In last year’s annual report, we were excited to announce a year of exponential growth – the near doubling of our undergraduate scholars and a return of community engagement.

Well, we have continued carrying that mantle, even reaching, at one point during the academic year, 116 undergars.

But throughout the past year, we’ve completely kicked it up a notch.

Instead of merely looking for new scholars, we’ve focused on developing the engagement and service opportunities for those already in our community.

Instead of merely collecting data about how our students engage in our online learning platform, we produced academic papers and presentations on the subject.

We did all this while supporting each other in our personal, professional, and academic growth.

In the coming year, there’s no telling what we’ll accomplish individually and as a community. Our capacity may well be limitless if we continue to push and challenge each other. I look forward to that kind of future.

Best wishes,

Dr. Jennifer “Jeno” Rivera
Program Director
Bailey Scholars Program
Leadership in Integrated Learning is a minor open to any MSU student from any major that focuses on self-directed learning in a community environment suited to individual learning styles. Here are some highlights from the past year...

WHO ARE WE?

Bailey Scholars are a community of learners from different areas of study that want to pursue a minor in Leadership in Integrated Learning. This special opportunity is open to all MSU students who go on to become lifelong learners and leaders in their chosen fields. The program is convened by faculty, staff, and graduate students from across campus.

One of the benefits of learning beside those with different academic majors and different backgrounds is developing the ability to communicate and collaborate with individuals with diverse learning styles, backgrounds, and strengths—just like in a professional workplace.

104 STUDENTS

66% 34%

UNDERGRADUATE COLLEGES

Social Science: 25%
Agriculture & Natural Resources: 23%
Business: 13%
Communication Arts & Sciences: 13%
Education: 7%
Natural Sciences: 7%
Engineering: 5%
James Madison: 5%
Lyman Briggs: 2%
Nursing: 1%
RCAH: 1%

55 MAJORS

Founded in 1997, the Bailey Scholars Program was established solely for undergraduate learners in the CANR. Today, Bailey is open to all MSU students. The diversity of students spans from college to major, to learning interests—fostering a unique experience to connect across campus.

FROM AROUND THE GLOBE

Countries in which our scholars have studied, completed acts of service and personal growth

66

Our students are involved with MSU Student Organizations:

131
At the Foundation

Core Courses
During the 2014-2015 academic year, we offered two sections of ANR 210, two sections of ANR 310, and one section of ANR 410. These three courses remain the centerpiece of the Connected Learning Specialization (and the new Leadership in Integrated Learning Minor) - as they have since the Bailey Scholars Program began in 1998.

The uniqueness of Bailey and its student-centered learning philosophy can be found in these core courses: students, along with their graduate and faculty fellow conveners, decide as a group what they want to learn, how they want to learn, and how they want to assess their learning.

This year’s subjects were extremely diverse as any. Syllabus topics included genetically modified organisms, agricultural monocultures, gun rights and responsibilities, photography, social justice, and food. Always food.

Middle Twelves/Nines
In addition to the nine credits achieved in the Bailey core courses, undergraduate scholars take twelve additional credits in any subject matter available at the university.

The only stipulations: the selected courses must fit into the students’ learning objectives set forth in their Learning Vision Statement, and the student must share their experiences with the community through a presentation or submitting an article to the monthly Bailey Daily.

All future graduates of the Bailey Scholars Program will have Middle Nines, a change that occurred when the Connected Learning Specialization became the Leadership in Integrated Learning Minor.
Individual Student Scholar Accomplishments

It’s no secret that Bailey attracts the best of the best - a diverse group of learners and leaders from every corner of campus. And it seems like our students are constantly being recognized for their hard work. Listed here are just a small selection of the awards and honors our students have received over the last academic year.

