WMU International News February 2009

Haenicke Institute for Global Education

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February 2009
Community celebration honors life of former president Haenicke

Dr. Haenicke, a stalwart advocate for international education, at April 2007 commencements

The campus of Western Michigan University and the Kalamazoo community paused to celebrate the life of Dr. Diether H. Haenicke during a public memorial service on Thursday, Feb. 26, in WMU's Miller Auditorium. Haenicke, president emeritus and distinguished professor at WMU, who died Feb. 15, served as the University's fifth president from 1985 to 1998. He also served one year as interim president in 2006-07 during the national search that brought current president Dr. John M. Dunn to Kalamazoo.

In a message to the WMU community, Dunn called Haenicke, "one of the University's greatest treasures" and noted that he was "a giant among his contemporaries" who was "unwavering in his commitment to intellectual rigor and excellence."

"While we will miss him and his quick wit and infectious laugh, his footprint on this campus will remain forever," Dunn wrote.

During Haenicke's original 13-year presidency, WMU experienced significant growth in research, private support and enrollment. The University conducted a successful $62 million capital campaign and several major buildings were constructed, including the Student Recreation Center, University Computing Center, Lee Honors College, Gilmore Theatre Complex and Schneider Hall, home of the Haworth College of Business. Other major facilities were renovated and expanded, including Waldo Library, Read Fieldhouse and Waldo Stadium.
A lifelong advocate of international education, Haenicke's passion for the topic was celebrated in 1998 when staff within the original Office of International Affairs enthusiastically recommended that the new structure of international operations under one umbrella organization be named for the late president. The Diether H. Haenicke Institute for Global Education is responsible for global and area studies courses, Universitywide internationalization of academics and faculty, study abroad, as well as International Admissions and Services and the Career English Language Center for International Students (CELCIS).

"It was pleasure for the staff to come to work knowing that the leader of the University was aggressively pursuing a course that would put international education at WMU on the national and international map," said Bill Woods, associate dean of the institute. "There simply was no limit to President Haenicke's vision."

Among other major accomplishments during his tenure were increased recognition of WMU as a research institution and the successful application to Phi Beta Kappa, the nation's oldest and most prestigious honor society, to authorize a campus chapter of that organization at WMU. The latter made the University one of fewer than 100 public institutions in the nation so honored.

Following his tenure as president, Haenicke returned to the faculty in 1998 and officially retired from WMU as president emeritus in 2004. He returned to the presidency in 2006, after being asked by WMU trustees to take the position on an interim basis while the University sought a new president.

During his second presidency, Haenicke reinvigorated the institution's reputation for student service and embraced the use of technology to stay in touch with students and hear their views. He returned to private life in 2007 at age 72 with more than 1,500 Facebook "friends."

Born and raised in Germany, Haenicke came to the United States as a Fulbright lecturer in the early 1960s. He immigrated and became a naturalized U.S. citizen 10 years later. He earned a doctorate, magna cum laude, in 1962 from the University of Munich. His major fields of study were German and comparative literature, history, psychology and philosophy.

**Haenicke's memorial service included remarks by:**

- Kurt R. Haenicke, son of the former president
- Kenneth V. Miller, chair of the WMU Board of Trustees
- Dr. John M. Dunn, president of WMU
- Dr. D. Terry Williams, professor emeritus of theatre
- Rev. Dr. David W. McShane, pastor emeritus of Kalamazoo's First Presbyterian Church
- Dr. J. Louis Felton of Kalamazoo's Galilee Baptist Church
Musical selections were performed by members of the WMU music faculty, including pianist Lori Sims, the Merling Trio and the Western Brass Quintet. The student singers of Phi Mu Alpha Sinfonia were joined by alumni members of the group who returned for the service. Returning alumna and opera star Susan B. Anthony also performe. A slide presentation focusing on highlights of Haenicke's life and career was shown in the moments leading up to the service, and the memorial closed with the WMU Alma Mater.

A public reception followed the service in the Richmond Center for Visual Arts, featuring German wine and beer.

In response to several requests, the University will provide professional recordings of the service on DVD through its TotalTech office. The recordings will cost $5 each, plus shipping and formatting fees if any, and may be ordered by calling (269) 387-5460. Arrangements for the Haenicke service were handled by the University and Betzler Life Story Funeral Home of Kalamazoo. The funeral home also has established a page on the Life Story Network, where visitors can sign a guest book, recount their memories of Haenicke and upload photos to share.

