back from visiting those death camps and was quite preachy, because it takes such a long time to really work through all of those various emotions and the righteous anger I think that impacts anyone who goes through that.

TS: The students were therapy for you!

KH: I think they were, bless their hearts!

TS: Okay, but at any rate, that sounds a lot more exciting than just talking about the campus and how to study, as important as that is.

KH: They are; those are important topics.

TS: Okay, so let me just ask you in your couple of years as chair, how have you seen KSU 1101 and the whole first-year program evolving on our campus? I know there was a time—and maybe we still do it—where the Athletic Department taught its own KSU 1101 and the sciences had their own 1101 and so on. Are we still doing it that way or is it more uniform what happens? And also, the learning communities and how that ties into it all?

KH: Well, I think two things really changed how we look at first-year students and teach first-year students on this campus, and they both just happened to occur right as I joined University Studies. The same spring and summer that I was interviewing for the Learning Communities director position and gaining that position the university—primarily Provost [Lendley C.] Black and President [Betty L.] Siegel—made a decision that they needed to, I guess, basically put their money where their mouth was so to speak in that we had talked for years about the importance of first-year students, and we were one of the first institutions as I understand the history to develop a first-year seminar course, and we worked very closely with John Gardner and his group and were on the forefront, but it was always a voluntary thing on the part of the students, and we did rely on individuals across campus to teach the course, which became more and more challenging as we had more and more students and their departments needed them to teach their own courses. So in the spring on 2004 when the budget came out, the president and the provost granted ten full-time tenure-track positions to the department of University Studies. So actually when I joined the department, I was one of eleven new hires. You can imagine how that changes the dynamics of a department overnight. It had practically doubled in size, and there were all these people who were hired solely to teach the first-year seminar course. I think that then allowed us to make the second big change. That was in the fall of 2004. With the development of University College the provost set up the University College advisory council. There was a subcommittee of that group that proposed a first-year curriculum requirement.

TS: And you were part of the advisory council, weren't you?

KH: Yes, I was chair of the University College Advisory Council, UCAC, and a subcommittee of that group recommended that there be a first-year curriculum requirement, so that all first-year students would have the same basic set of learning outcomes delivered to them in their first semester. Now, because of the unique history of KSU 1101, because of some of our degree programs on campus that don't have elective hours, and because of some resistance to the idea of a first-year seminar course, we developed a first-year curriculum requirement that actually took effect in fall of 2005 and has been there ever since that students choose from a number of options—that they can take a first-year seminar course or they can take a learning community, but that learning community does not have to include a seminar course. Sometimes people say, “Oh, KSU 1101 is mandated for all first-year students.” I say, “No, no, no, no, no.” The first-year curriculum requirement is mandated, but a student going into Early Childhood Education for example, with no elective hours, may chose to take a learning community specifically for Education majors that may simply link two or three General Education classes

together. They will do out-of-class experiences together, and they will go through academic advising together, so they'll get some of the same outcomes that a KSU 1101 class would have provided them, but they will not be physically taking the course. We have since developed a globally focused version of the seminar course, but it's the same way. Students choose from the traditional KSU 1101, the globally focused course,<sup>1</sup> or a learning community to meet their curriculum requirement. While we reach a predominant number of first-year students with the seminar courses, it's perfectly fine with us if they go through a learning community that does not include that, and they still get the same outcomes.

TS: We've got three thousand students living on campus these days; are they all the people in the learning communities?

KH: No, actually what we have found in the last couple of years is that more of our commuter students take learning communities than our residential students.

TS: More of them? That's interesting.

KH: It is. I don't know what the statistical breakdown is for this fall. We used to have a predominant number being residential students because in the early years of the residence halls that was one of the things that the task force or whomever developed the residential program decided they wanted those students to do. They wanted to make sure that there was a curricular aspect to our living/learning communities that they were building. So they had the residential students join first-year learning communities. We've since dropped that provision, and we simply offer all learning communities to both residential and commuter students. What we're finding is that a number of the residential students, because they know they're going to be living on campus with roommates, get the sense of, "Well, I don't want to be with the same group of students multiple times," whereas the commuter students, many of them, gravitate toward the idea of learning communities because it helps them get to know people who share similar disciplines or similar interests.

TS: It's the way to build communities.

KH: Exactly. It gives them that chance to gain a cohort of friends without just stumbling around from the parking lot to the classroom.

TS: Are practically all of the KSU 1101 students these days traditional-age students or are any of the older students signing up for it?

KH: We do actually offer a special section of KSU 1101 every fall and every spring for our adult learners, and we find that a number of the students who take the course during the evening sections are adult learners. Predominately, beyond any question, of course, it is the traditional aged student. But it's always interesting to have those non-traditional

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<sup>1</sup> Placed in the curriculum as a permanent course (KSU 1111) in Spring 2010.

students in the class because when we talk about things like career exploration or we talk about ethical decision-making or group communication skills, they have a background to add a really rich dialog to the classroom, whereas if you have just spent four years in high school you may not have had the same opportunity to appreciate your career exploration or things like that.

TS: So beyond the skills like how to study and how to get a job, what are the main goals that you have in mind? Students take this and so how is it going to change their lives?

KH: Sure.

TS: What are your goals?

KH: There are four learning outcomes for the course, and they are the same whether you take the KSU 1101 just as an independent class, if you take it in a theme-based learning community, or if you take it as the globally focused course. Of course, the first one is the strategies for academic success. We do talk with the students about what I call “survival skills” at the college level. Yes, studying is going to have to be different; yes, your classes are going to expect a great deal more outside of the classroom than the work you’re going to do inside; and, yes, you need to learn skills like time management, how to talk to professors, how to choose a major, and things like that. We talk with them about life skills. That’s actually the second learning outcome. We find that many of our students have no idea what their learning style is. They’ve never taken any kind of Myers-Briggs Type personality profile. So they’ve never talked about Howard Gardner’s multiple intelligences, and they really don’t appreciate the unique gifts and skills that they bring to a college campus. And they don’t understand why they do really well in some courses, and they really struggle in others. It may be as simple as the learning style and that their particular learning style is not quite in concert with the teaching style of that professor. We really help them to talk about who they are, why they are here—that if they’re going to college simply because Mom or Dad or big brother or whomever says you’re going to college, you’re not likely to succeed. You’ve got to find some reason that *you* want to be here.

The third outcome is to connect them to the campus and to the community, and by community we may mean the campus community, local community, national, international, but the research tells us very clearly that many students who are not retained by institutions are doing fine academically. It’s not the academic problems that cause them to leave a college campus. It’s the fact that they don’t feel connected. They don’t feel like anybody knows if they’re there. Especially at KSU as we see more and more of our General Education classes balloon in size, and it becomes much more of a one-way performance on the part of the faculty member, rather than a dialog, we’re going to lose students who don’t feel like anyone knows if they’re here or not. We both encourage and we force connection to the campus. We have a common reader program, for example. Every first-year student taking a seminar course reads the same book. The author of that book comes to campus each fall, and even if they’re not in the same KSU 1101 section, they’ve got this common experience that they can talk to others about, that

they can be a part of this lecture series. We find that many of our KSU 1101 sections build in some sort of community service project as part of their group communications skills project. So it helps them to see what's going on in the community and how they might make a difference. Most of us require them to go to campus events. You almost have to mandate it initially for them to really appreciate the arts and the lectures and the incredible number of people who come to this campus, and they get access to them for free, but they have to be there to gain that experience.