**Richard Lee Featherstone Endowed Prize**
Mario Gutierrez

**Graduate Student Leader Award**
David Nguyen

**Outstanding Senior Award (CANR)**
Haley Schulz

**Student Leader of the Year - Honorable Mention**
Montazar Alessa

**Individual Campus Impact - Honorable Mention**
Andrew Mumford

**Elected President of the MSU Black Alumni Scholarship Students**
Kenneth Williams

**Outstanding Senior Award (MSU Senior Council)**
Mario Gutierrez

**Outstanding Senior Award (MSU Senior Council)**
Haley Schulz

**Ira and Jennie Greene Endowed Award**
Jessica Lundquist

**2014 Lyman Briggs NSF-SSTEM Scholarship**
Iyanna Peppers

**National Residence Hall Honorary Inductee**
Kenneth Williams

**The Office of Study Abroad Scholarship**
Jackie Xiong

**College of Engineering Commencement Speaker Finalist**
Mario Gutierrez

**Rhodes and Marshall Scholarship Awards Nominee**
Mario Gutierrez

Kenny Williams, Bailey Scholar and Communications major, has been named to the 2015-2016 MSU Homecoming Court. Nominated by Maja Myszkowski, the Community Director of Holden Hall, he follows in a long line of program representatives on the court.

Congratulations, Kenny!
MSU Black Alumni Award
Kenneth Williams

Peter and Elizabeth Tack Endowed Award
Katelyn Burns

Dean's List - Fall Semester 2014
Jihad Alhuthail, Economics
Norah Alkadeeb, Food Industry Management
Sally Almahroos, Marketing
Rebecca Bee, Political Science
Lilian Boufakhreddine, Chemical Engineering
Katelyn Burns, Fisheries and Wildlife
John Elliott, Education
Andrea Gabrion, Education
Degen Gembarowski, Interior Design
Thomas Girdwood, Urban and Regional Planning
Megan Hudson, Communication
Lindsey Kemmerling, Zoology
Ka Lee, Advertising
Erika Lentz, Accounting
Jessica Lundquist, Media and Information
Ryan Mathews, Biochemistry and Molecular Biology
Anna Megel, Comparative Culture and Politics
Halee Michel, Marketing
Mohammed Olaiya, Sociology
Raymond Powell, Animal Science
Ksenija Taylor, Human Devel. & Family Studies
Hannah Vos, Hospitality Business

MSU Community Club Scholarship
Katelyn Burns

Demmer's Scholar Program
Dennis Maxwell
Shalisa Ramos

Communication Arts and Sciences Global Scholarship Initiative
Jackie Xiong

Dean's List - Spring Semester 2015
Abdulla Al-Dhaher, Finance
Abdulakarem Alhuthail, Civil Engineering
Zahra Almisbaa, Chemistry
Rebecca Bee, Political Science
Lilian Boufakhreddine, Chemical Engineering
Katelyn Burns, Fisheries & Wildlife
Monica De Vries, Human Resources Management
Andrea Gabrion, Education
Gerardo “Jerry” Garcia, Criminal Justice
James Garrett, Mechanical Engineering
Degen Gembarowski, Interior Design
Ryan Gilson, International Relations
Eliseo Gutierrez, Civil Engineering
Mario Gutierrez, Chemical Engineering
Yohonna Hakeem, Psychology
Madison Hardy, Packaging
Megan Hudson, Communication
Meghan Hurley, Social Science Education
Kecil John, Zoology
Ka Lee, Advertising
Erika Lentz, Accounting
Jessica Lundquist, Media and Information
Ryan Mathews, Biochemistry and Molecular Biology
Halee Michel, Marketing
Iyanna Peppers, Biomedical Laboratory Science
Raymond Powell, Animal Science
Maribel Ramirez, Social Work
Alexandria Thomas, Psychology
Jennifer Variano, Sustainable Parks, Rec. & Tourism
Hannah Vos, Hospitality Business
Since the early days of the program, Bailey has helped its scholars supplement their learning journeys with a modest Learning Allowance.

Undergraduate students may request up to $100 per academic year if the purchase aligns with their Learning Vision Statement.

