



## College of Education and Human Development

Western Michigan University

### A Passion for Education and for WMU That Runs in the Family



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## Global Impact Reignites Love for Education



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For the second consecutive time, Western Michigan University has received the Carnegie Community Engagement Classification, which recognizes higher education institutions across the country for their outstanding institutional commitment to transformative collaboration locally and beyond. Only 359 colleges and universities maintain the classification, an elective endeavor that requires institutions to voluntarily submit information describing the impact of their community engagement initiatives, ranging from class projects that address local needs to engaged research that maintains national or international reach.

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## **Giving Impact: Marla Miller Smith**

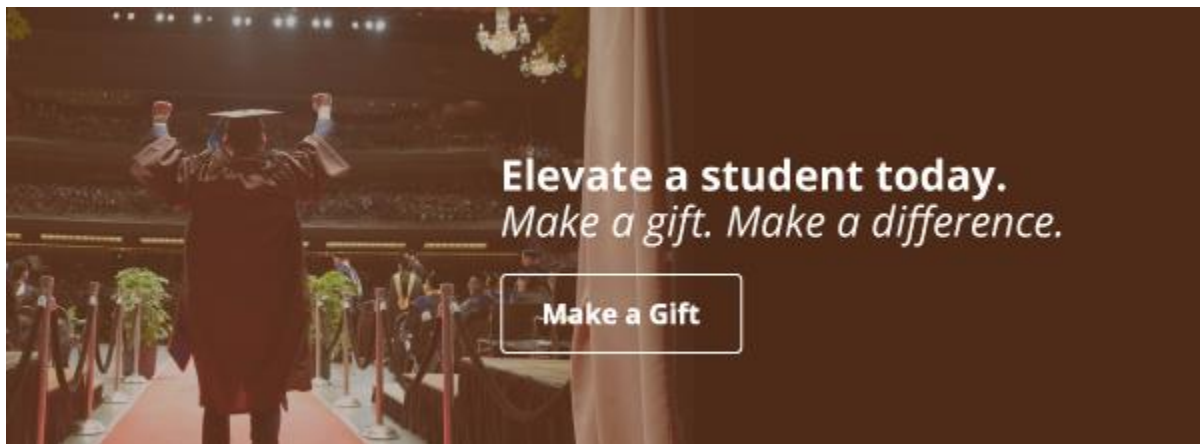


In the 60's, Marla Miller Smith ('66) was a featured twirler who received more than 250 twirling awards, including the Indiana State Fair Championship, and after graduating from high school, she brought her talent to Western Michigan University. Decades later, The Marla Miller Smith Bronco Marching Band Endowment would become the first endowment at WMU to provide long-term funding for the band, while preserving Marla's legacy.

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# A PASSION FOR EDUCATION AND FOR WMU THAT RUNS IN THE FAMILY



Not everyone wants to follow in their father's footsteps, but sometimes it ends up happening whether you intend it to or not. Dr. Paul J. Misner, former Superintendent of Glencoe Public Schools in Glencoe, Illinois and Distinguished Professor at Western Michigan University, began a line of passionate educators that produced a second and third generation of Superintendents in his son, Dr. Craig Misner, whom served as Superintendent of Hopkins Public Schools, Parchment School District (PSD) and the Kalamazoo Regional Educational Service Agency (KRESA), and his grandson, Jason Misner, current Superintendent of PSD.

Jason (M.A. '11, education leadership) became Superintendent in 2018 at 35 years old after serving seven years as a teacher, three as an athletic director and assistant middle school principal, and two as a middle school principal in PPS. Jason grew up in Parchment and saw his father serve the district, so he is honored to have the opportunity to give back to the community in this way. "I've got big shoes to fill here," he said of serving in the same role his father once held. "My father is a great man, a great father, and a great educator – in that order of importance. To be at a place where he was means a lot to me."

He says it comes up every day that people knew his dad or worked with him. "He's left a lasting legacy here that won't go away. I try live up to his standard and while I can't ever fully do that, I strive to do my own things and do them as well as I can."

