Challenging conventional wisdom on the value of a degree

More than a major
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Share your Be the Change story at madisonmag@jmu.edu

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The JMU events calendar, campus map, area lodging and dining. Log on before you roll in to the ‘Burg:
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ON THE COVER:
Photograph by Mike Miriello ('09M)

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BREEZE PHOTOGRAPH BY BRAD JENKINS ('99); LEE BY MIKE MIRIELLO ('09M);
SYZMANSKI/CONGDON BY KATIE LANDIS
At JMU, faculty members, students and alumni know that earning a college degree is about more than landing a good job. The college experience is about becoming an educated and enlightened citizen. It is a launching pad for a lifetime of learning. It is about improving oneself and about improving society. Beginning on Page 22, seven JMU students share their Madison Experiences and tell how JMU changed their present and their future.
You will earn a degree of substance and significance that will mean much more in practice than it will ever mean on paper.

JMU is a fun place to go to college. More than 92 percent of freshmen come back for their sophomore year.

Harrisonburg has a little bit of everything—mountains for biking and skiing; and a lively downtown full of great food and music.

JMU students are ambitious, but not obsessed.

It could change your way of looking at the world—JMU is one of the top master’s-level universities in the nation for Study Abroad.

Unlike most universities, JMU undergrads learn from doctoral faculty members, not grad assistants.

Learn more at http://jmubethechange.wordpress.com/2013/02/11/ten-reasons-to-pick-jmu
You have a great shot at landing a good job. JMU is a liberal arts-focused university with accessible professors who understand real-world learning.

JMU has one of the highest four-year graduation rates in the nation.

JMU graduates citizens. There is more to life than education; and there’s more to education than what happens in the classroom.

JMU has a spirit like none other. It’s an extraordinarily open and friendly campus.

If you’re a prospective JMU student:
Schedule your visit now at www.jmu.edu/admissions/visit

If you’re a JMU graduate:
Give this copy of Madison magazine to a student thinking about college. Then come back to the ‘Burg for Homecoming!
JMU HELPS STUDENTS GROW PERSONALLY AND PROFESSIONALLY

On one of my daughter Abby’s last visits home before she graduated from JMU this past May, we had a long conversation about what she has experienced at JMU, both personally and professionally. We talked about how JMU faculty members and administrators help facilitate student involvement and growth. Abby had some unique experiences interacting with students and professors as a result of JMU’s collaborative atmosphere. She thrived as a double major in political science and philosophy and religion. As a parent, I could not have wished for a better college experience for my daughter. Abby not only received a great education, but she also explored areas that she’s passionate about outside the formal classroom. Sometimes that’s where the greatest personal growth is found. JMU was the perfect school for Abby. My daughter, Taylor, graduated from the JMU College of Business in 2010 and was also well prepared for her career. My alma mater gave Abby and Taylor opportunities for growth and development, and also prepared them well for their future. I am grateful for that and also grateful for my opportunity to give back through the JMU Foundation Board.

Pam Ware ('82), Sterling, Va. member, JMU Foundation Board

Your letters, stories and photos

Madison Magazine, Vol. 36 [2013], No. 3, Art. 2

Keep those letters and story ideas coming!

Madison welcomes letters in response to magazine content. The staff reserves the right to edit for clarity, length and style. Anonymous letters will not be published. Send to "22807” Madison, 235 Cantrell Ave., MSC 3610, JMU, Harrisonburg, VA 22807, or email madisonmag@jmu.edu.
Connecting learning to the real world

Every fall edition of Madison doubles as the university’s seasonal update to its community and annual new student recruitment publication. This issue includes a Guest Editor’s Note by Carol Geary Schneider, president of the Association of American Colleges and Universities. It is an honor for Madison to carry her timely and important message for all audiences.

It takes only a moment’s reflection to realize how extraordinarily complex our world has become. Whether as students in college, alumni in the workplace, or citizens of a great democracy, we all are constantly confronted by far-reaching global developments and the daunting effects of unrelenting change. The technological revolution continues apace; the global community becomes ever more interconnected; environmental sustainability is increasingly endangered; new global pandemics arise, recede and reemerge. We are keenly aware of the cultural, religious and political turbulence that shapes our lives. And, as democratic citizens, we recognize the importance of the continuing struggles, in this country and in many parts of the world, to create just communities in which everyone is recognized and everyone has a voice.