During 2014-2015, students that utilized their Learning Allowances include:

- **John Elliott** - practice exam for Michigan Test for Teacher Certification Professional Readiness Exam
- **Stacey Fenton** - Association for the Study of Higher Education Conference
- **Ryan Gilson** - e-research materials
- **Eliseo Gutierrez** - 2014 Society of Hispanic Professional Engineers Conference
- **James Jenkins-Rivers** - materials for certification exam (strength and conditioning specialist)
- **Latasha Johnson** - passport for Study Abroad to China
- **DeShawn Mims** - Graduate Record Examination Preparation materials
- **Josephine Wee** - Research materials

This year, we were also fortunate enough to provide scholarships for our undergraduate students. These funds have been made possible due to the kindness of our friends and supporters.
Liberty Hyde Bailey said, “There are two essential epochs in any enterprise - to begin, and to get done.” Writing this article from a perspective of a graduate fellow, I truly have experienced the beginning and the “done” of this year and everything in between.

Throughout the spring, the faculty and graduate fellows conducted research to explore four major areas related to incorporating an ePortfolio requirement into the Bailey community.

What is an ePortfolio? In its simplest terms, an ePortfolio represents a series of collected evidence usually on the Internet. It is a platform for self-expression and a learning journey log. These evidences could be in the form of text, images, video logs, blogs, hyperlinks, and multimedia.

We reached out to the Bailey community and conducted a survey and follow-up interviews to obtain feedback on the possibilities and perils of implementing an ePortfolio requirement, characteristics of self-directed learning behaviors, student perceptions on how they learn from the ePortfolio, and student agency in learning.

Our findings led us to a publication under review in the Journal of Innovative Higher Education where we disseminated our work on the “Possibilities and Perils of Integrating an ePortfolio Requirement into Self-Directed Learning Classrooms”.

In the coming academic year, we are really excited to pilot our ANR 210 toolkit applying the idea of ‘scaffolding’ to the first six weeks of the Bailey classroom, another idea that got its roots from the many conversations and meetings between faculty members and graduate fellows. Stay tuned!

So, in the end what I think LH Bailey meant when he said ‘the essential epochs of an enterprise’ is really ‘the defining characteristics of a specific time’. What are the important highlights that define our year in Bailey? Scholarship and Learning. Dialogue. Voice.

**Presentations**

Midwest Conference on the Scholarship of Teaching and Learning – South Bend, IN. Presenter: Erich Pitcher

Teaching and Learning Conference: Opportunities and New Directions – Waterloo, Canada. Presenter: Jeno Rivera

Great Lakes Teaching and Learning Conference – Mt. Pleasant, MI. Presenters: Dave Nguyen & Josephine Wee

AAEEBL Conference – Boston, MA. Presenters: Jeno Rivera
Once a Bailey Scholar...

Angie Strait (Agriscience, 2001) received the Chapter Member of the Year Award from the Southwest Florida Chapter of the Florida Public Relations Association. A public affairs coordinator for the Lee County Port Authority in Fort Myers, Florida, Angie earned the honor for going above and beyond in her commitment of time and energy to ensure the success of her chapter and profession. She is pictured below on the left.

Seth Murray (Crop and Soil Sciences, 2001) has received the 2014 Crop Science Society of America Young Scientist Award. The honor recognizes young crop scientists who have made an outstanding contribution in any area of crop science by the age of 40. Seth received his PhD from Cornell University in 2008 and is now a faculty member at Texas A&M. He directs a program on quantitative genetic discovered and applied maize breeding.

Dru Bernthal Montri (Horticulture, 2003) was appointed to the Michigan Commission of Agriculture and Rural Development by Governor Snyder in 2014. In addition to operating Ten Hens Farm in Bath, Michigan, with her husband, Dru is the Director of the Michigan Farmers Market Association.

Glenn Sterner (ANR Communications, 2004) defended his dissertation at Pennsylvania State University, earning his PhD in Rural Sociology.

Kristen Pratt (Environmental Biology, 2008) was named one (of ten) Chicagoans making a difference by Chicago NewsCastic. Through her work leading the Chicago Conservation Corps (C3), Kristen supports volunteers who lead sustainability service projects. C3 has over 600 independent adult volunteers and 70 school-based sustainability programs in each Chicago ward.