Related articles
Former president Diether Haenicke dead at 73
Haenicke memorial fund established

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Story courtesy of WMU News
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Universidad de Burgos and WMU celebrate a decade of study abroad

Over the last decade in what was once the heart of the Kingdom of Castille, and situated along the Pilgrim's Road to Santiago de Compostela, more than 200 Western Michigan University students have completed a semester abroad at the Universidad de Burgos in Spain.

The 21 students who arrived in Burgos with WMU Spanish Professor Michael Braun last August were surprised to be greeted at the airport by reporters from Diario de Burgos, who were present to document the incoming class marking the 10th anniversary of the unique partnership WMU and Universidad de Burgos established in 1998. The program is one of the most popular destinations for WMU undergraduates, and WMU reciprocates by accepting one or two graduate students from Universidad de Burgos each year to study and teach in WMU’s Department of Spanish.

An anniversary celebration was hosted at Universidad de Burgos in late November attended by WMU President John M. Dunn, his wife, Linda Dunn, Dr. Mercedes Tasende, chair of the Department of Spanish, the WMU students currently studying in Burgos and their host families. The celebration included meetings with Universidad de Burgos leaders and the mayor of the city and an evening dinner and concert to mark the 10 years of partnership between the two universities. The WMU delegation also had a chance to tour the campus and city and visit local historical and cultural sites.

Inés Praga, Burgos vice-rector for international relations, Dr. Alfonso Murillo, Burgos rector, WMU President John M. Dunn, Professor Mercedes Tasende, chair, WMU Department of Spanish
In remarks delivered during the anniversary celebration dinner, Dunn praised his Spanish colleagues for the care and hospitality WMU students have experienced in Burgos over the years. "I've met some of the students studying here now," Dunn said. "I have become confident that there are 21 new advocates for international education whose lives are forever changed by their experiences abroad."

The program for WMU students at Burgos involves intensive Spanish language courses during the first six weeks of the semester that begins in August. In addition, students complete afternoon workshops during this time in topics such as Spanish dance, music, theater and oral expression. During the second period of the semester, students study Spanish culture, history, and art. Over the course of the semester the students accumulate 13 hours of academic credit in Spanish language and additional credit for other courses at Burgos pre-approved by their WMU academic advisors. Several day-long excursions are also included in the program that runs from early August to mid-December each year.

Professor Braun, faculty director of the program since 2008, visited Burgos twice for personal adventure before traveling with the 2007 incoming class and the program’s former faculty director, Dr. Carolyn Harris, to observe facilitation of the program. Braun studied abroad in Seville, Spain, which attracts a fairly large American crowd. Burgos, a medium-sized city located halfway between Madrid and the French border in northern Spain, is smaller and less cosmopolitan, which Braun said lands WMU students in a “sink or swim” environment of Spanish-language immersion.

Because the city is the birthplace of the Spanish 11th century hero, El Cid, near the site where Christopher Columbus returned from his second voyage to America, and the area is rich with beautiful medieval and Renaissance
churches and palaces, including the world renowned Catedral de Burgos, Braun said studying in Burgos provides WMU students with a “buffet” of Spanish and World history to experience.

“Many students in our department want to study abroad in Spain because it’s the motherland of the language,” Braun said. “There is much romanticism surrounding Spain and a fair amount of students want to go there because it’s unfamiliar and a bit daunting. All classes are taught in Spanish and students have the first few weeks to get up to speed with the language and the culture before launching into their courses. Students also like to travel to other areas of Spain during the program to learn more about the country’s history by visiting centuries-old palaces, cathedrals and sites of national importance. Literally, you can touch 2,000 years.”

Dr. Tasende was on the “discovery” trip to Spain in 1998 with the former chair of the Spanish department, Dr. Jorge Febles, and Margaret Riley, WMU’s study abroad director at the time, in which they visited several Spanish universities in search of study abroad destinations favorable for program development. She said they chose Universidad de Burgos because of its location off the beaten path, the region’s historical significance and because as a newly established university it offered the opportunity to develop a program specific to the needs of WMU students.

