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WESTERN MICHIGAN UNIVERSITY

College of *Arts and Sciences*

e-News Issue 25: May 2015

Upcoming CAS events



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Innovation Fund
grant comes
to WMU



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WMU shares applied behavior analysis training videos for autism

by Cheryl Roland
April 20, 2015 | WMU News



Fuqua

KALAMAZOO, Mich.—A series of free videos on autism assessment and intervention techniques is now available to a national audience of educators and practitioners, thanks to Western Michigan University's Autism Center of Excellence.

The video series includes interviews with experts in applied behavior analysis, or ABA, autism and behavioral pediatrics. The videos were developed by **Dr. Wayne Fuqua**, WMU professor of psychology, with support from the Michigan Department of Health and Human Services. The videos are available for viewing without charge at wmich.edu/autism/resources.

"The videos also include supplemental materials and clinical simulations that demonstrate the application of essential features of an assessment or intervention technique," says Fuqua. "The videos are designed to enhance the ability of applied behavior analysis practitioners and ABA students in academic training programs to understand and to implement important behavior analysis assessment and treatment techniques with children, especially those with developmental disabilities such as autism."

Additional videos are under development. When ready for distribution, they will be posted to the same website, so those interested in the videos should check back periodically for updates.

Behavior analysis and autism research at WMU

WMU's Department of Psychology has a 30-plus year history of work with community partners to offer supervised field experience in the areas of developmental disabilities, autism, clinical psychology, organizational behavior management and education. The University has awarded nearly 400 psychology doctoral degrees and more than a thousand master's degrees to professionals working in developmental disabilities, autism, clinical psychology and industrial organizational psychology—all with a behavior analysis or behavior therapy orientation.

In 2014, the University's critical role in preparing professionals to work with children with autism was recognized by the state of Michigan with a special \$4 million legislative appropriation designed to increase the University's capacity to prepare new professionals to work in the autism area and to enhance community consultation and outreach services using such technology as internet-based training, distance education and teleconsultation.

WMU room and board rates to increase by 3.3 percent this fall

by Cheryl Roland

April 22, 2015 | WMU News

KALAMAZOO, Mich.—Acting at its **April 22** meeting, the Western Michigan University Board of Trustees approved a 3.3 percent increase in room and board rates for the 2015-16 academic year to provide continued support for educational campus living facilities that are both affordable and attractive.

For a student living in a traditional residence hall and selecting a 15-meal plan, the new rates will translate to an increase of \$288 for the full academic year. The annual cost for the room and board package will be \$9,011, effective in fall 2015.

Trustees also approved summer housing rates for Western Heights, a new 750-bed residence hall designed primarily for incoming freshmen that will open this fall. The double-room rate will run \$1,400 for each summer session beginning summer 2016.

The fall and spring Western Heights room-only rates were previously set by the board at its July 2014 meeting so that students applying for fall 2015 would have an idea of the cost of the new residence halls and time to decide and plan for that expense. A residence hall meal plan is required for all Western Heights residents, so the board's April 22 action means the full room-and-board rate for a student living in Western Heights and choosing the 15-meal plan is \$9,845 for the 2015-16 academic year.

Complete rates for all residence halls at varying food-plan levels can be found at wmich.edu/housing/info/rates.

In 2014-15, WMU operated 20 residence halls, seven dining facilities, six cafés, and five apartment-style complexes. In the fall 2014 semester, 5,695 residents lived on campus, and 92 percent of degree-seeking, first-time freshmen chose to live in the residence halls. The 658 apartment-style units operated at 93 percent occupancy during the 2014-15 academic year.

A strategic internal planning and budgeting process supports the University commitment to creating environments where students want to live and eat while pursuing their academic and career goals. The strategy has allowed for significant improvements, incentives and discounts for students and families. The efforts are aimed at enhancing the facilities and living environments for students who choose to live on campus.

Evidence of a long-term planning process that is focused on recruitment and retention is now visible in several residential neighborhoods across campus. In the Valley Residential Neighborhood, construction will begin this spring on an iconic new dining facility overlooking Goldsworth Valley Pond. Primarily intended to serve students in the Valley neighborhood, the new Valley Dining Center is scheduled to open in fall 2016. In the Center Residential Neighborhood, the new Western Heights residence hall complex will open this fall near the Bernhard Center.

For more information about long-term housing and dining plans, visit wmich.edu/students/planning.

Bush named American Council on Education Fellow

by Deanne Puca

April 20, 2015 | WMU News



Bush

KALAMAZOO, Mich.—Western Michigan University's **Dr. Jonathan Bush** has been named an American Council on Education Fellow for the 2015-16 academic year, **Molly Corbett Broad**, ACE president, announced March 25.