Craig says of his son's accomplishments, "I'm most proud of what he is as a person, what kind of character he has. He's a good father and a good person. He has goals and he's willing to pursue those. He's never been afraid to take on challenges."

Jason's primary goal as Superintendent is to provide an equitable education to all children by meeting them where their needs are and removing any educational barriers that might stand in their way. Being a

Superintendent is a complex and multifaceted job and he's still learning how to best leverage his role to create that environment of equity.

Helping him along the way are professors he formed relationships with during his time at Western – Dr.'s Brett Geier, Sandra Standish, and Dennis McCrumb. “The professors I had were either retired or currently working in the field and that is invaluable. It prepared us for having real life experiences. The experiential learning I've done in the past 18 months has been huge and I still call on them and they still help me to this day,” Jason shared. He plans to pursue a PhD in education leadership in the near future.

Jason's grandfather, Paul Misner, grew up in Otisville, Michigan as one of ten children. He went to Eastern Michigan University to earn a degree in teacher education, earned a Master's degree and a PhD in school administration from the University of Michigan. At age 35 he began serving as Superintendent of Glencoe Public Schools for 30 years from 1935-1965 and was president of the American Association of School Administrators from 1956-57.

When Jason's father, Craig (B.A. '69, secondary education; M.A. '73, education leadership; Ed.D. '84, education leadership), came to Western Michigan University in 1965, he came to play baseball. He was proud to be the son of a Superintendent but wanted to take his own road. His father encouraged him and taught him that whatever you do, you should do it well. Paul had some connections at Western from his time as Superintendent and followed Craig here to join the education faculty, where he stayed until his retirement in 1970. Craig's mother and Jason's grandmother, Betty, a long-time teacher herself, took a position at University High, the College of Education's lab school which was located on East Campus at the time.

Craig pursued his dream of pitching for the Chicago Cubs until his Junior year when a shoulder injury made him realize his dream probably wasn't going to come true. Forced to choose another path, he looked to education.

He got his degree in teaching and taught for five years in the Kalamazoo Public Schools (KPS) before becoming an administrator there. In 1976 he married fellow educator Diane Atkins (now Misner) (B.A. '68, elementary education; M.A. '73, reading diagnosis and therapy), who went on to become an elementary school principal in KPS and a national education consultant. Before long, at the age of 39, he became the Superintendent at Hopkins Public Schools where he served four years, followed by a Superintendence at Parchment Public Schools where he served for ten years before taking a position as Superintendent of KRESA, where he served for eight years and received the award of Michigan Association of School Administrators Region VII Superintendent of the Year before retiring in 2008.

Craig's father, Paul, taught him to have good people around him, so that was a priority in all his positions. Looking back on his career, he's most proud that everywhere he worked, he and his team were always able to move things ahead in a positive direction and do good things for kids. “If you can't go into a year and say, ‘What can we do better?’ then you're not doing a good job,” he explained.

Upon retirement, Craig came back to WMU to work as an adjunct professor for several years before working with the Michigan Leadership Institute where he helped train and place Superintendents in Southwest Michigan. “I bleed brown and gold,” Craig shared. “I felt like I had an excellent experience at Western all the way through.” He was awarded the Golden Apple Award in 2005 by the College of Education and Human Development. A pretty good life's work for someone who didn't think he'd go into education!

Oddly enough, education wasn't Jason's first choice either. He started out majoring in business management with plans to make lots of money, but around his sophomore year he realized he didn't feel

fulfilled and also made the switch into education. His parents had modeled servant leadership so well it felt natural to follow in their footsteps. “Watching my parents their whole lives be servant leaders, seeing that passion and seeing them put others before themselves has had a huge impact on me. What I learned from my parents most importantly is that relationships are the key. It’s all about people, how you treat people and what impact you can have. At the end of our time here, it’s not going to be about how much money we have, it’s going to be about what impact we have.” With many years left to go in his career, it’s certain Jason will be able to look back on his career with similar feelings of pride. We can’t wait to see what he is able to accomplish!

