

Ruth A. Goldfine, Ph.D.
Senior Associate Dean for Operations, Planning and Innovation
and Professor of English
Norman J. Radow College of Humanities and Social Sciences

Kennesaw State University
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EDUCATION

Ph.D., Georgia State University, Atlanta, Georgia, Rhetoric and Composition (2005)
M.A., University of Dayton, Dayton, Ohio, English Composition Theory (1995)
B.A., University of Dayton, Dayton, Ohio, English (1986)

ACADEMIC EMPLOYMENT

Kennesaw State University (1997 – Present)

Norman J. Radow College of Humanities and Social Sciences

Senior Associate Dean for Operations, Planning, and Innovation (February 2024 - Present)
Associate Dean for Operations, Planning, and Innovation (July 2022 – January 2024)
Interim Associate Dean (July 2020 – July 2022)
Full-Time Temporary Instructor of English (August 2002 – May 2004)
Part-Time Instructor of English (September 1997 – May 1999)
Professor of English (July 2015 – Present)

University College

Chair, Department of First-Year and Transition Studies (July 2018 – June 2020)
Interim Associate Dean (August 2016 – June 2018)
Chair, Department of First-Year and Transition Studies (April 2013 – July 2016)
Interim Chair, Department of First-Year and Transition Studies (March 2012 – March 2013)
Assistant Chair, Department of First-Year Programs, (August 2011 – February 2012)
Professor of English (July 2015 – Present)
Associate Professor of English (August 2010 – June 2015)
Assistant Professor of English (August 2004 – May 2010)

Spelman College (October 2000 – May 2001)

Assistant Director, Comprehensive Writing Program

Floyd College (now Georgia Highlands) (October 1995 – Dec 1998)

Part-Time Instructor of English

HONORS, AWARDS, AND FELLOWSHIPS

University College Distinguished Scholarship Award, 2008, University College, Kennesaw State University, Kennesaw, GA

Governor's Teaching Fellow, May 2007, Institute of Higher Education at UGA, Athens, GA

RESEARCH INTERESTS AND RESEARCH AGENDA

English Composition: Teaching Composition; Use of Technology in the Teaching of Composition; Teaching Composition Online; First-Year Student Success in the Composition Classroom; Composition Theory

Student Success: Student Success Strategies; Experiential Learning; Summer Bridge Programs; Interdisciplinary Learning; Extracurricular Supports

First-Year Students: First-Year Seminars; Learning Communities; First-Generation Students

RESEARCH PUBLICATIONS

Refereed Journal Articles

Mixson-Brookshire, D., **Goldfine, R. A.**, Habers, N. L., Hedrick, A. B. (2023). Strategies for Administrators: Promoting Continual Professional Development for Online Instructors. *Online Journal of Distance Learning Administration*, 26(3). <https://ojdla.com/articles/strategies-for-administrators-promoting-continual-professional-development-for-online-instructors>.

Mixson-Brookshire, D., Goldfine, R. A., Brookshire, D. (2023). The Student Recreation Center: Underutilized Resource for Improving Student Retention. *Journal of College Orientation, Transition, and Retention*, 30(1), 6. <https://pubs.lib.umn.edu/index.php/jcotr/issue/view/289>

Boettler, Lynn M., **Ruth A. Goldfine**, Don W. Leech, and Gerald I. Siegrist. "Academic Skills, Community-Engaged, Leadership, and Global-Themed First-Year Seminars: Comparisons in Student Success." *Journal of College Student Retention: Research, Theory and Practice*, 22 March 2020.

Habers, Natasha L., **Ruth A. Goldfine**, Deborah Mixson-Brookshire, and Alison B. Hedrick. "Integrating First-Year Convocation into the Orientation Experience: Innovative Strategies to Enhance the Experience." *Journal of College Orientation, Transition, and Retention*, vol. 26, no. 2, 2019, <https://doi.org/10.1177/1521025120912696>.

Brown, Christopher A., Jennifer B. Willett, **Ruth A. Goldfine**, and Bernard D. Goldfine. "Sport Management Internship: Recommendations for Improving Upon Experiential Learning." *Journal of Hospitality, Leisure, Sport, and Tourism Education*, vol. 22, June 2018, pp. 75-81.

Habers, Natasha L., Deborah Mixson-Brookshire, **Ruth A. Goldfine**, and Nirmal H. Trivedi. "Bridge to Success: KSU's Summer Bridge Program to Serve a Target Population." *E-Source for College Transitions*, vol. 14, no. 2, March 2017, pp. 5-7.