TS: I was trying to remember who you all had last year.

KH: Greg Mortensen.

TS: Yes.

KH: Yes, from *Three Cups of Tea*.

TS: I was actually doing an interview with Sarah Brown, who's one of the Foundation trustees, and she had been to that the day before I interviewed her, I think, and she was talking about that in the interview.

KH: Oh how wonderful. We were so very pleased to see the number of community members who attended Mr. Mortensen's lecture along with our first-year students. So campus community connections is the third learning outcome. Then the fourth learning outcome is the foundations of global learning. We feel like we are really the best place for first-year students to begin to appreciate what the QEP really means and to get them thinking about what it means to be an engaged global citizen. So there's a chapter in our textbook—we actually have a custom textbook that the department of First-Year Programs faculty write and edit.

TS: I guess the old custom textbook....

KH: Yes, had your history [of KSU] in there.

TS: I guess they changed publishers.

KH: We did. So we have a chapter now on ethics, leadership and citizenship. We have a chapter on the global community, and we have a chapter on diversity and multiculturalism, so that we can help to advance the QEP from day one.

TS: I used to get invited to a lot of KSU 1101 classes when they had my chapter in the book.

KH: Well, I don't know that you would want to do that now, Tom, because there are 110 sections of seminar courses. Would you like me to begin scheduling you?! [laughter]

TS: I could get all my service in that way.

- KH: That's right. You would be really tired by the time you got through those.
- TS: I think I probably would. Okay. So the program has grown a lot. I guess this was kind of Betty Siegel's baby wasn't it, to begin with?
- KH: As I understand the history she really was a driving force behind this—just one example of her incredible vision and her ability to put KSU on the forefront of so many initiatives.
- TS: It sounds like it still has strong administrative support.
- KH: We are very pleased. I'm not going to lie to you and say that we weren't a bit nervous when President Siegel stepped down because we had enjoyed such tremendous support from the very top of the administration, but President Papp has been greatly supportive, really appreciates the common reader program and, I think, the ties that we make to the QEP, and the fact that we've really used many of the KSU 1101's and the learning communities as pilot studies if you will for very innovative programs that he has been particularly interested in. So we're very pleased with the support from President Papp and Provost Black. Of course, having a dean who has been at the institution and has such credibility across campus and has so many positive relationships with people across campus, we really have benefited greatly from Dean Rascati and what he's been able to bring.
- TS: Right. A question I wanted to ask about—there has been some debate from time to time about whether General Education ought to be under University College instead of in the separate departments. I wonder if you have any opinion on that?
- KH: Well, I'm sure my opinion is biased and would not be held highly by most members of departments who teach General Education. I would like to see more coordination through University College. I think there's a real benefit to having a dedicated group of faculty who are promoted and tenured and awarded based on their work in General Education. I'm personally a bit fearful of the number of departments that are turning their General Education classes over to part-time faculty members.
- TS: Well, just about all in the History department now, not all but the vast majority of General Education sections are taught by adjuncts.
- KH: And that's in no way to say that we don't have great adjuncts at this institution. We could not teach 110 sections of our seminar course if we didn't have dedicated people who are willing to put up with parking hassles and ID hassles and not having access to Georgia View and all the things they need and to make just a pittance to come in and teach this course because they love working with first-year students. But I do think there's a real difference in having full-time faculty members who can engage in the scholarship of teaching and learning, who can go to faculty development opportunities, who can build year after year that expertise. Because of the constraints that we've had with the budget and the need to have experts teaching the major courses in their discipline, I do think that we've created a two-tiered system, and the General Education

classes are the ones that are just increasing in size. I'm perfectly happy to tell you that I have a real problem with Rich Vengroff [dean of the College of Humanities & Social Sciences] putting 240 people into General Education courses....

TS: I do too.

KH: .... because he happens to have an auditorium in the building that will seat them. I don't think that's a pedagogy that would hold up under scrutiny. If we gain an auditorium with 600 seats are we going to teach Psychology to 600 students? Maybe it's because I don't teach large classes very well. I am sure there are people who have mastered that. I can't do it. I don't feel comfortable doing it. I need to know who my students are. So those things do bother me. I think it's just the budget reality; I don't think it's going to change.

TS: No, I'm with you. I think twenty-odd years ago I taught a class with about eighty students in it, and said, "No way I'm going to ever do this again." Fortunately, I've been able to get away with not ever doing it again.

KH: Rich told me one time a couple of years ago when I tried to very nicely say something about my concern with the growing size of Gen Ed courses that, "When you get beyond fifty, Keisha," he said, "it's no different." I just remember standing there thinking I don't really understand the logic. So you're telling me that teaching fifty-one students is the same as 151 or 251?

TS: Well, it is if you're not going to learn the names of your students and if you are going to give them a multiple-choice test or something.

KH: At that point I began to wonder, why are we even taking up physical space on campus? If it truly is going to be a theatrical performance where the sage on the stage, so to speak, comes in and imparts this incredible knowledge in this one-way communication, why aren't we just video taping Dr. Sage and putting it out on the internet, and then we don't even need the auditorium space, right, and we don't need seats, and we don't need air conditioning. I don't quite understand this notion that we can teach to the masses. Again, I think it goes back to my experience at Kennesaw State. Many of the professors I adored were my Gen Ed professors because the department of Communication was so small we didn't have too many Communication professors, so you got the same great people over and over again. But the people that I remember are not only those that taught in my discipline; they're my Gen Ed professors. I don't know that students graduating today would have quite that same opportunity to even get to know their Gen Ed professors.

TS: Well, it's heresy in the History department, I guess, these days, but I really enjoyed it when we were a junior college, and I like the idea of having a junior college within the college with its own separate administration and so on.

KH: Well, I tell you, it makes a huge difference for the faculty in first-year programs to know that they're going to be teaching twenty-five to twenty-eight students, that they're going

to get to know each and every one of those students, that the community service work they do with those students, the innovative classroom experiences, are truly honored. It's not that we just say, "Great, you're a competent teacher; now let's talk about what scholarship you've done." It's truly their annual reviews every year, their T&P [tenure and promotion] binders are filled with evidence that they are effective teachers and productive scholars. I know that we're relatively rare on the campus, and I sure hope that we can continue to hold to the small classes and that emphasis on teaching, but I do think that that's why many of the faculty in first-year programs are here, because they almost feel like they're in a separate environment from the rest of the college.