The association I lead — the Association of American Colleges and Universities — includes James Madison University as a valued and long-standing member. We’ve been grappling for some time with the role that higher education should play in preparing graduates to thrive in the face of these complexities. AAC&U’s 1,300 member universities and colleges are convinced that the answer lies in liberal education.

A liberal education does not — and cannot — provide definitive answers to life’s big questions. But a liberal education does give students the mental discipline and the moral confidence to develop their own best answers in contexts of uncertainty and change. Framed as a combination of big-picture thinking and real-world application, liberal education for the 21st century should prepare every student, as JMU urges, to “be the change.” A liberal education prepares students to think through their own ethical responsibilities, as we all work toward change for the greater good. As JMU President Jonathan Alger says, “A community that combines a commitment to learning with a conviction that all humans are interconnected has the potential to solve any issue.”

In a 2013 national survey, AAC&U asked employers to respond to the following definition of liberal education: “This approach to a college education provides both broad knowledge in a variety of areas of study and knowledge in a specific major or field of interest. It also helps students develop a sense of social responsibility, as well as intellectual and practical skills that span all areas of study, such as communication, analytical and problem-solving skills, and a demonstrated ability to apply knowledge and skills in real-world settings.” Seventy-four percent of employers said they would recommend this kind of education to their own child or to a young person they know. And this is exactly the kind of education that JMU provides its students.

Please take note that AAC&U did not define liberal education in terms of selected majors or general education. Rather, we share JMU’s view that students in all educational programs and majors should focus on a set of cross-cutting learning outcomes that are absolutely essential for work, life and citizenship:

1. broad knowledge of human cultures and the physical and natural world;
2. high-quality intellectual and practical skills, including inquiry and analysis, critical and creative thinking, written and oral communication, quantitative and information literacy, teamwork and problem solving;
3. personal and social responsibility with a strong emphasis on ethics; and
4. the demonstrated ability to integrate and apply learning to new settings and complex problems.

Liberal education has been valued over the millennia because it focuses on the fundamentals — big-picture knowledge, high-quality intellectual skills and social responsibility — and because it creatively connects these fundamentals with the needs and concerns of an ever-changing world. JMU was an early leader in recognizing that liberal education for the 21st century must adapt to prepare all students to succeed in a global economy, join with others in pursuing the common good, and deal responsibly and effectively with unscripted problems. JMU has become a national exemplar in connecting liberal learning with the challenges and change that define our shared world.

— Carol Geary Schneider
President, Association of American Colleges and Universities

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Rachel Dawson ('13), a spring semester intern in the JMU Marketing and Communications office, has written stories for Madison magazine and the university’s Be the Change blog. In this issue she writes two student profiles appearing in the feature section beginning on Page 22. Dawson, of Glen Allen, Va., is a School of Media Arts and Design major with a concentration in journalism and minors in educational media and British communications and media. As senior she served as executive editor for 22807, a SMAD student-produced magazine, and as a small group leader of InterVarsity. She graduated in May after three years and a summer Study Abroad experience.

Madison magazine summer intern Ginelle Gross ('13) is a School of Media Arts and Design Major from Clemmons, N.C. Her concentration is journalism, and she has a double major in English. She served as a staff writer for Curio, the SMAD student-produced magazine, and her feature story was selected as the cover story for the spring 2013 edition. Gross assisted in the proofreading of this issue of Madison magazine, and she has written several alumni profiles for future issues and the JMU home page. Gross plans to pursue a career in writing or editing and hopes to work in the publishing industry.

Spring semester JMU Marketing and Communications office intern Meaghan MacDonald ('13) of Jackson, N.J., is a School of Media Arts and Design major with minors in sports communications and creative writing. In this issue she profiles JMU’s Honors Program student-athletes on Page 10 and contributes to the student profiles on Page 22. During her junior and senior years, MacDonald served as sports editor of The Breeze, executive editor of the student-produced 22807 magazine, and interned with the Trenton Thunder, the AA affiliate of the New York Yankees. In August, she was hired as a sports reporter for the Dickinson Press in North Dakota.

Morgan Robinson ('13) of Richmond, Va., contributes the My Madison column on Page 14 detailing her Study Abroad experience in Germany. Robinson is a Modern Foreign Languages major with concentrations in both German and French. She says her Study Abroad experience “taught me to live like I’ve never lived before.” Robinson studied Italian during spring semester and decided to travel again in Europe. During the summer she interned with a chef in San Vito Lo Capo, Sicily, and she currently lives in Florence, Italy. She shares her love of food, languages and cultures on her blog, twoburnersandaminifridge.com. “I started my blog while studying in Germany,” she says. “All I had in my kitchen was two burners, a mini fridge and a toaster oven. I love traveling and sharing recipes and food philosophy.”