Jason wasn’t the only one Craig and Diane’s modeling had an effect on. Craig also has a daughter, Heather Misner, (B.A. ’01, elementary education; M.A. ’08, educational leadership) who became a teacher, then assistant principal and is currently a consultant at KPS who married Andy Fuehr (B.A. ’04, elementary education; M.A. ’10, educational leadership) whom is a principal with the Portage Public Schools, a son, Warren Misner whom attended WMU for several years before transferring to earn a law enforcement degree and is now a detective sergeant in Kalamazoo County who married Audra McAuely (now Misner) (B.A. ’92, elementary education; M.A. ’97, teaching and learning), whom is a teacher at Gull Lake Public Schools.

The big question now is whether there will be a fourth generation of Superintendents in the Misner family. Jason shared his son recently reflected to him that since both his father and his grandfather had been superintendents he probably should be one too, but that his older sister would probably be better at it than him. For Jason, it’s not about what his kids decide to do when they grow up, it’s about the kind of people that they are: “what matters to me is how they treat others and how they serve.”

When asked whether he thinks another Superintendent is in the cards, Craig responded, “I wish they would all be good people and get a good education and go where their passion takes them. And I would be extremely happy, and wouldn’t be surprised, if some of them go into education.”

We’ll hold a place for them here at Western, just in case they’re interested!



# GLOBAL IMPACT REIGNITES LOVE FOR EDUCATION



When Matt Van Dis (B.A. '11, secondary education) graduated and took his first job as a para-pro he thought he'd made a terrible mistake. The job just wasn't for him and he didn't think he was going to enjoy being a teacher. So, he put together an application for the Peace Corps.

Van Dis headed off to Rwanda in 2012 where he served as an education volunteer. He spent his time teaching English speaking and listening skills in a rural government school and helped out with some local health projects. When he returned home at the end of his two years, he felt drawn to work abroad again and after a lot of searching, he found a job as an elementary teacher at the Iringa International School in Tanzania. When he arrived in 2014 at the small school of about 100 students, he immediately fell in love with the students, the community and the work.

Iringa is a mid-size town about ten hours away from Tanzania's country center. The school utilized International Baccalaureate (IB) curriculum and attracted an international staff of teachers and student body. As a teacher of 20 students in a split 5th and 6th grade classroom, he discovered that he actually really enjoyed the age group. "My degree had been in secondary education and that's where I saw myself working and teaching, but I definitely think the elementary setting was a better fit for me. I liked having small class sizes and having the challenge to incorporate technology into a setting that was, in a lot of ways, behind where we are here in the States," says Van Dis.

After two years, he became the program coordinator for the IB primary curriculum and during his fourth year at the school he was promoted to Head of the Primary School. He was now managing the curriculum and meeting one-on-one with all the teachers in the primary school to ensure they were correctly implementing the IB curriculum in addition to his teaching responsibilities. He was successful at his work and wasn't planning to make a move when he received an offer out of the blue in 2018 to join Unilever Tea Tanzania Ltd as their School Development Manager.

The international company, Unilever, has an estate in Tanzania where they grow tea in a remote part of the country. In order to attract and retain employees in this remote location, they opened a school on the estate in 1994. They were looking to fill a recently vacated position and someone had given them Van Dis' name. In this role he'd be overseeing the day to day operations of both the primary and secondary school in addition to focusing on long term strategy to develop the school including increasing building enrollment, and resource and facilities development. It sounded like a great opportunity, so he took the job.

His new school was a little larger with 165 students, and was a national school, meaning all the students and teachers were Tanzanian and the school ran the national curriculum. During his time with the school, he is most proud that he was able to implement a teacher observation and evaluation policy which gave the teachers a place to have conversations about their teaching and improve through professional development.

Unfortunately, Van Dis' time at the school was cut short. In 2019, he applied for his fourth work permit and was denied for the first time by the Tanzanian government. "It's becoming increasingly difficult for foreigners to work and stay in the country," he explained, "but it still came as a shock. I felt like my work wasn't done at the school. There's a lot more to do there. We were working on renewing my permits again and it just didn't work out that way."