“The Universidad de Burgos was founded in 1994—before then it was a "colegio universitario" affiliated with the Universidad de Valladolid,” Tasende said. “Our 10 years of collaboration have been extremely productive and enriching for both institutions. More than 200 of our students have studied in Burgos and more than a dozen students from Burgos have completed graduate studies at WMU.”

As faculty director of the program, Braun is in charge of recruiting students, organizing orientation sessions for the students selected, and traveling with the group to Spain to provide faculty mentorship for the first couple of weeks of the program. The competitive selection process for the program is completed each fall for the following academic year by a committee that includes two Spanish faculty members and the faculty director. Braun said strong support for the Burgos program within the department greatly aids him with this work.
“Our entire faculty have a high degree of familiarity with the program, its curriculum, and what our students are exposed to and have access to while in Burgos and Spain,” he said. “This helps them incorporate information students learn overseas in their classes at WMU. Currently in Burgos we offer a customized schedule of courses just for our students that aligns with the fall semester at WMU. We’re looking to grow the program a bit with more of our students taking classes integrated with the entire student body, which would still allow our students to be done in December and give them greater flexibility in class selection.”

Tasende, a native of Galicia, Spain and a professor at WMU since 1991, said the department strongly encourages all of their students to study abroad because it is the most effective way to learn a foreign language and to understand the intricacies of another culture.

“No university course can ever provide the level of understanding a student can attain by studying abroad,” she said. “In addition to its countless academic benefits, studying abroad is also a journey of self-discovery. Students learn about their strengths and about their ability to survive in a new environment. We live in a world that is becoming more and more globalized and we can no longer afford to remain isolated. All of us need to become citizens of the world, to be able to open dialogues with other cultures and to understand how those cultures think and how they see the world. That is why we encourage all our students to take the first step forward on the path to academic, professional and personal success by studying abroad.”

The Spanish department also hosts programs for undergraduates in Santander, Spain and offers programs for undergraduates and graduate students in Lleida, Spain and Querétaro, Mexico. (Click on the city name to view program profile). Visit the department’s Web site at: www.wmich.edu/spanish/

Comprehensive information about WMU’s study abroad programs is accessible online at: www.wmich.edu/studyabroad.

**WMU Department of Spanish study abroad programs:**

- Burgos
- Lleida
- Santander
- Querétaro undergraduate program
- Querétaro graduate program
Funny Hats Ice Capades

More than 100 WMU students and staff put on a funny hat for a spin around Lawson Ice Arena at the International Programs Council's annual Ice Capades on January 23.

WMU student Chyn Wey served as DJ for the two-hour event, inspiring participants to try out dance moves on skates. Wey also conducted several games, one in which the skaters learned that stopping on skates is a lot harder than it looks.

Vivek Kumar, a senior majoring in aeronautical engineering, ice skated for the first time in his life. "It is definitely harder than it looks," Kumar said. "Even though I fell a lot, it was fun to skate with friends. I hope to ice skate more often to get better at it."
The IPC chooses a theme each year to encourage skaters to spice up their skating wardrobes. Prizes were awarded to the people who were voted to be wearing the funniest hat. The winner for best hat went to Tien Lau, with her homemade bumble-bee-inspired cap. She received an IPC t-shirt and coffee cup. Previous themes have included wild Hawaiian shirts and ugly sweaters.

IPC Vice President Joe Kelly said the event's purpose is to expose WMU's international student body to popular American culture. "Cultural exchange is the soul of our organization," Kelly said.

The IPC executive board plans the event each year, which is sponsored by the Western Student Association and the Haenicke Institute.

Story by Julia Valentine
WMU international researcher out to double the number of women in physics

Dr. Nora Berrah, professor of physics, is an active scientist and researcher who has attracted nearly $5.6 million in research funding since 1992. An internationally recognized scholar who uses her research to inform her teaching, Berrah studies the interaction of light and matter to better understand and control the properties of matter.

With more than 155 publications to her credit and 147 invited presentations at national and international meetings as well as at universities and national laboratories, Berrah combines her teaching and research efforts at WMU with her national and international research at the University of California’s Berkeley National Laboratory; at the free electron laser in Hamburg, Germany; and with her efforts at Stanford’s Linear Accelerator Center, one of the world’s leading research laboratories.