Andrea Kerbuski (ANR Communications, 2008) continues to make a mark on the fashion and lifestyle world with her blog blondebedhead.com. Over the past year, she has partnered with brands such as Victoria’s Secret and Meijer.

Michaela TerAvest (Biochemistry & Molecular Biology, 2008) is completing a postdoc in the California Institute for Quantitative Biology at the University of California at Berkley. She’s accepted a position as an Assistant Professor of Biochemistry and Molecular Biology at Michigan State University and will be starting this fall.

Kate Law (Environmental Economics and Policy, 2009) has accepted a position with the Literacy Center of West Michigan as the Literacy Coordinator. This follows three years of working as a Membership Specialist with the Girl Scouts of Michigan.

Claire Robinson (Psychology, 2009) has graduated from New York University with a Master’s in Social Work. She’s begun working at The Trevor Project and the Jewish Child Care Association. Claire is excited to become an aunt for the first time!

Meredith Derian-Toth (Psychology, 2010) earned her Masters in Educational Psychology from McGill...
University in Montreal, Quebec.

Brett Kopf (Food Industry Management, 2010) received a $40 million investment in September 2014 for his San Francisco, California-based startup, Remind. Remind is an educational app with over 23 million users as of January 2015.

Justin McKinley (Environmental Economics & Policy, 2010) completed his Masters in Agricultural Economics at the University of Arkansas in December 2014 and a Masters in International Rural Development from the Erasmus Mundus Program in February 2015. He’s working as a consultant for the International Rice Research Institute in Los Banos, Philippines. Justin reports that he’s continuing to learn new things and focusing on programming, spatial econometrics.

Emily Ries Reinart (ANR Communications, 2010) has been named co-facilitator of the Michigan Farm Bureau ProFILE Program, a leadership program for young farmers that gives insight on ways individuals may impact agricultural issues today and in the future. Emily has been an Agricultural Ecology Specialist with Michigan Farm Bureau since 2010.

París Wilson (Social Relations and Policy, 2013) has become the Assistant Director of After School Programming at the SEED School in Maryland and has relocated to Baltimore. He’s learning about data management and federal grant compliance for the 21st Century Community Learning Center grant.

Erica Zazo (Journalism, 2014) accepted a position with Cintra (a leading global transportation infrastructure company) as their Public Relations and Marketing Coordinator in Dallas and Fort Worth, Texas. Erica also reports that in June 2015, she and her mother hiked the Yosemite National Park (pictured below) with the Leukemia and Lymphoma Society to raise funds for medical research.

Seth Murray, above, working with colleagues at Texas A&M.

...Always a Bailey Scholar
A New Role

Senior Taylor Berry served as a co-convener for ANR 310 during the spring semester. Here she reflects on this unique opportunity.

Stepping out of the student role during the spring semester was very different for me. I co-convened ANR 310 class with graduate fellow Josephine Wee and faculty fellow Dale Elshoff while taking ANR 410 at the same time.

Convening was a very humbling experience because it gave me an opportunity to not only better understand the Bailey Scholars Program, but also to recognize my own leadership skills. I was able to share my own experiences with the 310 class since I was in their shoes at one point in time. I feel that over time they opened up more to me and came to trust me because I was closer in age to them and I also had experience with things that worked and did not work in an ANR 310 class.

However, the class wasn’t without its challenges. I sometimes found it difficult to be a co-convener in ANR 310 while being a student (though co-learner) in ANR 410. I was learning so much during our bi-weekly convener meetings (like facilitation techniques or engaging meaningful dialogue) that I was able to incorporate into 310. But when I had some new ideas that I wanted to integrate into my 410 class, I think that my co-learners were taken aback by the ideas and were less reluctant to trying new things.