He's now hoping to take a passion he found during his work in schools abroad and move into the world of education technology. "Technology is the great equalizer. It's something I saw firsthand at both the schools where I worked in Tanzania. It didn't matter if we only had 200 books in our library that were all from the 1980's, we could log onto the computer and get current information. However, it can be incredibly distracting and detrimental to a kid's education if it's not used correctly, so I'd like to shift over to the ed tech world to ensure technology is being implemented well."

Van Dis' story shows how the path of following one's passion can be winding. He offers this advice to anyone still working towards their degree: "It's okay if you don't have it figured out yet what you're going to do. When I graduated and started working, I did not like the job and that's what led me to the Peace Corps. And it's funny because in a roundabout way, that's what led me to falling in love again with education. Allow yourself to be open to possibilities. If you think something sounds interesting, then explore that! And if you find out it's not, then move on and try something else until you find something that fits and works for you."

# Some 1.34M hours of service helps earn WMU coveted Carnegie recognition

Contact: [Joy Brown](#); January 31, 2020

KALAMAZOO, Mich.—For the second consecutive time, Western Michigan University has received the **Carnegie Community Engagement Classification**, which recognizes higher education institutions across the country for their outstanding institutional commitment to transformative collaboration locally and beyond.

Only 359 colleges and universities maintain the classification, an elective endeavor that requires institutions to voluntarily submit information describing the impact of their community engagement initiatives, ranging from class projects that address local needs to engaged research that maintains national or international reach.

WMU is one of 119 institutions in the country to be awarded the designation in the 2020 cycle, one of only 13 doctoral-granting universities with a “high research activity” classification to receive this recognition, and one of 11 in Michigan to be named.

The University’s application documented that, in one year’s time, its faculty, students and staff:

- Contributed 1.34 million hours to community-engagement initiatives;
- Partnered with over 1,500 unique community organizations; and
- Offered 333 credit-bearing, community-based learning courses representing more than 75% of its academic units and programs.

This classification is the second consecutive time WMU has been recognized for its community-engagement efforts by the Carnegie Foundation. Since its most recent classification in 2010, WMU’s community-engagement efforts have increased sizably.

WMU’s selection means the institution’s dedication to dynamic and noteworthy community engagement runs through its mission, culture, leadership, allocations, and practices, says **Kara Wood**, associate vice president for community partnerships and co-chair of the University’s Civic Action Planning Team.

It also illustrates The University’s commitment to co-creating learning and public-impact focused research opportunities with community partners to develop innovative and sustainable solutions to critical societal issues such as poverty, racial equity, access to affordable healthcare, and the environment.

“WMU has a long history of public service and community partnership, including experiential learning opportunities that allow faculty and students to apply their work and produce useful solutions for business, government and nonprofit agencies,” Wood says.

“This recertification brings prestigious recognition and visibility to the accomplishments of our faculty and students.”

## HISTORY

The 2020 Carnegie Elective Classification for Community Engagement was developed by the [Carnegie Foundation for the Advancement of Teaching](#) in the early 2000s. The foundation, which works to improve American education, understands community engagement as transformative.

Carnegie officials say that community-engaged partnerships can “enrich scholarship, research and creative activity; enhance curriculum, teaching, and learning; prepare educated, engaged citizens; strengthen democratic values and civic responsibility; address critical societal issues; and contribute to the public good.”

The classification parameters recognize schools that prioritize the mutually beneficial creation and exchange of knowledge and resources in a context of partnership and reciprocity.

The application’s lead author, **Dr. Brian Gogan**, associate professor of English and co-chair of the Civic Action Planning Team, notes that the 2020 application was significantly more rigorous than the one completed in 2010.

“The 2020 application asked for much more specific pieces of data, such as the number and employment status of faculty who offered community engaged courses to their students,” Gogan says. “And, the 2020 application process further required the University to submit names of 15 community partners, who were contacted for confidential assessments of WU’s community engagement work.”

The University’s community engagement practices with public and private entities are longstanding, widespread, and diverse, as its [Community Engagement Geo-Map](#) shows.

Noteworthy collaborations include:



WMU students studying PFAS contamination at a site in Richland, Michigan.