“I became an international researcher because I always believed in international collaboration and cooperation to make significant impact,” said Berrah, who earned her Ph.D. in physics in 1987 at the University of Virginia. “This is true obviously not just in research in physics where I think that one should use the best tools and go to the best places to do the best research. It also helps that I like to travel the world, discover new cultures and meet people from different countries. Thus my international collaborations keep expanding.”

In 1990, Berrah started to use synchrotrons which are accelerators of electrons that produce photons (light if they are in the visible domain but also UV and X-rays) as tools for her research. In the summer of 1991, she was invited and was financed by the Universite d’Orsay in the suburbs of Paris, France to start a collaboration with a French team led by Dr. Francois Wuilleumier.

“The invitation was a great opportunity since they had one of the best synchrotrons in the world, as well as experimental techniques I wanted to learn to build my own experimental system,” Berrah said. “I was then awarded in the fall of 1991 a Humboldt Fellowship to spend one year in Berlin, Germany to collaborate with the group led by Dr. Uwe Becker from the Max Planck Society. That invitation and award allowed me to learn how German scientists conducted their research. My two extensive visits in Europe allowed me to grow scientifically...
and gave me the added abilities to start my own research program as an assistant professor at WMU.”

Since 1994, Berrah has had the opportunity to reciprocate the invitation to the French and German teams to come and use the U.S. Advanced Light Source facility (Lawrence Berkeley National Laboratory, Berkeley, Calif.), which she said offers one of the best light sources in the world. The French and German collaborations have led to many publications in leading scientific journals.

The German collaboration has also allowed Berrah over the past 14 years to host three young Germans (Drs. Burkhard Langer, Daniel Rolles and Matthias Hoener) graduating with a doctoral in physics in Germany and seeking further experience in the U.S. These postdoctoral researchers have been working in Berrah’s research group as part of the Feodor Lynen Fellow program of the German Humboldt Foundation. These collaborations have led to even new collaborations in Germany. Her team has also started a collaboration with a group in Japan led by Professor Kyoshi Ueda from Sendai University and the young collaboration has already led to two articles in Physical Review Letters, one of the best journals in physics.

Berrah is especially excited about her latest efforts at Stanford using the Linac Coherent Light Source free electron laser—FEL.

“This x-ray FEL light, the first of its kind in the world, promises to have a huge scientific impact,” says Berrah, who is the co-team leader for the Atomic and Molecular Physics community using the facility.

According to the Stanford center, the applications for this x-ray free science are limitless: medicine, electronics, biology, solid-state physics, nanotechnology, energy production, and as yet undiscovered areas of application.

The Department of Energy funds over $400 million for the ultra-small and ultra-fast laser LCLS light at Stanford, including a suite of instruments, that offers the promise to use time-resolved measurements on all form of matter: from atoms to molecules to aggregates, including biological specimens such as proteins and viruses all the way to the solids. Berrah is involved in the design of the AMO instrumentations.
For her students, especially at the graduate level, Berrah’s involvement with these technologically advanced labs means the latest in atomic and molecular physics makes its way into their WMU classrooms and labs.

“Presently I am collaborating with a German and a Japanese team,” she said. “We have an experiment planned for April 2009 in Hamburg, Germany to use the first free electron laser in the UV to carry out research on nanosystems.”

Her passion for science, for teaching physics and for research in atomic and molecular physics is contagious. It is matched only by her willingness to serve her profession. Now she is using her international reputation to focus attention on the nation’s need to recruit and retain female scientists in academe.

Understanding Berrah’s commitment to women scientists

Berrah is at the forefront of an effort by the scientific community to assess the current status of women in science, technology, engineering and math, collectively known as STEM disciplines. She’s a proponent of doubling the number of women in physics in the next 15 years. Berrah’s passion and commitment to the goal of increasing the number of women in the hard sciences stem from her own experiences. She says they helped shape her vision for the next generation of women scientists.

Berrah recalls as a child having an innate curiosity. She always wanted to understand how things worked, especially things of a biological nature. “I read science books and religiously watched science documentaries,” recalls Berrah. “To me, it was like a puzzle to crack.”

While the books and documentaries started her on her journey into science, it was a visit to a university setting that cemented her interest in science.

“When I was in middle school, I visited my brother-in-law, a physicist, at his lab. My observations of his work impacted me,” says Berrah. “I was attracted to it all—the big computer in a separate room—and saw it all as fascinating. I also realized that studying physics was a way to understand the world.”