Former student intern in the JMU Office of Communications, Marketing and Public Affairs Sarah Jacobsen ('13) is from Dayton, Va. After graduation in May, she was hired as a part-time designer and has worked on Madison magazine and numerous marketing projects. A Blue Ridge Community College graduate, Jacobsen earned a B.F.A. in graphic design from JMU and minored in studio art. “I can’t turn off the creativity,” says Jacobsen, who adds, “When I’m not busy saving the world from ugly, you may find me drinking coffee, baking cookies or riding my bicycle!”
Critical thinkers, innovators and problem solvers

As part of the continuing “Why Madison?” Presidential Listening Tour, this summer I visited Madison’s Study Abroad programs in Spain, Italy and England. The trip was designed to give me just a taste of our international programs as JMU has a strong presence not only in the European Union (the world’s largest GDP), but also around the globe. On Page 14 of this issue of Madison, Morgan Robinson (’13) explains how her Study Abroad in Germany changed her life.

It was important for me in my first year as president to witness for myself the exceptional opportunities JMU provides our students to gain international experience in preparation for an increasingly globalized community and economy.

I was deeply impressed.

But you may be surprised by something that I heard while abroad.

I met with leaders in European higher education and without exception they admitted great admiration not only for JMU, but also for the American system of higher education in general. Despite the gloom and doom in our own domestic media about the current state of our colleges and universities, once you leave the United States you discover that our system of higher education is the envy of the world.

One important reason for this reputation is the well-established system of advocacy for American higher education. While many national associations work to help higher education constantly improve, one of special relevance to JMU’s mission is the Association of American Colleges and Universities. The AAC&U is a national organization concerned with, among other issues, the public standing of undergraduate liberal education. Carol Geary Schneider, AAC&U President, writes the Guest Editor’s note in this edition of Madison, and she describes the critical importance of a liberal education in a democracy and increasingly interconnected global community. I agree wholeheartedly. Students and families trying to decide which college or university to attend should read her words. Proud Madison alumni interested in their alma mater’s status nationally will appreciate Schneider’s respect and praise for JMU’s programs.

If you’re unfamiliar with the term “liberal education,” it has nothing to do with contemporary politics. In fact, the roots of a liberal education in Western culture run all the way from ancient Greece, through the Middle Ages and then the Age of Enlightenment, and into modern times. The term derives from liber, the Latin word for “free,” and describes an education designed to cultivate free human beings by equipping them with critical thinking skills. President James Madison himself believed deeply that liberty and learning were interdependent. He wrote in a letter to a friend, “Knowledge will forever govern ignorance. And a people who mean to be their own Governors, must arm themselves with the power which knowledge gives.”

What’s more, U.S. Bureau of Labor Statistics data suggest that not only political freedom, but also economic freedom depends on the power that knowledge gives. During the worst of the recent “Great Recession,” unemployment among those with a bachelor’s degree or higher never rose much above 5 percent. These data may not surprise you, as the connection between the level of educational attainment and employment has long been clear. But what may surprise you are what skills employers find most important today.

National research in the April 2013 AAC&U report, It Takes More Than a Major, found that nearly all employers surveyed (93 percent) say that “a demonstrated capacity to think critically, communicate clearly, and solve complex problems is more important than [a candidate’s] undergraduate major.” These are the capabilities built mainly by a liberal education, and why at JMU all students must complete our general education program regardless of their major or professional program. On Page 40 of this issue, Lee Ward explains why helping students become problems solvers and critical thinkers is part of the JMU academic advising process.

Because employers are beginning to more clearly see the connection between success in an innovation-driven knowledge economy and hiring employees equipped with the lasting skills built by a liberal education, the AAC&U created the “Employer-Educator Compact,” which many major for-profit and nonprofit employers have signed. JMU will help to further this effort. Learn more at www.aacu.org.

This issue of Madison includes many more features about professors, students and alumni. Seven students share their stories beginning on Page 22. A running theme throughout is the impact that a liberal education is having on their ability to comprehend an increasingly complex world and act in it freely and successfully.