TS: Yes, it's more of the atmosphere of when we were a junior college and what motivated faculty.

KH: I think it is. It sure feels more like the Kennesaw State that I remember from the 1980s when I'm working with my first-year students.

TS: Right. Well, I think the things you've said provide a preface for moving in toward the Preston Award. It's obvious that you have passion for a number of causes and issues and so on in society. Your focus has been on teaching and service. So why don't we talk about, you received the Preston Award this year, and the Preston Award is a little bit different than our professional service award in the sense that the professional service award is more about your profession directly, whereas Preston can be service to the community that may or may not be related to your professional expertise.

KH: Right.

TS: I was actually in Leadership Kennesaw the year that Phil Preston was in there, and it was that class that created the Preston Award in '89 and '90.

KH: How nice!

TS: But anyway, why don't we talk a little bit about what you did to get the Preston Award?

KH: Well, I'm not sure exactly, but I sure am proud of the community service work that I've been able to do primarily with students at the university. In fact, just about everything that I do on a community level has a tie back to this institution, and I'm so very grateful to Kennesaw State that I have had those experiences. Initially, when I got back from the Holocaust education tour and was cramming the Holocaust down the throats of my poor students, I started thinking about the genocide in Darfur. It was just really hitting the Western media. Here I had stood in these places of evil, and were we going to have the same sorts of experiences whether it be Rwanda or any number of places that we have these memorials. We're really good as a race of people in creating memorials. We're not really good in stopping the carnage. So I thought, I'm an educator; I have the opportunity to ask very challenging questions of people who are arguably going to be the next generation of leaders. Do we really want to create memorials in Darfur or do we want to stop the killing and figure out how to bring peace to this region? So I started with just

some colleagues having a conversation. Debra [T.] Day, who was working with the Georgia Commission on the Holocaust at the time, found out that there was a statewide coalition forming. It ended up being called the Darfur Urgent Action Coalition of Georgia or DUAC for short. The coalition was really interested in having college students and college professors participate in their programming. So Debra and I went down to Atlanta for a meeting and ended up being pretty engaged in the first Atlanta rally that they planned. Because many members of the original coalition group were Jewish, they were able to very effectively tie the United Nations annual Holocaust Remembrance Day to the Darfur situation.

TS: Why do you think that was so? So many Jewish members? Because of the Holocaust?

KH: I do think that first of all there's such a tremendous sense of service to others in the Jewish religion, and I think they have such a greater appreciation that "never again" has never meant never again, and we really need to make it so. It's both sad to me and amazing to me that most of the work being done on the genocide in Darfur is actually done through Jewish organizations and through synagogues and individuals of the Jewish faith. I would hope that that's not because there's a prejudice in Christian churches since these are Muslims who are being persecuted in this way, but it's tremendous to see that there are Christian churches, there are Muslim organizations, there are synagogues, there are many secular groups that can all come together and work on this issue, and that's really the goal of the coalition – to pull together existing organizations and say how can we speak with one voice and really get the attention of our politicians and help to provide aid and that sort of thing. So through that statewide coalition and the ability to know more about how different people could get involved, I came to know of an organization called STAND. Initially it stood for Students Taking Action Now for Darfur. The acronym initially made perfect sense because there was a STAND. Since then the organization nationally has changed its name to the Student Anti-Genocide Coalition, which no longer relates to the acronym at all, so that's confusing some times. But initially the idea was to galvanize high school and college students to be educated on what was going on in Darfur, to do advocacy work so that the Congress and the White House could make sure that they were not only working for a peaceful solution, but they were advocating aid because there were so many Darfuris who were being placed into internal displacement camps. Without external aid they would starve to death.

At the time that I was beginning to think could we start a STAND chapter on campus and I was working with Debra Day and Dr. Rosa Bobia and others on campus. A young man walked into my office one day in University Studies. I had never met him before. He was a sophomore at the time. His name is Brendan [T.] Horgan. He said, "Dr. Hoerrner, I understand you know something about Invisible Children. I would like to start an Invisible Children group on campus, and I'd like to hold a benefit concert to raise money for them." Now I should step back for a minute and tell you that I was stuck on Old 41 one morning trying to get to work after dropping my children off at school and was incredibly annoyed that there was so much traffic that I was late. Lo and behold, they did the local part of the NPR news at a time when I would have normally already been out of the car and in my office. They were talking about this group called Invisible Children

and that it was an NGO and some of the founders were going to be coming to both Georgia State and UGA. The goal of Invisible Children was to end the civil war in northern Uganda, rescue the children who had been kidnapped and been turned into child soldiers, and to rebuild schools for those children because most of their schools in the region have been decimated. I remember picking up my cell phone sitting in traffic calling my administrative assistant and saying, “Please find out everything you can about this group called Invisible Children; this story really touched my heart; this is obviously why I’m stuck in traffic this morning because otherwise none of this would make sense.” So it was really interesting. I guess I had talked to enough people on campus just trying to find out who knew about this organization, was there any way for them to come to campus, that someone ended up telling Brendan that I knew something about Invisible Children.

When he walked in my office, I had no idea who this student was, and when he said, “I want to do a benefit concert,” I thought, “Okay, sure.” I really am embarrassed to say that I didn’t think he had the ability to pull that off. But Brendan kept coming back to my office and kept talking to me about we really needed to start this organization, and he knew that he could get Mac Powell who is the lead singer for the group Third Day, very famous Christian music group, won several Grammys, to do this concert. I started talking to Brendan about would there be a way to bridge the Darfur issue with the northern Uganda issue since Uganda and Sudan share a border and there are so many issues within that region. He thought that was a great idea. So we were able to do that, and he did get Mac Powell to come do a benefit concert. It was sponsored by KSU’s brand new STAND chapter, but we were not allowed to use the Convocation Center because, of course, there were athletic practices or something vitally important going on that day—not that I’m bitter—and so we were able to use the sanctuary at Piedmont Baptist Church which is just ten minutes . . .

TS: Which is big.

KH: Yes, it is. It’s very nice, and it had all the technical equipment that we needed, and so that was great. When all was said and done, we ended up raising about \$8,000 that evening, and it was a tremendous opportunity to see this group of students that I didn’t really know very well at all just pull off this amazing feat. The education and awareness that they were able to build in that evening, because they did most of it themselves, and so that’s really what launched STAND. For several years on campus now I have been so pleased to serve as the faculty advisor and to do various programs and initiatives for those who are suffering in Darfur as well as for Invisible Children and the work that they do with those child soldiers and their families.

TS: So STAND is primarily education and raising funds?

KH: It’s education, advocacy, and then fund raising.

TS: Advocacy to our Congressmen?

KH: Yes.

TS: Trying to get the US involved?