Because she earned excellent grades in math, physics, and chemistry, her teachers assigned her to the science track in high school. After receiving her baccalaureate in the hard sciences, Berrah segued into physics with hopes to do research. Berrah describes her personal
experiences as a female physicist as mostly positive.

“I have heard different stories from other women,” she says. Some of those stories still come to her today as she mentors to younger women in the physics field.

The culture of an academic life in the sciences, especially physics, is competitive and can be demanding and aggressive, she notes. Physics is a man’s club, and the work calls for 12- to 16-hour workdays. This is the culture that must change, she says. Women add to the diversity of the sciences, but the need to incorporate their needs for work and family are real issues that, if not adequately addressed, will continue to undermine the number of women actively pursuing the hard sciences as career choices.

Asked why she is a leading advocate to increase the number of women in physics, Berrah responds by saying, “Today, I am in a position where I feel I can tackle effectively this important issue. Gender inequity in the hard sciences, not just in physics, needs to change.”

“It is a service to the physics community, to the community at large and to society,” she adds, “since I hope that our national activities will allow middle school girls to not be inhibited and to not have the barriers that many of us had to jump. They should be part of the next generation of scientists.”

**National workshop fuels gender equity efforts**

To that end, Berrah worked with a colleague from Stanford University, Dr. Arthur Bienenstock, to co-chair a national workshop in 2007, held at the American Physical Society headquarters in Maryland. The Committee on the Status of Women in Physics, led by Berrah, as well as members of the broader scientific community, assisted in the planning and organization of the national event. [Click here to learn more about Berrah's work on related committees.](#)

The title of the event was the “National Workshop on Gender Inequity: Strengthening the Physics Enterprise in Physics Departments and National Laboratories.” Its purpose was to address and examine the underlying reasons for the small pool of female physicists, which impacts adversely the national scientific workforce. Department chairs of 50 top research-oriented physics departments in the nation attended the event, along with 14 managers of physics-related divisions of national laboratories.

“I have always been frustrated at the low number of women in physics, especially in the U.S. but I have been too busy with my teaching duties, research and service to the national and international communities in physics to do anything about it,” Berrah said. “The American Physical Society asked me to serve as a committee member on the Committee on the Status of Women in Physics (CSWP). I decided in 2006 to take on the task and "to do something about the issue of gender equity". I was elected chair of that committee and worked at getting grants from the NSF and the DOE to organize with the steering committee and my Co-Chair, Professor Bienenstock from Stanford University, the national workshop.”
The recommendations from the workshop focus on how to change the culture and how to change the infrastructure to affect the current national figures that shows only eight percent of physicists at major research institutions and only 13 percent of physicists nationally are women. A diverse and increased pool of talent is important for the scientific workforce development, notes Berrah, since the U.S. is on the verge of slipping behind Europe and Asia in workforce development and in the number of scientific breakthroughs.

Berrah has challenged herself and other researchers in her field to doubling the number of women in physics by 2022. She is the lead author of a report culled from data collected at the national workshop that presents strategies to achieve the goal in physics; however, she said it is a general report whose guidance can be used for all STEM fields. The full report can be found at http://www.aps.org/programs/women/workshops/gender-equity/index.cfm.

“It is now all up to administrators of all universities and national laboratories, from presidents, to provosts, deans and chairs to ensure that women in the STEM fields are attracted, retained, promoted and encouraged at all levels to work in the STEM fields,” she said. “We all need to do all we can to spark the curiosity of school girls, encourage them and welcome them to the exciting fields of math, physics and chemistry.”

Funding for the workshop was secured through the National Science Foundation and the Department of Energy, with awards to Berrah of about $200,000. Supporting the workshop were representatives from a number of federal funding agencies. They included Tony Chan, assistant director of the NSF Directorate for Mathematical and Physical Sciences and Patricia Dehmer, associate director of Science for Basic Energy Sciences and acting deputy for programs at DOE’s Office of Science, who participated in the discussions, panels and presentations.

“Now, with recommendations already on the APS website, and included in the report sent out in 2008 to every physics department in the U.S., chairs and managers will have specific recommendations to follow,” says Berrah. “They can be agents of change and many of them are willing to do the right thing.”