But Jeno always stresses to us to explore things that we want to LEARN and not what we want to DO. Trying to remind the class to keep things on track and remember that we are supposed to be learning things was a little difficult. Sometimes, the 410 class would get caught up in finding things to “do” and when I would remind them that we need to find things that we want to learn, they did not listen as well as they would have to Jeno, simply because I was on the same level as them. If I were to do the same thing in 310, they were more apt to listen to me since the students knew that I had a leadership role and that I was only trying to help them.

But in the end, there were more opportunities than challenges. I was able to understand the joy our faculty and graduate conveners must feel when the students get it. When they make the connection between an experience or lesson and, for example, one of our Bailey Five Questions – when they experience that kind of growth in the measure of a semester – it can be amazing. And there’s also an important lesson for classes when a co-learner falls short.

Involving myself so deeply with the program allowed me to gain new insight to the program, enhance my leadership skills, and learn when I need to step back to allow others the room for growth and reflection. Throughout my journey in the Bailey Scholars Program, I went from being a quiet person to a hardheaded person to a humbled scholar who thoroughly enjoys being engaged in a diverse community. Because of my experience as an ANR 310 co-convener, I came to thrive off the satisfaction that comes with helping people around me.

If you ever find yourself a couple of credits short, I would absolutely suggest being a student co-convener. You won’t regret it and neither will the scholars around you.

Happy learning!
Living Our Strengths

More often than not, individuals focus on their weaknesses, believing that by doing so, they may overcome them. In some cases, this is true. But what if we instead looked at the things that we do best? How would that change the way we engage in the world around us?

The Gallup Organization believes that we should instead look towards our strengths.

Gallup interviewed nearly two million professionals from varying fields were interviewed. Having quantified the different traits of the people they interviewed, they came up with 34 distinct patterns, or themes.

There are 34 strengths that an individual could possess. Everything from activator (one who acts to start things in motion) to harmony (one who seeks to avoid conflict and achieve success through consensus) and woo (one who is able to easily persuade of “win others over”).

These themes, in part, result in an individual’s tendency to develop certain skills more easily and excel in certain fields in a sustainable way while failing or not being able to sustain success or high levels of effectiveness in other fields.

Each Bailey Scholar undergraduate student takes the StrengthsFinder assessment during their ANR 210 experience. In addition to providing the student with information about the strengths, the class realizes about how their strengths relate and how they can best learn together as a cohort.

The students see the value in the tool.

“The StrengthsFinder assessment has been a huge help to me,” said Asha Shaw. “It allows us to build on our strengths and become the best version of ourselves.”
For nearly twenty years, the Bailey Scholars Program has worked with its students to develop their full potential. We’ve been on the front lines as 18 and 19 year olds mature into young adults with broader worldviews and the skills that 21st century employers want.

To do this, we’ve occasionally had to change the way we do things.

Some of the changes you already know about. Future students that complete the program requirements will earn a Minor in Leadership in Integrated Learning. The Middle Twelve credits are becoming Middle Nine.

But there’s more progress to report on.

The undergraduate student of 2015 looks different from the first scholars we welcomed in 1998. They’re digital natives with skills and needs that are unique to their generation.

Starting in fall 2015, students in ANR 210 will be introduced to a scaffolded course that will strongly support their learning journeys. They’ll learn about cognitive dialogue and collaborative learning. They’ll develop the skills needed to create assessment tools and rubrics.

In short, they’ll create the capacity and learn the language of scholarship that will carry them to greater personal, professional, and academic growth. We are excited for this next leg of our journey together.

“[Being in] the Bailey Scholars Program means you are a part of something special. Something different.”
Program Graduates

Montazar Alessa
Supply Chain Management

Mohammed Alhemeiri
Economics

Taylor Berry
Psychology

Gerardo Garcia
Criminal Justice

Ryan Gilson
International Relations

Mario Gutierrez
Supply Chain Management

Christian Recendiz
Human Development & Family Studies

Haley Schulz
Environmental Studies & Agriscience

Ashley Sumerix
Crop and Soil Sciences

Jasmine Williams
Interdisciplinary Studies in Social Science
Connect with us!

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