KH: Again making sure that we pursue any kind of influence we have to generate peace in the region, to push, for example, President Bush to name a special envoy, which he did eventually for both Uganda and Darfur, but also to make sure that the aid continues to flow. Congress actually designates a tremendous amount of money to provide aid to those in displacement camps and for the families in northern Uganda and for those in the Darfur regions. Many Darfuris are actually now in Chad in displacement camps; having that Western aid is vital. It's also, I think, a tremendous opportunity to help our students find their political voice. This is one of the things that our political engagement project on campus works on holistically. I try to work on it specifically with various human rights issues. So many of our students feel like they have no access to their members of Congress, that they can't imagine why Senator Chambliss or Senator Isakson or Representative Price would ever meet with them. Because they have such a negative sort of cynical view of politics, it is amazing to watch these students when they make just a little bit of effort and what they get back, even if it's the form letter that some legislative aid wrote, just the fact that somebody in that office must have read what they wrote and responded. Or when we've been able to take students to meet with Senators and Representatives, what that does for them. I think it goes well beyond that particular issue, and it really helps them to see that they should have a political voice; they should be telling those elected officials how they feel about all kinds of issues. So that's been a real benefit to STAND.

TS: Any Congressmen or Senators who have been particularly helpful?

KH: Well, I'm very impressed with Representative Hank Johnson [4<sup>th</sup> District of Georgia]. One of his first acts when he arrived in Congress was to present a resolution on northern Uganda. There's currently a bill going through both the House and Senate simultaneously that would mandate a greater role on the part of the U.S. in resolving the conflict in Uganda and insuring that Joseph Kony, who is the commander of the Lord's Resistance Army [the rebel group that is kidnapping children], faces the ICC [International Criminal Court] and actually is brought to trial for crimes against humanity. Hank is one of the co-sponsors along with Representative John Lewis from Atlanta on that bill.<sup>2</sup> Senator Isakson sits on the Foreign Relations Committee; he's actually been to Darfur. I'm not sure that he and I agree 110 percent on the issue, but I really appreciate his understanding of it, his willingness to physically travel and to see first hand, and I think he has a genuine concern. I think both he and [Senator Saxby] Chambliss actually have a genuine concern for the civilians who are caught in the middle of both of these conflicts.

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<sup>2</sup> [Ed. Note: Dr. Hoerrner added the following when she reviewed the manuscript in August 2010]: The Northern Uganda Disarmament & Recovery Act, passed both the House & Senate and was signed into law in Spring 2010. President Obama and others credited advocacy work by high school and college students as one of the primary drivers for the legislation.

TS: Have you had a chance to get over in that part of the world at all?

KH: I have never actually touched the ground in Africa. It is one of my great dreams in life. I have had the incredible ability to go to Israel, which I've always wanted to do. My husband and I were actually in Peru earlier this spring on a trip through the "Not For Sale" campaign to investigate what modern-day slavery looks like in Peru. I had a chance to travel throughout Europe, but I have not yet been to Africa. I sure hope to get there.

TS: Why don't you talk about the Not For Sale campaign? I don't know much about it.

KH: Well, that's another great tie in to the university. My husband and I—this is kind of a funny story as to how all this happened—Mark and I were in Baton Rouge visiting some friends of ours at LSU and were walking through the LSU bookstore. Mark and I can spend hours in a bookstore; it's really kind of a scary experience; and we tend to get separated relatively quickly as one of us sees something and meanders off. So we were roaming around the LSU bookstore, each of us looking for something that we could take home to Chase who is our oldest son and was born in Baton Rouge. We were trying to make sure that he is a good LSU Tiger fan as he grows up.

TS: He must be about ten years old now?

KH: He is almost ten; he sure is; he'll be ten in January. Our younger son is eight; his name is Tristan; and he was born here; so he's a Georgia Bulldogs fan; but you know we love him anyway.

TS: You went to UGA; you ought to be a Bulldog.

KH: I know I ought to be a Bulldog, but I'm not. So we're roaming around the LSU bookstore and Mark . . .

TS: Maybe they can be KSU football fans.

KH: There you go; that'll be easier; we'll avoid the conflict. So we're roaming around the LSU bookstore, and Mark picks up this book that he thinks is about Africa because it has these three big splashes of color on the front of it. The title of the book is *Not for Sale* [David Batstone, *Not for Sale: The Return of the Global Slave Trade—and How We Can Fight It* (New York: HarperCollins, 2007)]. So he buys it. I never see it. He buys several things at the bookstore. We head out. We're at the airport getting ready to board the plane to Atlanta, and we've got forty-five minutes to kill, and I'm bored. So I start going through what he's purchased, pull this book out, read about the first ten or twelve pages, and brought it into the office the following Monday, and handed it to the faculty member who at the time was chair of our common reader committee, and said, "I've only read literally the first ten to fifteen pages, but I think this would be a great common reader nominee."

TS: So Mark never got to finish his book.

KH: He never even got to read to the book. He never even got it, that's right. I just stole it right out of his hands. Two or three months later the common reader committee did actually recommend that *Not for Sale* be used as our common reader for the 2007-2008 school year. So then I needed to read the full book so that I could be ready to teach it. I read it and was absolutely amazed. The book is all about modern-day slavery, but it's not simply a book of factual statistics telling you the enormity of the problem. Instead it's a book that gives you first-hand stories of not only people who have survived slavery in various parts of the world, but these every day abolitionists who felt compelled for various reasons to help those individuals. So you're constantly in every chapter meeting these incredible people who could have said, "My life's too busy," or "I don't have the expertise" or "I don't have the money" or "I don't want to do that." Instead they said, "I want to make a difference; this is wrong; I'm going to do something." You meet people whose lives were changed positively because of the work of those everyday people. I was just amazed. I was so excited that the students were going to get to hear these powerful stories through the book of how people can really make a difference in their world because I guess if I had to have a life statement, a defining motto that guides my community service, it's Margaret Mead's quote that talks about the role of a small group of citizens changing the world and that indeed it's the only thing that ever has. ["Never doubt that a small group of thoughtful, committed citizens can change the world. Indeed, it is the only thing that ever has."] I think her point there is so important that each person can play a role in making a difference.

So here was this book that in every chapter you got to meet another person who really exemplified Margaret Mead's comment. So it was my job as incoming chair of this brand new department that would be reading this book to get in touch with Dave Batstone, the author, and set up when he was going to come to campus. So I started working through the publisher, got a little annoyed that they weren't getting back in touch with me as quickly as I thought they should, and on the back cover it mentions that Dave is a professor of Ethics at the University of San Francisco. So I just googled Batstone, University of San Francisco, came up with his office number, and called him, and said, "We're going to have about two thousand students reading your book. We want you to come to campus. I need to talk to you about the details." Well, it turned out that Dave is not only a professor, but he actually teaches in a living/learning community at the University of San Francisco, so there was this incredible connection with what we do and what he does. He worked with sophomores; we work with first-year students; but he was telling me that his students were actually engaging in primary research on human trafficking in the San Francisco area—that he had really turned his class basically into a year long service learning project and what they were getting out of it. I was so excited at that point to bring him to campus because I felt like the faculty and the students were going to just get so much out of his conversation.