Burke, Meghan, **Ruth A. Goldfine**, Dawn Kirby, Patti McHatton, Monica Nandan, Sharon Pearcey, Kandice Porter, L. Lynn Stallings, and Amy Woszczyansk. "Forming a Learning Community for New Chairs." *The Department Chair*, vol. 25, no. 4, 2015, pp. 25-27.

Habers, Natasha L., **Ruth A. Goldfine**, Deborah Mixson-Brookshire, and Alison B. Hedrick. "Enhancing First-Year Convocation: A Data-Driven Approach." *E-Source for College Transitions*, vol. 12, no. 2, 2015, pp. 16-18, tech.sa.sc.edu/fye/esource/files/ESOURCE_12-2.pdf.

Steiner, Hillary H., Michelle L. Dean, Stephanie M. Foote, and **Ruth A. Goldfine**. "Applying TLC (a Targeted Learning Community) to Transform Teaching and Learning." *Journal of Learning Communities Research and Practice*, vol. 1, no. 3, 2013.

Goldfine, Ruth, Deborah Mixson-Brookshire, Keisha Hoerrner, and Julia Morrissey. "Back to Books: Using a First-Year Common Reader to Promote Reading, Connections, & Critical Thinking." *Journal of the First-Year Experience & Students in Transition*, vol. 23, no. 2, 2011, pp. 93-108.

Mixson-Brookshire, Deborah, and **Ruth Goldfine**. "Moving the First-Year Seminar Online." *E-Source for College Transitions*, vol. 9, no. 1, 2011, pp. 11-13, sc.edu/fye/esource/archive.html.

Smith, Debbie, and **Ruth A. Goldfine**. "Comparing Student Learning Outcomes in an Independent Section of a First-Year Seminar to a First-Year Seminar Embedded in a Learning Community." *Journal of the First-Year Experience & Students in Transition*, vol. 21, no. 2, 2009, pp. 47-63.

Hoerrner, Keisha, **Ruth Goldfine**, Amy Buddie, Charlotte Collins, Emily Holler, Nancy Prochaska, and Brian Wooten. "Assessing Interdisciplinary Learning in Theme-Based, One-Semester Communities." *Journal of Learning Communities Research*, vol. 3, no. 3, 2008, pp. 53-75.

Goldfine, Ruth. "Maximizing Student Success in Learning Communities: Using Common Cognitive Structures as the Basis for Linking Learning Community Courses." *Journal of Learning Communities Research*, vol. 1, no. 1, 2006, pp. 53-75.

Goldfine, Ruth. "Making Word Processing More Effective in the Composition Classroom." *Teaching English in the Two-Year College*, vol. 28, 2001, pp. 307-315.

Goldfine, Ruth, and Gina Marie King. "Never at a Loss for Words: Why Do Clichés Live On?" *ETC: A Review of General Semantics*, vol. 51, 1994, pp. 338-350.

Non-Refereed Journal Articles

Hoerrner, Keisha, and **Ruth Goldfine**. "KSU's Student Learning Communities: Facilitating Students in Making Interdisciplinary Connections." *Teaching Notes*, vol. 5, no. 2, 2007, p. 3.

Goldfine, Ruth. "Polymer Research at the University of Dayton." *Polymer News*, vol. 20, 1995, pp. 214-220.

Refereed Chapters in Books

Goldfine, Ruth A., and Deborah Mixson-Brookshire. "Influence of the College Composition Classroom on Students' Values and Beliefs." *Writing Pathways to Student Success*, edited by Lillian Craton, Renee Love, and Sean Barnette, CSU Open Press, 2017, pp. 49-58.

Steiner, Hillary H., Michelle L. Head, Stephanie M. Foote, and **Ruth A. Goldfine**. "The Targeted Learning Community: A Comprehensive Approach to Promoting the Success of First-Year Students in General Chemistry." *Building Synergy for High Impact Education Initiatives: First-Year Seminars and Learning Communities*, edited by Lauren Chism Schmidt and Janine Graziano, National Resource Center for First-Year Experience and Students in Transition, 2016, pp. 127-138.

Foote, Stephanie, and **Ruth Goldfine**. "Learning Strategies for Academic Success, Part 1." *A Starting Point: The First-Year Student's Guide to Going West*, Hayden-McNeil Publishing, 2014, pp. 41-48.

Goldfine, Ruth, and Stephanie Foote. "Learning Strategies for Academic Success, Part 2." *A Starting Point: The First-Year Student's Guide to Going West*, Hayden-McNeil Publishing, 2014, pp. 49-67.

Goldfine, Ruth. “Learning Strategies for Academic Success, Part 1.” *FYES 1000: First Year Experience Seminar*, Hayden-McNeil Publishing, 2012, pp. 29-37.