Benvenuti! JMU Political Science Professor John Scherpereel talks with President Jonathan Alger and Semester in Florence Director Alessandro Gentili in the Florence Baptistery.
Students Skype live broadcast from C-SPAN bus

BY BILL WYATT

You won’t find any C-SPAN programs atop the weekly Nielsen ratings; however, when nine JMU students had the opportunity to appear on the network’s morning call-in show, most jumped at the opportunity.

“I immediately knew this was an opportunity I couldn’t pass up,” says Troy Ehardt (‘13), a public policy and administration major. “I became familiar with C-SPAN’s Washington Journal series after my first semester, when I was waking up at the crack of dawn to start my early Intro to American Government class. I began to receive great insight from knowledgeable [C-SPAN] guests and was able to bring the things I learned to class.”

JMU students participated in the network’s Feb. 20 Washington Journal program via Skype from C-SPAN’s bus, which was parked in front of Wilson Hall. The political science, public policy and administration, and international affairs majors asked questions of the morning’s on-air guest, Bloomberg TV’s Megan Hughes. Each student was given the opportunity to pose a question to Hughes, a veteran Washington reporter. Questions covered issues including gun control, campaign finance, budget sequestration and immigration reform.

Meg Durcan (‘13), after interning behind the camera at C-SPAN, got a feel for what it was like to be on the other side of the camera. “This experience gave me great insight into working in the field of broadcast journalism. Even though it was only a few seconds, the opportunity to practice being on air is rare and valuable no matter what career one chooses,” Durcan says.

But the experience also helped another student rule out broadcast journalism as a potential career. Senior international affairs major Carolyn Payne (‘14) says, “My experience with the C-SPAN bus made me realize that I never want to be on camera for a living. It really showcased the importance of public speaking skills and that GCOM is no joke!”

The C-SPAN bus visited JMU as a part of the network’s nationwide tour to promote its series on U.S. first ladies.
of the challenges, Prins says, was dealing with batteries that charged at different rates. All the batteries had to be charged to the same voltage.

The team also modeled energy usage and tested equipment to make sure it would work. The bike was fitted with two battery packs and drew power from one pack at a time. When necessary, pit stops were made to recharge batteries with a generator carried by a support team that included engineering major Will Hays (’15) and engineering lab manager John Wild. Other students involved in the project were John Edinger (‘14), Sam Osterhout (‘14), T.J. McKeever (’15) and Matt Lewis (’15).

Brian Richardson, manager of Moto Electra (which led the attempt), says the goal was to challenge perceptions about the useful range of electric vehicles and set a world record in the process. Prins, who worked with Richardson on other projects, received a $5,000 4-VA mini grant to fund the students’ work. The 4-VA consortium includes JMU, George Mason University, University of Virginia and Virginia Tech.

When Jeff Gammage was a news editor at The Breeze, he relished times interacting with professionals. There was Frosty Landon, then the top editor at the Roanoke Times, who critiqued the student paper and mentored students for several days in 1982. And there was famed Washington Post Watergate reporter Bob Woodward, whom Breeze students met during a convention.

Now Gammage (’82) is a Pulitzer Prize-winning pro, and students who were not born for a decade after he graduated are reaping rewards from his mentoring. Their most recent interaction: a three-day stay in Philadelphia in June for four Breeze editors who witnessed daily life at the Philadelphia Inquirer, where Gammage is a reporter.

Students interacted with reporters working on stories about the U.S. Open (which was being held right outside the city) and developments in a building collapse that killed six people. Students also observed morning and afternoon planning meetings, where lively discussions ensued about how best to get U.S. Open news on the website and on mobile devices.

Top editor Bill Marimow, himself a multiple Pulitzer Prize winner, spent about 90 minutes with the students relaying lessons from his decades at media organizations such as The Baltimore Sun and National Public Radio. And social media director Dan Rubin showed the young journalists how Twitter and Facebook are changing the way newspapers tell stories.

Breeze Sports Editor Wayne Epps Jr. (’15) went on the field trip of his budding career, when Inquirer sports reporter Mike Jensen let Epps trail along while covering Tiger Woods at the U.S. Open. “It was great getting a firsthand view of how a major newspaper is run,” says Epps.

Breeze Photo Editor Lauren Gordon followed Inquirer’s Pulitzer Prize-winning photographer Tom Gralish as he covered Flag Day festivities near Independence Hall. Breeze News Editor Liz Dsurney accompanied Sue Snyder to a University of Pennsylvania Board of Trustees meeting, and says the experience was valuable because she covers the JMU Board of Visitors.