TS: When you talk about slavery or human trafficking in the United States today obviously this is something underground, it's not legal.

KH: Yes, it is now a criminal activity actually in every country of the world.

TS: Every country. Okay, so it's underground everywhere then, but who are the victims? Who are the people who are part of this human trafficking?

KH: Really, the only defining characteristic of the twenty-seven million men, women and children who are estimated to be in bondage today is vulnerability. It could be a fourteen year old who runs away from home and is getting off a bus at a bus stop in Decatur, and there's a pimp right there who can sense that fear of where am I going to sleep and how am I going to get food and immediately is able to take advantage of that and put that child into sexual slavery. It could be either a legal or an illegal immigrant who is desperate to find work. So someone who says, "I'm going to take you to work in my agricultural fields, and I'll pay you this much money," and then it turns out that they get there, and they're locked into a shed, and there's no way to escape. It could be a mother who leaves Eastern Europe because there's no economic opportunity for her to care for her child, and so she leaves her child with her mom and heads off to America where some employment agency has told her that she can get a job as a waitress, and it turns out that she's in a brothel. It could even be a domestic servant. There was a case in Marietta a few years ago where a Nigerian couple had gone back to their home country, convinced a mother in a rural part of Nigeria to let her daughter travel back to the United States with them, and the promise was that she would work a few hours as a nanny, but she would be able to go to school, and she would have access to all of the comforts of America. When she got here they took her passport; they never enrolled her in school; and they turned her into a domestic servant who was treated worse than an animal. She was never paid for her work. It's vulnerability; that's really the key to the whole situation.

TS: Twenty-seven million is a lot.

KH: Twenty-seven million. It one of those statistics that you can look at as a glass half empty or glass half full. The half empty way of looking at it is to recognize that there are more individuals enslaved in the world today than there were during the entire four hundred years of the transatlantic slave trade. Alternatively, the glass half full perspective is that by raw percentage of the world population it's the smallest percentage ever held in captivity. We prefer to look at it as the glass half full and to say that means that because it is not tied to any country's economy in the way that it was when it was sanctioned and legal in the 1700s and 1800s and because it is a small portion of the overall population, there is a way to eradicate it in our lifetime.

So Dave comes to campus in November of 2007 simply as the author of our common reader. He and I have had great phone dialog up to this point setting up his visit here, but it has been from the standpoint of, "Hey, we've got these students reading your book; we want you to come to campus; oh, isn't it neat that you're a learning communities professor, make sure when you get here that you tell people about what your students are doing."

Dave spent two and a half days here in November of 2007 and said repeatedly to administrators on this campus, to large groups of first-year students, that he really felt like higher education had a tremendous role to play in fighting modern-day slavery because there were people—we call them faculty members and students—who are trained as researchers, and one of the things desperately needed in the modern-day abolitionist movement are really strong facts and figures. We need to know what slavery looks like in Georgia and how that's different from Florida and how that's different from California. We need to have a clear sense of just how big the issue is, so that we have a baseline upon which to know if we're making progress or if we're falling backward. So he challenged us during those presentations to use our skills and our abilities to help fight slavery. His last day on campus he sat down with me in my office and said, "I'm just launching the Not For Sale Campaign; we only started in February; here it is November, I think one of the ways that we need to grow is to have individuals in states who can serve as state directors and become experts on what modern-day slavery looks like right where they live. Would you be willing—along with your husband—to serve as co-directors in Georgia?" Now Dave Batstone is a tremendously persuasive person. He's very much like Betty Siegel. You find yourself nodding and saying yes even as there's that little voice inside your head saying, "You don't have any time to do anything else."

TS: Did anybody ask Mark if he wanted to be co-director?

KH: Thankfully he was also quite taken with Dave and the work that he had done, and he thought that it would be a really neat opportunity to combine—Mark was not only a technical recruiter, but many, many years ago he was a private investigator. Dave really thought it would be a great opportunity to take Mark's investigative background and my educational background and combine those to create what he was thinking of as a mapping center basically.

TS: Mapping where they work?

KH: Right. Actually being able to determine where human trafficking was happening in Georgia, what kind of cases had been successfully prosecuted, what they looked like, and just getting a better handle of what was going on. So we said yes, and that launched Not For Sale Georgia. I've just been so excited that Kennesaw State has always been so supportive of my work with Not For Sale Georgia. It is obviously an independent NGO, and it requires me to do some multi-tasking from time to time as I'm trying to work for two very different organizations, but we have a number of Kennesaw State students who serve as interns for Not For Sale Georgia. We have events that we hold on campus where we try to educate the campus about what's going on.

TS: They get internship credit for what field?

KH: It depends. We've had Communication majors, Political Science majors, primarily International Affairs and Human Service majors. We even had a little office space initially in the Siegel Institute. As they were going through their transition, they had some space that wasn't being used. This year we had a physicist that moved out of

University College right toward the end of the summer, and so Dean Rascati was able to give me that office for the next several months. We're kind of informally attached to the university—no formal ties—but it's great to have a base of operation that has 22,500 people that you can educate, so we're very, very pleased.

TS: Right. So has your scholarship moved in this direction at all?

KH: It really has. I have several colleagues who decided that we should study *Not for Sale* even as we were offering it as the common reader—the book itself—and we have actually done a couple of different presentations and submitted a journal article on using a common reader program to help foster student engagement. We think of this as both civic engagement and political engagement because you need to know how to help those in your community while also advocating to ensure that others are not caught up in this. Two of us are actually going to be going to Lincoln, Nebraska, to present our work on this at the first interdisciplinary conference on human trafficking. It really, I think, is a growing area of interest for the academy. Because it is an underground criminal enterprise, as you mentioned, there just hasn't been an inordinate amount of work. We're very familiar with arms trafficking and drug trafficking, but I think especially in the United States there is this strong cultural myth that slavery looks one certain way. It's those images of *Roots* and Thomas Clarkson's work and the slave ship with the drawing of the individuals. So if we don't see a very public version of slavery with individuals in chains, we don't think of it as slavery.

To many of my students, when you say, "Does slavery go on in the United States," they say, "No, that's that thing that Abe Lincoln got rid of." It is just engrained into our culture that this is a tragic occurrence of history; it is not an evil that we confront in our daily lives. As Dave and other authors talk about so often in their books, many of us may actually come in contact with modern-day slavery, but we don't have the lens through which to view it. So we see someone we think may be young standing on a street corner, and we clearly understand that that girl is engaged in prostitution. We generally, I think most of us, drive on by, and maybe we say to ourselves, especially if we're in the South, we use that wonderful Bless Your Heart phrase that covers everything. And we say, "Oh, bless her heart; what a tragic choice that she has made in her life." But we immediately make an assumption that it is her choice to be engaged in that, because she has no chains on her ankles. We don't understand the context through which she is being forced to do that. Or we drive by a construction site, and we see a group of workers who maybe look different from us, and we never stop to think if those people are there by choice or by force, if they're getting paid. We talk a lot about sweatshop labor, but we don't talk about the number of people in the garment industry who don't get paid at all. So we just don't see it. I think that that's one of the major goals of the growing abolitionist movement, to help each of us to understand that this does go on where we live. And, there are things that we can do to help eradicate it. It's just creating that lens, if you will, to be able to see it and to do something about it.