Bush, chair and professor in the Department of English, was named an interim associate dean of the College of Arts and Sciences in February. He was one of 47 emerging college and university leaders selected by ACE this year.

Fellows are nominated by their presidents and chancellors and selected following a rigorous application process. Established in 1965, the ACE Fellows Program strengthens institutions and leadership in American higher education by identifying and preparing promising senior faculty and administrators for responsible positions in college and university administration.

ACE Fellows Program

The program, in which participants work with executives at colleges other than those that employ them, is known as a stepping stone to top positions in higher education.

The program combines retreats, interactive learning opportunities, visits to campuses and other higher education-related organizations, and placement at another higher education institution to condense years of on-the-job experience and skills development into a single year.

During the placement, fellows observe and work with the president and other senior officers at their host institution, attend decision-making meetings and focus on issues of interest. Fellows also conduct projects of pressing concern for their home institution and seek to implement their findings upon completion of the fellowship year. At the conclusion of the fellowship year, fellows return to their home institution with new knowledge and skills that contribute to capacity-building efforts.

Bush says he is still considering placement options, and he expects a decision in the early summer.

"My focus is student success, particularly students who achieve success coming from a low profile," he says. "I am looking forward to learning as much as I can about higher education, and I am excited to shadow university leaders from across the country. This is a once-in-a-lifetime opportunity."

Since its inception, nearly 2,000 higher education leaders have participated in the fellows program, more than 300 ACE fellows have gone on to become college or university presidents, and more than 1,300 have become provosts, vice presidents or deans.

The ACE Fellows Program is celebrating its 50th anniversary this academic year. ACE's 97th Annual Meeting earlier this month featured a number of activities and sessions focusing on the program, and the commemoration will continue in June at the Council of Fellows Weekend in Washington, D.C.

Jonathan Bush

Bush joined the WMU faculty in 2001 and has served as department chair since 2011. He also is director of the Third Coast Writing Project and coordinator of WMU's developmental writing program. He is co-author of two books on teaching English at the high school and middle school levels and he has published widely in English education and composition studies. He currently serves on the College Board's Advanced Placement English Language and Composition Development Committee. He is also a public affairs officer in the Navy Reserve.

He earned a bachelor's degree from Bowling Green State University, a master's degree from Northwestern State University of Louisiana and a doctoral degree from Purdue University.

"The ACE Fellows Program enters its second half-century committed to further growing and strengthening the nation's premier higher education leadership development program," ACE's Broad says. "The diverse and talented 2015-16 Fellows class embodies why the program has been such a vital contributor to expanding the leadership pipeline for our colleges and universities."

Torres Wins National Literature Award

DJ DeLong

Creative writing and history major

College of Arts and Sciences, Marketing and Communication student employee



Western Michigan University is known for being globally engaged through many different study abroad programs and partnerships with universities around the world, however, WMU faculty and staff are also from all over the world. Dr. Benjamin Torres, a professor of Spanish, is a part of the faculty that comes from outside of the United States. Torres has also received multiple awards for his research. The Institute of Puerto Rican Literature has recently awarded him with the National Literature Award, Third Prize in the category of Research and Criticism.

It's no surprise that Torres is interested in Caribbean literature. Originally born in Cuba, Torres and his family left in 1960 and eventually settled in Puerto Rico from the time he was eight years old. When reading the literary works by Edgardo Rodríguez Juliá, Torres found a clear and convincing explanation of why Puerto Rico is the way that it is culturally and politically. Torres says, "He explained Puerto Rico in a way no other writer had done before or has done since."

Torres has spent a large amount of time on his research and study of Rodríguez Juliá, including two book-length studies. The first, *Para llegar a la Isla Verde de Edgardo Rodríguez Juliá*, was published by the University of Puerto Rico Press in 2007 and was intended as a general introduction to the author's work. His second, *Iconografía: lo visual en la obra de Edgardo Rodríguez*

Juliá, concentrates on the presence of visual images, whether reproduced or verbally described. According to Torres, in order to comprehend the literary production of Rodríguez Juliá it is indispensable to understand the function of the visual in his work.

Iconografía is the work for which Torres has received the National Literature Award. Torres' publisher, Elizardo Martínez, entered his book in the Institute of Puerto Rican Literature's literary competition. When asked about how he felt after receiving the award, Torres said, "I feel honored to receive this prize because my book competed with studies written by literary critics whom I read and admire."

This isn't Torres' first award, though. In 2013, he was awarded the College of Arts and Sciences Research Award for his substantial literary contributions to the field of Caribbean literature. Torres commented, "I would continue my research with or without an award, but it is very special to be nominated by one's colleagues."