Dr. Berrah’s Web site 1
Dr. Berrah’s Web site 2
This story is an update of a story that appeared in the Spring 2008 issue of WMU Magazine.
Western Michigan University alumni Chris and Rebecca (Hileman) Bishop packed their bags in summer 2008 and moved to Shanghai with their preschooler, Carter, to teach and coach at Concordia International School. Rebecca completed a master’s at WMU in 2001 in pedagogy with an emphasis in physical education and health education. Chris earned a master’s degree in 2004 in sports management.

Becki checked in with this report in January:

In 2005, our dear friends left Kalamazoo to travel abroad to teach in Shanghai, China and other friends went to Islamabad, Turkey. After hearing about their teaching opportunities and travel experiences throughout the Middle East and Asia, Chris and I decided we wanted to give it a try. We attended the Northern Iowa Job Fair in early 2008 and were quickly offered many teaching jobs throughout the world.

We chose Shanghai mostly because our dear friends reassured us that it was a safe place to travel with a child and recommended Concordia International School as an American-curriculum school with a great reputation. So, we accepted the teaching offers and quickly began planning for our new life.
Chris is teaching 5th grade (all subjects) and coaching varsity girl’s basketball. Becki is teaching physical education to 5th through 10th graders and coached middle school rugby this fall, along with starting a high school cross country team.

Carter is attending preschool and loves it! His mandarin skills have blossomed in the short time that we have been in China! We hope he will continue to expand his vocabulary throughout our three-year stay here.

Life in Shanghai has been both challenging and rewarding so far. It took some time to get acclimated to the time zone, poor air quality, traffic, and language barrier, but it seems to get easier with each passing day. Fortunately, we live in an expatriate community, so the transition has been fairly easy.

Our school is wonderful and the students are pleasant to work with. We feel blessed to be here and are hoping to travel throughout Asia and learn as much as we can about this culture. Of course, we miss our family and friends we left behind, but thanks to Skype and email we are able to communicate on a regular basis. We also have bookmarked the WMU homepage and do regular checkups to find out how our Bronco family is doing! GO Broncos!!

The Bishop’s plan to hold an alumni reception sponsored by the Haenicke Institute in Shanghai in the near future.
More about Chris and Becki

Chris Bishop grew up in Grand Rapids, Mich. where he attended grades 3 to 12 in the Forest Hills Northern district. Following high school, he attended WMU from 1996-2000 and earned a bachelor’s degree in education. He also participated on the men’s track and field team from 1996-1998. Upon graduating from WMU, Chris taught 4th grade at Milwood Elementary School in Kalamazoo from January to June, 2001, then switched to the Bloomingdale Public Schools from August 2001 to June 2008. He taught 5th and 7th grades during his time at BPS and served as the varsity boys basketball coach and varsity track and field coach. In 2004, Chris earned his master’s degree in sports management.

Becki (Hileman) Bishop grew up in Brookville, Ind., where she attended grades K-12. Following high school she attended Ball State University from 1994-1998, majoring in exercise science with a minor in coaching. She participated on the women’s track and field team for BSU from 1994-1996. In January of 1999, Becki moved to Kalamazoo, Mich. and began WMU’s master’s degree in pedagogy with emphasis in physical education and health education. She served as a graduate assistant in the HPER Department and later graduated in 2001. Upon finishing her degree at WMU, she was hired to teach physical education and coach varsity cross country / track at Bangor Public Schools from 2001-2002. An opportunity to be a full-time assistant track coach / part-time instructor at WMU opened in 2002, where she worked until June 2008 when we decided to move to China.
WMU CELCIS hosts writing class at University of Tokyo

In January 2009, CELCIS Master Faculty Specialist Tom Marks traveled to the University of Tokyo, Japan’s No. 1 ranked university, to teach an intensive Academic Writing course to graduate students and instructors at the university.

The one-week course was designed to help students improve their academic papers and prepare them for publication in scholarly journals. This joint University of Tokyo - CELCIS program was developed through a WMU Soga Japan Center initiative. This is the second year of the program.

"It is such a joy to teach these students," Marks said. "Not only do they absorb the lessons quickly, but their dedication towards improving each other's essays is inspiring. I always leave with several new ideas for teaching writing at CELCIS, and of course, being in Tokyo is a treat."