TS: You were also involved, I guess, with Catherine Lewis with taking groups on the Anne Frank tours. Do you want to talk about that a little bit?

KH: That was a great opportunity. That was one of those movements where you just have these epiphanies, and you say why are we not doing this? We ought to do it. So I just had this epiphany one day that if I was so transformed by going to Germany and going to see Holocaust sites, why were we not offering that same transformational opportunity to undergraduates? I really envisioned the program initially as being a first-year student only study abroad program, which didn't exist at all at the time. We don't really think of first-year students as being able to do study abroad programs. I thought if we got them early, before they really know what they want to do with their careers, and we gave them this experience, many of them might come back and dedicate their lives to doing things to benefit the world. So it would have such a great meaning when they were still at that exploration stage where they could make a difference in what their life choices were. But I knew from day one that while I thought this was a really cool idea, I did not have the expertise to pull it off myself. I think that's one of the things that I will say I'm very proud of, that I'm smart enough in this stage of my life to know what I don't know and to know the people who I can bring together who do know. So I got Catherine Lewis, immediately we got Sabine Smith and Dan [Daniel J.] Paracka in a room and said, "Okay, here's my goal." My goal was we need to take this group of twenty or twenty-five first-year students and basically parachute them into Germany and then take them over to Poland and walk them through these death camps. Catherine, to her credit, smiled and said, "Keisha, we really don't want them coming back and committing suicide. So maybe we need to tone it down just a little bit." I was like, "Oh, okay, if you think so." So we pulled Sabine in, and she was able to work with a travel agent in Germany and create this really incredible experience. Catherine was actually the one who named it "Following in Anne Frank's Footsteps," and that was perfect because that's the one Holocaust icon, if you will, that even people who don't know anything about the Holocaust know about. So we thought that'll be great; that'll at least get students' attention. She and Sabine and Dan were just tremendous in working through all of the details of arriving in Frankfurt, giving them a taste of the culture, so that every day was not just Holocaust, Holocaust, Holocaust, depressing, depressing, depressing sorts of events.

TS: Only so much depression you can take.

KH: Exactly. But I was insistent that we take them to Sachsenhausen, which was the first Nazi camp that I ever visited, and they were able to get a sense of how close the community was to the camp, and so it created this great opportunity early in the trip to talk about had you been alive in Germany during the late 1930s, arguably, what would you have known, what would you not have known, what could you honestly say after the fact that you could have done and you chose not to do. We took them to see where Anne Frank grew up in Frankfurt, and then took them into the Netherlands, and they actually got to tour the Anne Frank house. Then we went back into Germany and took them to Celle, which is where Bergen-Belsen is, let them see where she perished, and then finished up in Berlin. I had had a chance to go through the Jewish museum in Berlin when I was there and thought it would be a perfect capstone to the trip. So we were able to do that. It was an amazing opportunity. Hugh Hunt went with us the first year. So we

actually just ended up with it was almost a one-to-one with students and faculty; it was probably two to one, I guess by the time we worked it all out. Everybody had prepared us that the first time you do a study abroad trip you're going to have all these challenges to overcome. None of us had actually gone and physically done the trip in its entirety before taking students. So each of us had different parts of this that we had experienced, but no one had actually done the whole thing. It worked out fabulously well. No major problems; the students got along well; we didn't have any major health issues; we didn't have anybody who was just so depressed that they felt like they couldn't go on.

I'm very thankful that Catherine and Sabine helped to provide them with opportunities to just do fun things. I got a little upset with the students because I thought they weren't quite as serious about some of the things. I become so emotionally impacted by these things, but I recognize that even on the Holocaust trip that I took with educators that my reaction and many of their reactions were quite different. We came back from Auschwitz, and they were like, "Okay, in forty-five minutes meet downstairs in the lobby for dinner." I remember looking at everybody – like how could you possibly put food in your mouth after that experience. I just wanted to go up to the hotel room and crawl into a fetal position. I just had no idea how to even deal with all those emotions. So we get to the Netherlands, and we walk through the Anne Frank house, and the students are like, "Great, let's go shopping," and I'm thinking, "No, I want you to just deal with looking at this church that you can look outside this window, and you can see this church that she looked at every day. Where were those church members? Why weren't they helping?" I guess I just expected them to have much more of a traumatic kind of experience. But by the second year . . .

TS; Maybe it would take awhile for it to sink in.

KH: Yes. I think it's just in how you deal with those things. I'm sure every one of them was touched and their lives were changed. It was just how they expressed it that was different from how I expressed it. But we really did have a great time, and even by the second year I was able to step away from it and turn it over to the true experts, and let them do it. But I'm very, very pleased that I helped to create that program because I think it's a very successful study abroad experience.

TS; It must have been a May-mester program?

KH: Yes, which is a great time frame for many students. I'd like us to use May-mester more for those experiences than to attempt to teach students three credit hour courses in ten days.

TS: How do you think you developed all this passion for all these causes that you have?

KH: That's a great question and I'm not really sure; it just all seems to have happened by circumstance. I think, though, when I really trace it back, my mother, being a single mother with an only child, was determined to give me greater experiences than what she had. She was one of those people who, whenever I said, I want to do "X", she said, "Go

do it.” It was not the fifteen reasons why that was a bad idea. I remember when I was probably seven or eight or nine, relatively young, Mom and I were driving through the Square in Marietta, I think, and there was a KKK demonstration. I turned to her and said, “Why does God let those people live? They’re so filled with hate, why would God allow them to stay on the earth?” She kind of laughed, and she says later that she was trying to think of anything to say that would keep me occupied because we were stopped at a red light and she was terrified that her daughter was going to jump out of the car and go confront these crazy people, and then there was going to be some sort of issue.

TS: This would have been in the 1970s, I guess.

KH: Yes. And what she said to me was, “God keeps those people on the earth, Keisha, to remind the rest of us just how humane and smart we really are.” For some reason that just stuck with me. I loved that explanation, and I’ve so often grappled philosophically and spiritually with why did God let the Holocaust happen, why does God let all these horrible things happen, why does God let these children suffer, and I do think it comes back to because those of us who are humane are supposed to be doing something about it. So when I came back from the Holocaust tour, I just decided that now was the time to start to really figure out what I was going to do. The driving force behind working with the genocide in Darfur was because I don’t want my kids to come to me when they study Darfur as a history lesson and say, “Mom this went on when you were around. Where were you? What did you do about it?” It is my great embarrassment that Rwanda occurred when I was in graduate school, and I can honestly tell you, Tom, I had no idea. It wasn’t a part of what I was concerned about; I wasn’t taking international affairs classes. I was taking constitutional law classes out of Political Science, but here I was a graduate student on the campus of UGA, and there’s a genocide going on, and I don’t have any clue.