Hydrogeology field courses focused on hazardous man-made chemicals known by the acronym PFAS. Taught by **Professor Matt Reeves, Ph.D.**, the courses have introduced several students to PFAS-contaminated sites and government agency-collaborative remediation efforts. Reeves is also pursuing Michigan Department of Natural Resources funding to study the Huron River Watershed, and he is working with a WMU doctoral candidate in chemistry on developing destructive technologies to break down PFAS.

- Southwest Michigan Children's Trauma Assessment Center. The center provides comprehensive neurodevelopment trauma assessments for children who have experienced trauma or adverse childhood experiences. College of Health and Human Services students provide thousands of fieldwork hours at the center as part of their professional training.
- The Kalamazoo Literacy Council hosts an annual Adult Literacy Research and Training Symposium with WMU, which has impacted nearly 875 adult learners and has improved instructional capabilities of almost 300 volunteers. One major objective of the symposium is to facilitate cooperation between academic research of best practices in adult literacy and community-based application of this knowledge in the community, including service learning and internship opportunities for students.
- WIRE Youth Development Programs. These free offerings have benefited more than 1,000 youth between the ages of 7 and 13. The STEAM-focused programs help youth envision themselves in college and in desirable careers, and provide culturally sensitive guidance and instruction to help them get there.

## MOVING FORWARD

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WMU's 2020 Carnegie application, which included comparisons to information submitted with its 2010 application, demonstrated a significant increase in the depth and breadth of community engagement efforts.

"We aim for the University to build upon our past work by promoting the assets of our faculty and students to showcase even higher quality community partnerships in the next reclassification process," Wood says. "Our goal is to increase the strength, impact, and sustainability of our partnerships, all the while contributing to our students' educational experience and effecting positive societal change."

For more information, contact **Margaret von Steinen**, executive assistant senior in the Office of Government Relations, at (269) 387-2972 or [Margaret.vonsteinen@wmich.edu](mailto:Margaret.vonsteinen@wmich.edu).

# GIVING IMPACT: MARLA MILLER SMITH

In the 60's, Marla Miller Smith ('66) was a featured twirler who received more than 250 twirling awards, including the Indiana State Fair Championship, and after graduating from high school, she brought her talent to Western Michigan University. Decades later, The Marla Miller Smith Bronco Marching Band Endowment would become the first endowment at WMU to provide long-term funding for the band, while preserving Marla's legacy.

Marla was the featured twirler for the Bronco Marching Band for 1965 and 1966. After completing an associate's degree in business, Marla went on to have a long career as a secretary, executive assistant, and eventually the office manager for a law firm. Her experience at WMU left her with a lifelong impression and passion for marching bands, which is why she decided to do something transformative for the Bronco Marching Band.

Unfortunately, Marla passed away before she could fulfill that wish, so her husband, Tony Smith, wanted to make the gift in her memory.

"Marla's lifelong love was the marching band," Tony said. "She knew firsthand that a lot of hardworking students were putting in many long hours for its success, and the lack of external support was frustrating to her because of this. Her gift will provide a foundation to build this financial support, so others can have the same experience that she cherished."

The Marla Miller Smith Bronco Marching Band Endowment forever codifies Marla's legacy as a twirler, WMU alumna, and career woman; while helping to create a sustainable foundation for the band. Because of her gift, generations of students can continue to benefit from the discipline, musicality, and leadership skills gained as a member of the band.

The \$330,000 endowment will provide funds for the annual Marla Miller Smith Travel Game, so band members can travel with the football team, as well as Marla Miller Smith scholarships. It all fits into a larger plan to restructure the band to ensure long-term success.

Earlier this year, the WMU College of Fine Arts instituted the Bronco Marching Band Restructure and Sustainability Plan. It involved reducing the overall size of the band, establishing a travel band, creating an audition and selection process, and creating an essential studies course so band members can earn more credit and fulfill a requirement for graduation through band participation. The college also set a goal of raising \$1.5 million while setting aside \$50,000 in annual funds to provide small scholarships to every student, as well as essential band needs like instrument repair and uniforms. It doesn't just make the band more sustainable, but helps to maintain the high quality for which the band is well known.