Goldfine, Ruth. “Learning Strategies for Academic Success, Part 2.” *FYES 1000: First Year Experience Seminar*, Hayden-McNeil Publishing, 2012, pp. 39-59.

Goldfine, Ruth. “New Dimensions: Equipping Students.” *Teachers as Avatars: English in the Digital Age*, edited by L. Stewart and L. Davis, Hampton Press, Inc., 2011, pp. 69-83.

Refereed Chapter in Monograph

Hoerrner, Keisha, and **Ruth Goldfine.** “Kennesaw State University’s Learning Communities Program: A Focus on Faculty Development.” *Organizing for Student Success: The University College Model* (Monograph No. 53), edited by S. Evenson, B. Jackson, M. Smith, D. Ward, and Associates, National Resource Center on the First-Year Experience and Students in Transition, 2010, p. 72-77.

Refereed Proceedings

Ruhala, Laura A., Hillary H. Steiner, Cathy L. Bradford, **Ruth A. Goldfine**, and Nirmal H. Trivedi. “The Effects of Co-Enrollment on the Retention and Success of Mechanical Engineering Freshmen.” American Society for Engineering Education Conference Proceedings, 2016, www.asee.org/public/conferences/64/papers/17113/view.

Other Published Works

Goldfine, Ruth, Keisha Hoerrner, and David Batstone. *Instructor’s Manual for Not for Sale*. HarperCollins, 2008.

Goldfine, Ruth. “Justifying an Evaluation.” *Teaching Strategies to Take Along: A Compilation of Activities*. contributed by attendees of the 7th Annual Student Success in First-Year Composition Conference, 4 February 2005, Statesboro, Georgia.

Goldfine, Ruth. *The Effect of an Understanding of Artificial Languages on the Ability of Computer Science (CS) and Computer Science Information Systems (CSIS) Majors to Master Writing Strategies* (Doctoral dissertation). Georgia State University, Atlanta, Georgia, 2005.

Goldfine, Ruth. “Exercises for Students in KSU 1101.” *Instructor’s Manual for Knowledge, Success, Understanding: A Text for the First-Year Experience*, edited by Stephen Braden, Kathy Matthews, and Deborah Mixson-Brookshire. Kendall/Hunt, 2005.

Goldfine, Ruth. *Combining Classical Rhetoric with the Reading and Writing Approach in the High School Composition Classroom* (Master’s thesis). University of Dayton, Dayton, Ohio, 1995.

TEACHING

Teaching Statement and Interests

As an instructor, I seek to engage students with course content through experiential learning in order to demonstrate the value and practical application of their knowledge not only during their academic careers but in their professional and personal lives as well. I incorporate current technology that resonates with students and educate them on the ethical use of that technology. I provide extensive feedback in my composition courses to help students learn to express themselves clearly and persuasively so that they are prepared to be strong communicators in their professional careers.

Summary of Teaching Activities

- Taught undergraduate English composition courses in the General Education core and World Literature courses as well as graduate courses in the Master of First-Year Studies and the Master of Arts in Professional Writing programs.
- Taught the first-year seminar course both as a standalone course and as part of themed learning communities.
- Taught English composition courses as part of learning communities; also taught Honors sections of the course.
- Served on one PhD dissertation committee, chaired four Master's thesis committees, and served as a member of one Master's thesis committee.

Courses Taught

Kennesaw State University

- KSU 1101: First-Year Seminar
- KSU 1200: First-Year Seminar – Leadership
- Engl 1101: Composition I
- Engl 1102: Composition II
- Engl 1102H: Composition II for Honors Students
- Engl 2110: World Literature
- Engl 3140: Technical Writing
- FYS 5500: Development and Organization of First-Year Programs
- FYS 6200: Thesis
- PRWR 6255: Grant & Proposal Writing

Floyd College (now Georgia Highlands)

- ENGL101: Composition 1
- ENGL 102: Composition 2

Universidade Federal de Santa Catarina in Florianopolis, Brazil

- PGI 3401-008: Tópicos Especiais em Língua: O Texto Acadêmico em Estudos Lingüísticos II (*Special Topics in Language: Academic Texts and Linguistics Studies II*), taught in the Pós-Graduação em Inglês e Literatura Correspondente (*Post-Graduate English and Literature Master Degree Program*)
- LLE 7494: Compreensão e Produção Escrita em Língua Inglesa IV (*Comprehension and Production of Written Texts in the English Language IV*), taught in the Bacharelado e Licenciatura em Língua Inglesa e Literaturas de Língua Inglesa (Bachelor's Degree and Certification in the English Language and English Language Literature)