TS: I think in general in terms of communication the under reporting of anything that came out of Africa anyway—people were much more interested in Bosnia than they were Africa.

KH: Yes, they were. But even in Bosnia, I think I was pretty late to any real understanding of what exactly was going on. When you stand in a death camp like Majdanek and you look at those ashes that to this day are just sitting there, you really start to wrestle with what do you want to tell your kids? That you were too busy, that you were building your career, that you were redecorating your bedroom, or this is something that to your very limited ability you at least tried to do something. The frustrating part of the situation in Darfur is that there really is very little that an average citizen can do other than give money to aid organizations, pray for those people, and remind their members of their government that they care. But it’s a political solution among governments that we just can’t do anything about. With Invisible Children, I feel like I can do a little more because of their Schools for Schools program that as we raise money at Kennesaw State we are literally rebuilding schools in northern Uganda, and education will be what saves that generation of young people, so I feel better about that. I think the thing that has really galvanized my work with the Not For Sale Campaign is that there is so much that we can do right here where

we live. So every day I feel like everything that God has given me in terms of my skills and my ability and my passion, it all coalesces in this work with *Not For Sale*. I never would have imagined three years ago that I would be fighting slavery, and that it would be a defining part of my life. There are days that I say to Dave Batstone, "I hate you! I wish I'd never met you. My life would be so easy!" But without doubt it makes all the difference in the world. Listening to my children explain the work that their parents do has been such an amazing opportunity to step back and realize, well, maybe we are making a difference. There is an eight and a nine year old who cannot only find where they live on a map, but they know where Darfur is on a map, and they know where Uganda is on a map. We were in Washington, D.C., and we were on this little tour bus, and they were sitting up front and talking to the bus driver, and they said something about, "Well, have you read the *Not for Sale* book because my Mommy and Daddy fight slavery." This poor woman looked at them like, "What?"

TS: What kind of nuts do we have on this bus?

KH: And they said it just like every thinking human being would have read the *Not for Sale* book, you know. I loved it. I told Mark, if nothing else, we have at least created two abolitionists who are going to take this and move forward when we are done.

TS: You mentioned Chase, what's the other child's name?

KH: Tristan.

TS: You've made them activists.

KH: We have. And we try not to give them too much information and not to scare them about the world that we live in. We've had some pretty funny moments trying to balance what they want and what we want. When Dave actually came to campus in November of 2007 I was trying to explain to Tristan that Mommy couldn't go with him on his field trip with his kindergarten class to Zoo Atlanta because there was this person named Dave Batstone and Mommy was hosting him on campus. Tristan said, "There are other people you work with, Mommy; let them do it. I want you to come to the Zoo with me." I was thinking this is going to be one of those moments where how I explain this is going to have a long-term impact. I said, "Honey, you know, Mr. Dave does work that Mommy wants to really learn more about because he helps people, lots of kids around world." Tristan was having none of it. "Well, that's good Mommy, but you can meet him later because I want you to go to the Zoo with me." I was thinking, "Okay, how do you explain modern-day slavery to a kindergartner," so I said, "Honey, you know how in the Bible we hear the story of how Moses helped to free all the Israelites, and do you remember what they were called at that time? That's right, they were slaves. Do you know what a slave is?" You know, it was in this very simple sort of explanation. "Well, Mr. Dave helps to free slaves today, and Mommy really wants to go and learn more about how he does that." So he thinks of Dave as sort of Moses, which I think, is just hilariously funny. But at least he understands that obviously this is a big problem, and Mommy and Daddy are trying to do something, and he doesn't get all the details, but it's okay.

TS: So you got out of going to the Zoo.

KH: I got out of going to the Zoo, yes I did. And he was okay with it; that was the big thing that is that he was suddenly okay with it.

TS: Well, you're obviously doing a lot of things. Have we skipped anything that we should have talked about?

KH: I don't think so. Most of my work is global in its focus or at least related to these very large complex issues that span the globe. I do believe in the importance of doing campus service. I've always felt like giving back to your campus is something that every faculty and staff member should do. But I was really so pleased that my community work that sometimes a lot of people don't know all the details of were recognized with this award.

TS: How many students do you think are actually involved in these kinds of things on our campus?

KH: Not as many as I would like. I think if you talk about how many of them are in the Invisible Children Face Book group, or they get the weekly information from the Not For Sale Campaign, probably several hundred. Those who are really going to do anything is probably more toward the tens and the dozens than the hundreds. I'm really impressed that every time Invisible Children comes to campus, we've got a nice audience. I think that it's a very smart organization in understanding that its target audience is high school and college students. Everything it does is very multi-media, and I think that helps to engage this particular student population.

TS: Well, I'm impressed that you've really integrated teaching, service and scholarship all together with what you did.

KH: It's really the only way to survive when you're this engaged in things. If I had a totally separate set of research interests or I taught classes where there was no way to bring in any of this information, I think I would truly be even crazier than I am at the moment. You do have to find ways of blending it all together. You also have to have a very understanding family. I spend a lot of time on the weekends in front of the laptop doing the Not For Sale work when I probably should be just hanging out with the boys.

TS: I've been impressed also that Mark obviously is as committed as you are to these things.

KH: He is.

TS: You probably didn't know that that was going to happen when you got married years ago.

KH: No, we did not. It's funny, we both were members of Amnesty International when we were teenagers and, of course, never met each other, had no idea that that was in our backgrounds. For the first several years of our marriage we really were more worried

about what color the bedroom was and getting ahead in our careers and things like that, and didn't really do a lot on a community level. But it is really interesting. He is incredibly supportive. He's also just a genuinely loving man. So when he hears these stories of children and how they're treated, I think it gets to him on an emotional level just as much as it gets to me. He loves being able to work with me on these issues and laughs that it always ends up where I'm a leader more so than he is. Like with the Darfur Coalition, I ended up chairing the coalition, and he was the communications chair. So he used to go around telling everybody that he worked for me. With the Not For Sale Campaign we started out as co-state directors, and I am now the national operations director.<sup>3</sup> I work with all of the various directors in North America, and so he again laughingly says that he works for me, but of course we just really work together.

TS: I've just got one or two last questions, I think. We've asked everybody about Kennesaw somewhere in the interviews and the intellectual climate on campus that they perceive now and when they started. Of course, you've got a long career from student days on. You've already implied that we've changed quite a bit in the last twenty years, but why don't you talk about that? Where do you see the campus heading and the intellectual climate on campus? Is it changing for the better or worse or what?