In addition to the two books on literary criticism, Torres has published Gabriel García Márquez o la alquimia del incesto in 1987, has edited other works by Rodríguez Juliá, most notably La renuncia del héroe Baltasar in 2006, and made contributions to several other books on Caribbean literature.

When Torres isn't writing or doing research, he devotes his time and energy to teaching. He began teaching at WMU in the fall of 1990. This year he joins the 25 Year Club. The Master of Arts program in Spanish began that same year and the department has grown steadily. He says it has been great to be a part of that process and looks forward to watching what happens in the years to come. Torres encourages students to be passionate about any profession they are pursuing and wish to go in to. He continued by saying, "I love teaching and I enjoy reading literature and writing about it. If it is truly your vocation, you will be successful at what you do."

Enrique Gamez '14 wins NSF Graduate Research Fellowship



Physics alumnus, Enrique Gamez '14 won a prestigious National Science Foundation Graduate Research Fellowship that will cover three years of graduate school tuition, where he plans to study theoretical astro-particle physics, plus a \$34,000 stipend. Gamez transferred to Western Michigan University as an undergraduate student and had a wide-range of academic interests. He admits that he loved physics his entire life, but he also wanted to compose music, loved math and planned to study engineering. After taking his first physics course at WMU, though, Gamez fell in love with it and decided to major in physics. He enjoyed thinking of the fundamental way the world works and notes that it "adds fundamental joy to my life." Still interested in math and music composition, Gamez also minored in both.

Gamez will attend the University of Michigan in the fall of 2015 where he will study the properties of dark matter. While conducting his research, each year Gamez will submit a report to the NSF to demonstrate that he is making academic progress. Gamez feels prepared for graduate school and his research project because of his foundation at WMU. According to Gamez, he has had "lots of good guidance from professors, specifically Dr. Burns, Dr. Korista and Dr. Pancella. The Physics Club gave me community. I received support from faculty and students. I felt encouraged and at home at WMU and that's probably why I did well."

Shane Preston '12 Speaks to WMU Students



Legislative director and political science alumnus, Shane Preston '12 returned to Western Michigan University to speak to current students as part of the "Better Know an Alum" series, sponsored by global and international studies. As a legislative director, Preston plans legislative strategy and reads bills for the Michigan State Senate. His career began while he was an undergraduate student. He obtained an internship in Lansing that led him to him becoming a floor page. As a page, Preston delivered correspondence and legislative materials and prepared the House chamber for sessions. His experience as an intern and floor page gave him the opportunity to serve as a

campaign manager for the House. Due to his success with the House campaign, Preston was asked to run a Senate campaign, which was also successful and led to him being offered his current position as legislative director.



Preston's first piece of advice to students was, "Do your readings! It is worthwhile," noting the importance of being aware of all sides of an issue. He also encouraged that students challenge their professors. He stated, "Everybody deserves an explanation. Professors aren't here to tell you what to think but how to think." When asked how he landed his position, Preston talked about the importance of experience and gaining knowledge that can't be learned in a textbook. He credited his internship experience in Lansing as what set him apart and said, "Just getting involved will give you opportunities." To those specifically interested in a political future he suggested

that they start by volunteering for a campaign.

When asked if there was anything he wished he would have done while at WMU he mentioned being more involved with the WMU community, adding, "There were so many student organizations. I could have made more connections." In addition to serving in the military prior to becoming an undergraduate student, which gave him a unique perspective compared to traditional college freshmen, Preston was admittedly on a fast track to graduation. He took an average of 18 credit hours each semester which left little time for social interaction. Acknowledging that there are a vast amount of opportunities in Lansing and Washington, D.C., Preston hopes to continue working in legislation for many years to come.

Advice for students

Success comes from hard work. It is your building block.
Read *The Defining Decade* by Dr. Meg Jay
Set yourself apart from the rest with experience.

Student honored for leadership, service

by Deanne Puca

April 21, 2015 | WMU News



Bere

KALAMAZOO, Mich.—Western Michigan University junior **David Bere** of Kalamazoo has been honored by a national organization as a promising student leader who has demonstrated an investment in his community.

David Bere

Bere, a political science major, recipient of the Kalamazoo Promise and a studio coordinator in the Office for Sustainability, is one of about 200 undergraduate students nominated by colleges and universities across the country to become 2015 Newman Civic Fellows by Campus Compact. He joins students from universities such as Stanford and Yale who collaborate to develop solutions to quality-of-life issues.