Mark and some of his University of Tokyo students
The Academic Writing class was sponsored by Professor Shimazono (Department of Religious Studies) and Professor Ichinose (Department of Philosophy), as part of a possible five-year series of classes for the Center for Death and Life Studies program, the first of which occurred in March 2008. Professor Shimazono is the program leader of the Center for Death and Life Studies at the University of Tokyo, which explores the areas where issues of religion, bioethics, and death intersect.

"Todai is Japan’s Harvard," said Dr. Stephen G. Covell, associate professor of comparative religion and director of WMU’s Soga Japan Center. "Our ability to develop a course for their graduate students to advance their writing abilities speaks very highly of WMU and CELCIS. The program is a break through in that it serves as a model for other possible programs that we can develop with our partner universities in Japan. I have received a lot of positive feedback from Todai about the program, none more positive than their strong desire to repeat the program next year for a third year."

Although most of the eleven students in the class were from the Philosophy department, a few came from the art history or religious studies departments. Paper topics ranged from the significance of Filippo Strozzi’s tomb in Santa Maria Novella to the significance of communication in medical acts. After reading their papers in class and receiving feedback, the students had the opportunity to revise their papers again before submitting them to publications and/or reading them at conferences.

The Academic Writing class is tentatively scheduled to meet for a third time in January 2010.

A thoughtful critique is given to each student's paper during class sessions
Marks with some of his class at Akamon (Red Gate), a famous entrance to the University of Tokyo

The students and their paper topics

Satoshi Fukuma, Ph.D, Researcher – Constructivism about Moral Values

Kyoko Yoshida, COE Researcher – Shi’ite Du’a (supplicating prayer)

Seiichi Takeuchi, Research Fellow – The Significance of Communication in a Medical Act

Atsushi Tsuchiya, Research Fellow – Factors Determining public interest in Human Enhancement Technologies

Ken Shibushita – Writing and Language change in Q’eqchi’

Takuma Ito – Filippo Strozzi and His Tomb in Santa Maria Novella

Hatsumi Takemura – Female Impurity and Procreative Power in the Classical Hawaiian Cosmology

Hiroyuki Yorozuya – Manipulationism and Causal Republicanism

Norihasa Baba – Doctrinal Expressions in the Northern Four Agumas

Tomokiyo Nomura – Berkeley on Notion and Demonstration

Tomomi Asakura – On Buddhistic Ontology
Jared Edward Siang’ani, a native of Mombasa, Kenya, is a WMU student studying engineering through the Haenicke Institute for Global Education’s Transnational Education program with Egerton University in Kenya.

TNE students, such as Jared, study for two years at their home institutions, then transfer to WMU to complete their bachelor’s degrees. Jared began the TNE program at Egerton University, where he took general engineering classes.

“The TNE program is interesting because you get to do two years of college in Kenya and two years of college in the United States,” said Jared. “Being able to attend college in two very different places makes for a global educational experience.”

Enrolling at WMU was an easy choice for Jared because of the University’s outstanding engineering program. He said the classes are much more challenging at WMU now that he’s in the second half of his degree program. “It has been a great experience so far,” he said.
Moving into the northern hemisphere to attend WMU has been quite of an adjustment for Jared, who grew up in Mombasa, an island just off the coast of Kenya, with warm weather throughout the year. However, the change in climate has provided Jared with the opportunity to try out some new sports as a participant and a spectator. “I’ve been to the skating rink to try ice skating,” he said. “I’ve also been watching American football and ice hockey.”

One of Jared’s favorite beaches at home

Trying new things is something Jared has enjoyed since his arrival at WMU in fall 2008. “I go to the international student’s lunch and try new foods,” said Jared. Though, he admits that American food isn’t as good as what he enjoys in Kenya. “One thing I miss from Kenya is my mom’s cooking,” he said. “In Kenya I eat Swahili food, which is similar to Arabic food. This kind of food is hard to find in Kalamazoo.”

Sailing is a favorite sport for Jared

For Americans who are interested in traveling to Kenya, Jared suggests going to the Maasai Mara, which is a region offering safaris to view African wildlife. He also suggests getting to know the people. “Africa is a more conservative culture,” Jared said. “Get to know the people but know that Africans take their time before they speak out. Observe and absorb the culture by taking a safari in the wild, visiting the beaches on the coast and see the mountains.”

Jared hopes to travel around the United States before returning to Kenya after he graduates. He hopes to see California, for the warm weather, and New York City.

Story by Julia Valentine