For Tony and his family, it fulfills Marla's desire to provide a means for the band to be able to travel and represent the Broncos at events all across the state and country, as well as provide important scholarship funds to its hardworking members.

In late September, Marla's family traveled to WMU to spend time with the Bronco Marching Band at a home football game. As tribute to, and gratitude for, Marla's grand legacy, the post-game concert was dedicated in her honor, playing favorites like "Amazing Grace" and Bronco Marching Band staple, "I've Got a Gal in Kalamazoo."

Photos:



Marla featured in a WMU Brown & Gold Yearbook



Tony Smith along with daughter Dede Panarisi and grandson Bobby Panarisi with the Bronco Marching Band

# Alumna turns passion for business and education into award-winning curriculum

Lori Grams, B.B.A.'87, M.A.'07, an alumna of both the Western Michigan University Haworth College of Business and the College of Education and Human Development, was recently recognized for her outstanding teaching efforts at Zeeland West High School with the 2019 Dr. Louis R. Graziano Outstanding Marketing Educator Award. The state-wide award annually recognizes an educator who has made significant contributions toward quality programs that promote marketing education in their communities.

Greg Eding, principal of Zeeland West High School describes Grams as a “master educator” because of the way she empowers students and helps them spark innovative ideas for marketing. Similar sentiments are felt by her students. Amy Overway, a former student of Grams, says, “She’s a teacher who truly cares about her students and what she is teaching them. She truly sets you up to succeed in her classroom and in life.” We sat down with Grams to hear about her time at WMU and how she makes her marketing education award winning.

## LORI GRAMS, B.B.A.'87, M.A.'07

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**How has your unique experience of graduating from both the college of business and the college of education helped you in your career?**

I loved my time at WMU throughout both programs. I have been able to connect with elite professors in both the business and education fields. Those connections make me a stronger teacher because I have the business foundation as well as the resources in curriculum design and delivery. I will always cherish my time at WMU.



**How does it feel to be recognized with the Dr. Louis R. Graziano Outstanding Marketing Educator Award?**

I am very honored to have received this award and knowing that it came from a panel of my peers means everything. I hope I can model the positivity, leadership and passion for marketing and business education that the previous recipients have shown.

**To what do you attribute your successful program?**

I put a lot of time and effort into developing an engaging curriculum for the students and making sure that I am up to date on what is happening in their world to make each day/lesson relevant. Ultimately, it is the students who have produced amazing work and who use their creativity to take our program to the next level. My managers and marketing students are so much fun to work with and knowing that I can learn so much from them too is important.

As a teacher, we don't do this alone. I could not deliver a strong curriculum without the support of my administration and the help of our entire staff including our secretaries, custodians and technology department, as well as our community.

**How do you go about creating a dynamic learning environment that promotes innovation?**

As mentioned above, I think it is essential to create relevant, meaningful curriculum where students can see the connection between the content and what they see in life outside of the school day. My curriculum is very hands-on and interactive, which keeps students on the move throughout the class period.

I also have had to adapt how I deliver the curriculum, as the student learner has changed over the past 19 years. I do less lecture and more interactive activities, and the increase in technology plays a role too.

**As a member of the Michigan Marketing Education Board for three years, what are your goals for the future of marketing education?**

Marketing and business education are needed in schools, as we are the connection to many career paths for students. Our curriculums are designed to provide students with the opportunity and ability to communicate, problem-solve and think critically in a variety of situations. We also focus on utilizing technology in ways that enhance their professional skill sets. My goal is always to see each student leave my class more prepared for the workforce and more prepared for life after high school, no matter what path they choose. I joined the board so that I can provide other teachers with some of the resources I have gathered over the years, and to give back to my profession like my mentors and former teachers/professors have done for me.

**What advice would you give to current WMU students?**

Enjoy your time at WMU and make connections that will last a lifetime. Use every opportunity to explore your interests and find a career path that you have a true passion for. By combining

my love of business and education, I truly get to do what makes me happy and I hope they find that for themselves too!