Also named WMU's 2015 Student Employee of the Year, Bere is a bike mechanic and non-motorized transportation advocate and volunteers his time to many organizations in the community.

"David has been instrumental in developing programs that enable students to learn important skills such as bike maintenance, basic woodworking, and provide a space for exploring design projects. In addition to his roles at the University, David has volunteered his time and expertise to many organizations in the community participating in charitable bike rides and leading student-building projects," states **WMU President John M. Dunn** in his nomination of Bere. "His dedication to public service is inspired by his commitment to help others learn to help themselves. David is one of the most humble and passionate individuals you will ever meet and leads and helps others with enthusiasm and generosity."

"I consider higher education to be a privilege enabling me to see the world from an informed point of view... I care most passionately about the link between social and sustainability issues and have found a home with the Office for Sustainability where I feel inspired and challenged to create a better quality of life for all," Bere says. "When I am not consumed by University projects, I help people fix their bikes and use my building skills to create tables, benches, things like cider presses, and earthen ovens that bring people together to share healthy food and important ideas with each other."

About the Newman Civic Fellows program

Sponsored by the KPMG Foundation, the fellowship program promotes student service, research and advocacy to help recipients make the most of their college experiences to better understand themselves, the root causes of social issues, and effective mechanisms for creating lasting change. As these students tackle community challenges, they provide fresh energy and perspective, inspire and mobilize others, and develop their own skills and potential.

This year's record number of fellows will leverage an even greater capacity for engagement and change through online networking. In keeping with their generation's emphasis on networks over hierarchies, Newman Civic Fellows will share ideas and materials to further their work through an exclusive online community especially for the program.

Campus Compact is a national coalition of nearly 1,100 college and university presidents who are committed to fulfilling the civic purposes of higher education to improve community life and to educate students for civic and social responsibility.

For more information about the organization and the award, visit compact.org.

Two area seniors win \$20,000 scholarships to study at WMU

by Cheryl Roland
April 20, 2015 | WMU News



Barkman

KALAMAZOO, Mich.—Two Kalamazoo-area high school seniors have each won a \$20,000 Mary Upjohn Meader Incoming Freshman Award to study at Western Michigan University.

The 2015 scholarship recipients are **Amanda Barkman**, a senior at Kalamazoo Central High School and the daughter of Todd and Caroline Barkman, and **John Schneidenbach**, a senior at Portage Central High School and the son of Wally and Jill Schneidenbach. They each will receive \$20,000 over four years to pursue a degree in community and regional planning, geography, or tourism and travel.



Schneidenbach

The awards are made possible through the Mary Upjohn Meader Endowment in WMU's Department of Geography. The fund is named for the celebrated Kalamazoo resident who was an aviation pioneer, an ingenious

photographer and a philanthropist who gave generously to education and the arts.

Mary Upjohn Meader

As a young woman in 1937, Meader flew over both South America and Africa and took a treasure trove of aerial photos that are still being used by scholars today. She became the 79th person to sign the American Geographical Society's Flyers' and Explorers' Globe to mark those momentous flights. She was invited to sign twice, adding her name to those of Charles Lindbergh, Amelia Earhart, Sir Edmond Hillary, Admiral Robert Perry, Admiral Richard Byrd and the Apollo 8 astronauts.

For more information about this scholarship and others in the Department of Geography, visit bit.ly/1aXvUY3 or call (269) 387-3411.

WMU among grant winners recognized at 'Americas' summit

by Jeanne Baron
April 15, 2015 | WMU News



Both Sides of the Fence students and faculty members gather for a group photo with migrant farm workers in Van Buren County, Michigan.

KALAMAZOO, Mich.—Western Michigan University's Both Sides of the Fence study abroad program is one of 10 U.S. university programs that have won the latest round in a grant funding competition aimed at new innovative partnerships that will increase student mobility to and from Latin America, the Caribbean and the United States.

U.S. Secretary of State John Kerry announced the winners of the 100,000 Strong in the Americas Innovation Fund competition **April 9**. The universities awarded grants were celebrated the following day at a reception during the Summit of the Americas, held **April 10 and 11** in Panama City, Panama.

About 100,000 Strong in the Americas

The 100,000 Strong in the Americas initiative is President Barack Obama's signature education effort in the Western Hemisphere. Its goal is to increase the number of U.S. students studying in the Western Hemisphere to 100,000, and the number of students from Latin America and the Caribbean studying in the United States to 100,000 by 2020.

Funding was granted to only 10 percent of the proposals submitted to the competition, which was open to higher education institutions in all countries throughout the Western Hemisphere and to all fields of study. In a news release about the 10 winners, **Steve Vetter**, president and CEO of Partners of the Americas said, "100,000 Strong in the Americas continues to demonstrate the desire of

institutions to overcome their barriers and work together to build the globally and culturally competent workforce companies increasingly demand."