KH: My perception is that it is changing for the better. I love the fact that there are more than a hundred registered student organizations, so that there's a tremendous diversity in what students want to get involved in—all kind of political points of view and social points of view on the campus. I think that we're getting a much more diverse faculty, diverse not only in traditional demographic categories, but in thought. I think it's interesting that there's this sense across the country that all of the academy is full of what they might pejoratively say are bleeding heart liberals. Obviously that is not the case on this campus. I think you almost have a really nice split, at least from those faculty members I interact with. There's a great diversity of thought and I think a willingness to engage in some interesting dialog about it. I would like us to each be a little more respectful, I guess, of other points of view. I think there are moments where, if you take that horrible parking debacle from a couple of summers ago when all the e-mails were flying around campus, we really looked like a bunch of whining four year olds, not a group of people who are supposed to be engaged in constructive dialog.

The one thing that really concerns me at this moment at the institution is a perception, and again maybe I'm biased because I am an administrator, but I have this perception that a lot of the impetus for shared governance really stems from a pretty severe distrust on the part of a handful of faculty who for whatever reason see the administration in this big sort of monolithic category as being evil, I mean, just being moronic in every decision. I don't know the point at which I stopped being a faculty member and started being an administrator because I never really saw myself suddenly changing. I hope that what I do as a chair is advocate for my faculty colleagues in a way that I could not do simply as a member of the faculty, but I think these individuals are my colleagues. I would like for

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<sup>3</sup> Dr. Hoerrner left that position in December 2009, although she and Mark continue to be engaged in abolition work.

all faculty to view administrators as their colleagues, and I would really appreciate if we'd spend a little bit more time just talking to each other instead of creating all these ridiculous committees and forcing certain things down everybody's throats. It just seems like by and large there aren't really that many problems on campus, and where there are problems there are probably individual solutions, not wholesale things that have to be resolved. So I'd like to see a little bit more respect for the different roles that people play on campus.

TS: Well, I think I'm about out of questions. Thank you very much.

KH: Okay. I appreciate it. It was quite enjoyable.

## INDEX

- Batstone, David, *Not for Sale*, 26-30, 34  
Black, Lendley C., 16, 20  
Blick, Eddie, 6, 8  
Bobia, Rosa, 23  
Bonza, Ed, 8  
Bush, George W., President, 25
- Casey, Rebecca (Becky), 2  
Chad, 25  
Chambliss, Saxby, Senator, 25  
Clarkson, Thomas, 30  
Concentration camps, 31-32
- Darfur, 22-25, 33, 36  
    Darfur Urgent Action Coalition of Georgia, 23, 36  
Day, Debra T., 23
- Gardner, Howard, 18  
Gardner, John N., 16  
Gentile, John S., 7  
Georgia Commission on the Holocaust, 14, 23  
Georgia Perimeter College (formerly DeKalb College), 8  
Georgia State University, 4, 24  
Goodrum, Charles L., Jr., 4
- Hoerrner, Chase (son), 1, 26, 34  
Hoerrner, Keisha L.  
    Background, 1  
    Undergraduate education at Kennesaw State, 1, 3-4  
    Husband, 1, 10, 14, 26, 29, 34-36  
    Faculty member at LSU, 1, 10-12  
    Children, 1, 12, 26, 33-34  
    Hired as faculty member at KSU, 1  
    Switch from Communication to University Studies, 1-2, 16  
    Learning Communities director, 2, 16  
    Chair of First-Year Programs, 2, 16, 36  
    High school experience, 2  
    Mother, 4, 32-33  
    Mentors, 5-7  
    Work in private sector, 7-8  
    Newspaper advisor at DeKalb College, 8  
    Graduate program at University of Georgia, 8-12  
    Dissertation, 11-12

- Reasons for joining the KSU faculty, 12
- Preference for teaching over writing scholarly articles, 12-13
- First experience teaching KSU 1101, 13-15
- Development of passionate interest in the Holocaust and social justice, 14, 32-33
- Maintaining a balance in teaching about social justice, 15
- Chair of University College Advisory Council, 16
- Recipient of 2009 Preston Award, 22
- Humanitarian service, 22-36
- Scholarship on use of common readers to foster student engagement, 30
- Integration of teaching, scholarship, and service, 35
- Hoerrner, Mark (husband), 1, 10, 14, 26, 29, 34-36
- Hoerrner, Tristan (son), 26, 34
- Horgan, Brendan T., 23-24
- Hunt, Hugh, 31
  
- International Criminal Court, 25
- Invisible Children, 23-24, 33, 35
- Isakson, Johnny, Senator, 25
  
- Jackson, Robert H., Justice, 14
- Jewish Museum Berlin, 31
- Johnson, Hank, Representative, 25
  
- Kennesaw State University
  - University College, 2, 16
    - Department of University Studies, 1-2, 16
    - Department of First-Year Programs, 2, 16, 19, 21-22, 27
    - KSU 1101 course, 16-20, 26-27
    - First-year curriculum requirement, 16
  - KSC in late 1980s, 3
  - The *Sentinel*, 3, 6, 9
  - Joint enrollment program, 4
  - Student Success Services (formerly CAPS), 4
  - Creation of Department of Communication, 7
  - General Education courses, 13, 18, 20-21
  - Siegel Institute for Leadership, Ethics & Character, 14, 29
  - Learning communities, 16-17, 20
  - “Following in Anne Frank’s Footsteps” Study Abroad course, 30-33
  - Intellectual climate, 36
  - Diversity of thought and diversity of student organizations, 36
  - Shared governance, 36-37
- Kony, Joseph, Lord’s Resistance Army, 25
  
- Lewis, Catherine M., 30-32
- Lewis, John, Representative, 25
- Louisiana State University, 1, 10-12, 26

Manship School of Mass Communication, 1

Mead, Margaret, 27

Montgomery, Danna (mother), 4, 32-33

Mortensen, Greg, *Three Cups of Tea*, 19

Noble, Linda M., 12-13

Northern Uganda, 24-25, 33

Northern Uganda Disarmament and Recovery Act (2010), 25

Not For Sale campaign, 26, 29, 33-36

Nuremberg trials, 14

Obama, Barack, President, 25

Papp, Daniel S., 3, 20

Paracka, Daniel S., 31

Peru, 26

Powell, Mac, *Third Day* Christian rock band, 24

Rascati, Ralph S., 2, 20, 30

Ridley, Helen S., 6

Siegel, Betty L., 16, 20, 29

Simcoe, George, 5-7

Smith, Sabine, 31-32

South Cobb High School, Cobb County, Georgia, 2

STAND, 23-24

Streicher, Julius, 14

TeBeest, Ronald H., 5

University of Georgia, 1, 8-10, 24, 33

*The Red & Black*, 8-9

University of San Francisco, 27

Vengroff, Richard, 21

Vogel, Denis, 13

Wachniak, Lana J., 6

Wichman, Yvonne B., 7

Wiesenthal, Simon, *The Sunflower*, 15

Ziegler, Christine B., 6