## CECP professor awarded SFSA grant for \$2,000



Dr. Gary H. Bischof  
Jan. 27, 2020

KALAMAZOO, Mich.—**Dr. Gary H. Bischof**, a Professor in the Department of Counselor Education and Counseling Psychology (CECP) in the College of Education and Human Development, was recently awarded a WMU Support for Faculty Scholars Award for \$2,000. The award funds a study focused on the help-seeking behaviors, attitudes, and barriers related to mental health and wellness for college students of color on Western Michigan University's campus.

Research shows students of color have a greater risk of experiencing mental health challenges, yet are less likely to seek professional help. The study will utilize focus groups centered on various groups of students of color to gain their perspectives on how these important matters look and feel for them as students on Western's campus. The grant affords the study to provide participants with gift cards in exchange for their time. The focus groups will be conducted by Dr. Bischof with help from three doctoral students from CECP, Adrian Hernandez and Angela Lewis, Counseling Psychology and Paul Oshefsky, Counselor Education. The knowledge gained from the study will inform trainings for faculty and professional staff to better equip them to meet the mental health and wellness needs of students of color on campus.

This study extends WMU's involvement as one of 20 colleges and universities in the United States engaged in the Equity in Mental Health Framework (EMHF) two-year pilot project. The project involves the implementation of the ten-recommendation framework developed by The Steve Fund and the JED Foundation, two national foundations focused on college student mental health, and is a collaboration across Academic Affairs, Student Affairs and the Office of Diversity and Inclusion.

Bischof was a faculty member in CECP 1999-2012 and rejoined the department faculty in fall 2019 after seven years in administrative roles at WMU as chair of the Department of Family and Consumer Sciences and Dean of the Lee Honors College. He became interested in the mental health of college students as he began his work in the honors college, and refined that focus after chairing an Honors Thesis committee focused on the topic in 2017. He has pioneered WMU's involvement in the EMHF pilot project, along with Dr. Candy McCorkle, Vice-President, Office of Diversity and Inclusion and Dr. Suzie Nagel-Bennett, Dean of Students and Associate Vice-President, Student Affairs.

## WMU Libraries unveils digital campus history map

Contact: [Sara Volmering](#)

January 29, 2020

KALAMAZOO, Mich.—The University Libraries has developed [a campus story map](#) that showcases the history of its buildings and growth of Western Michigan University's campus. The project draws on the extensive WMU Archives collection and expert knowledge of archivists and librarians.

The [project includes a mix of contemporary views and historical photos](#) of existing buildings, as well as buildings that no longer exist as the institution evolved from a two-year program to a research university. The map shows the beginnings of the campus starting in 1903 and continues to present day. Additional content and photos will be added as the project continues to be developed.

"This project introduces WMU's rich history as well as the longstanding 'town and gown' relationship between the campus and Kalamazoo that dates back to 1903," said **Dr. Sharon Carlson**, WMU professor and librarian.

The collaborative project was initiated by staff in the Libraries' Research Services department, utilizing their expertise in developing digital projects, conducting research, and combining text, image and geospatial tools to create an interactive map that showcases WMU's legacy.

"StoryMaps are a relatively new product from a major GIS company that integrates text, photos, and media with maps to build a compelling narrative around the materials. The Campus History project was a natural fit for the application given our resources and served as a nice proof of concept," said **Jason Glatz**, maps specialist.

"I particularly liked creating the animation of campus growth over time, and I look forward to researching and adding some of the buildings that are currently missing from the map. It also answered many of my questions regarding who, exactly, our buildings were named after," said Glatz.

Although the technology is a new addition to the Libraries, WMU community members with interest in using the StoryMaps technology to tell a story with their materials can contact Glatz for more information.

See the original photos and learn more information about WMU's history by visiting the [archives at the Zhang Legacy Collections Center](#).

For more information about the WMU archives, contact Dr. Sharon Carlson, [sharon.carlson@wmich.edu](mailto:sharon.carlson@wmich.edu).

For more information about custom GIS and mapping services, contact Jason Glatz, [jason.glatz@wmich.edu](mailto:jason.glatz@wmich.edu).

**For more WMU news, arts and events, visit [WMU News](#).**