WMU's Both Sides of the Fence course received a \$25,000 grant funded by the Coca-Cola Foundation. Through Santander Universities, Santander Bank, N.A. funded grants to the other competition winners: California State University, Los Angeles; Northeastern Illinois University; Northern Arizona University; Northwestern University; Texas State University; the University of California, San Diego; the University of New Mexico; Virginia Commonwealth University; and West Virginia University.

Both Sides of the Fence



Women in Toreadores, Guanajuato, attend a 2014 Both Sides of the Fence workshop on stress reduction.

The 100,000 Strong in the Americas Innovation Fund grant will allow for significant expansion of the Both Sides of the Fence study abroad program piloted last summer by the College of Health and Human Services and funded by the Fetzer Institute in Kalamazoo.

The four-credit course exposes college students from the United States and Mexico to the challenges of migration and its impact on personal and community health. Both Mexican and U.S. students will learn, live and work together in migrant communities in Michigan and rural villages in Guanajuato, Mexico, gaining insight into the immigrant experience, particularly as it relates to nutrition.

Both Sides of the Fence is offered through WMU Study Abroad in the Haenicke Institute for Global Education. To learn more, visit wmich.edu/studyabroad. To apply, contact WMU Study Abroad at (269) 387-5890 or complete the online application available on this office's website.

This summer's course



Bowen

This summer's course will begin at WMU June 29 and finish in Mexico Aug. 1. The **deadline to apply is Thursday, April 30**. For 2015, the program will involve students from WMU and the Universidad DeLaSalle Bajio in Leon, Mexico. The Community Foundation of the Bajio, a Mexican nonprofit organization working in rural communities affected by migration, will play a supporting role in the project.

"The purpose of this program is to better understand the challenges of Mexican migration from both sides of the fence," says **Dr. Maureen Mickus**, WMU associate professor of occupational therapy and the program's co-director. "We're excited about offering this unique cultural exchange with an important service-learning opportunity, with Mexican and U.S. students learning from each other and working together toward a common goal."



Mickus

Students accepted into the course will take part in field visits to Michigan migrant camps and hear presentations from a range of professionals working in migrant services. During their time in Guanajuato, the Mexican and U.S. students will engage in community-service activities in two small, impoverished communities. These activities will include an intergenerational day camp focusing on traditional cooking, healthy eating and exercise.

Questions about the course may be directed to Denise Bowen at denise.bowen@wmich.edu or (269) 387-5316 or to Maureen Mickus at maureen.mickus@wmich.edu or (269) 387-7326.

Critical educational need



WMU student Alma Rosales chats with women in Toreadores, Guanajuato, after conducting a stress reduction workshop.

The growth in America's Latino population continues to outpace the growth in all other minority groups, reports **Denise Bowen**, WMU assistant professor of physician assistant and the other co-director of Both Sides of the Fence. Moreover, she says, the vast majority of immigrants to the United States are Mexican, with the highest percentage coming from the Mexican state of Guanajuato.

"That's one of the most important U.S. demographic trends, so there's a critical need to educate students, particularly future health care professionals, about the cultural, economic and social impact of migration. Health disparities among Latinos, coupled with a lack of trained, culturally sensitive, Spanish-speaking professionals, already present serious problems in the United States," Bowen says.

"Both Sides of the Fence tries to bridge the gap by preparing students to be informed, compassionate leaders in this complex societal arena. It offers students a two-pronged approach to learning about the challenges of migration, both from people living in Mexico and those who have already migrated to the United States. And, at the heart of this program is the opportunity for U.S. students to develop cultural humility."

About the competition

The 100,000 Strong in the Americas Innovation Fund is a public-private collaboration of the White House, U.S. Department of State, Partners of the Americas, and the organization known as NAFSA: The Association of International Educators.

Since launching the Innovation Fund in January 2014, the Innovation Network has grown to 1,300 higher education institutions. Of those institutions, 490 universities from 28 countries have applied for Innovation Fund grants. To date, 48 grants have been awarded to teams of 110 higher education institutions from 16 countries in the Western Hemisphere region.

NAFSA executive director and CEO Marlene M. Johnson said the Innovation Fund offers the most sustainable method to exponentially grow study abroad.

"By challenging institutions to expand and develop their bold ideas to make study abroad the norm, not the exception," Johnson says, "this initiative is building tomorrow's generation of global leaders more effectively than ever before."

For more information about 100,000 Strong in the Americas, visit 100kstrongamericas.org