Gammage also invited the students to his home to network with four friends from various media ventures. The students’ trip happened because Gammage believes in the value of real-world experiences for students, particularly in journalism. Before the June trip, Gammage had already spent three days at JMU in the fall, mentoring student editors, teaching School of Media Arts and Design classes and speaking about his Pulitzer Prize-winning work on violence in Philadelphia city schools. “The vibe I get from JMU is they want alumni to be more involved with students.”

Breeze editor Sean Cassidy (’15) says the trip was an inspiring way to prepare for the coming academic year, when he and his staff will publish 55 editions and a website. “Connecting with Jeff Gammage has been really rewarding for us.”

*School of Media Arts and Design – smad.jmu.edu

Photographs by Brad Jenkins (’99)
Embracing the highest values of sportsmanship and competition has benefits that extend far beyond the playing field. JMU student-athletes are supported in maintaining a balance between academic scholarship and varsity team demands.

JMU faculty members encourage student-athletes to balance competition with respect, victory with honor and contest with scholarship, and to channel the character-building power of athletics performance into a force for positive change.

JMU President Jonathan R. Alger says that many student-athletes told him — during his “Why Madison?” Presidential Listening Tour — that they chose JMU because of the academic program. “It is reassuring how much Madison student-athletes truly want to excel as students — in academics and organizations outside of their sport — despite the challenges of a rigorous athletics schedule,” Alger says. “Their priorities are in the right place and align with the JMU philosophy that intercollegiate athletics are integrated into the overall educational mission.”

Seven of JMU’s varsity athletes are taking their academic winning spirit to the next level as members of the JMU Honors Program. These top scholars are Jacqueline Crawford (’16) of Roanoke, Va., Camilla Czulada (’16) of Sinking Spring, Pa., Tyler Durbin (’16) of Burke, Va., Sierra Hahn-Ventrell (’15) of Chevy Chase, Md., Martha Stewart (’15) of Naperville, Ill., Shannon Rano (’15) of Branchburg, N.J., and Rachel Walker (’16) of Waxhaw, N.C.

To maintain status in the JMU Honors Program, a student must maintain a 3.25 GPA and take at least one honors-level course each semester. Four of JMU’s Honors Program student-athletes talked with Madison magazine writer Meaghan MacDonald (’13) about the challenges and joys of being an honors student-athlete. Rising sophomores Hahn-Ventrell (volleyball), Czulada (swimming and diving), Crawford (swimming and diving) and rising junior Rano (soccer) share their experiences below.

Sierra Hahn-Ventrell:
I chose JMU because of the Honors Program. My parents and I decided I had to be in the Honors Program to challenge myself academically. Without the JMU’s Honors Program I may have chosen a different school.

Rano:
I always put my academics first, even before soccer. I have worked hard throughout my life to achieve my academic status. Because I wanted to maintain my scholastic reputation, I applied for the Honors Program. I knew it could be more demanding playing a sport and being a member of the Honors Program, but I have always been one to embrace challenges rather than avoid them. Although I knew it might at times be a challenge to balance the Honors Program and soccer, I know I can handle the extra work. I did not hesitate to apply.

Continued on Page 12 >>>

PHOTOGRAPHS BY CATHY KUSHNER (’87)
More than 150 JMU alumni — from nine cities across America — participated in service opportunities during the third-annual Big Event on April 13. The JMU Alumni Association established 14 Big Event sites throughout the United States and one in Johannesburg, South Africa, (the first Big Event location hosted abroad). Alumni volunteers contributed 525 hours of service hours.

Businessweek.com ranked JMU’s student-run Madison Investment Fund No. 2 in its “Value” category. The Madison Investment Fund is managed by students in the JMU College of Business, where they make real-time, real-world investments. The rankings honor the year’s best-performing student-managed investment funds in six categories: alternative, balanced, core, fixed, growth and value.

* Read more about former Madison Investment Fund President Justin Quaglia ('11), who is part of the feature story on Page 38.

8,508

A record number of alumni, 8,508, helped raise $12.9 million in gifts for JMU this year.

* Make your gift today at www.jmu.edu/give

200

For 20 years JMU has been No. 1 or atop the U.S. News & World Report “Best Colleges” rankings for public master's-level universities in the South.

BestColleges.com recognized JMU for its intramural sports program in its 2013 listings of “Unique and Non-Traditional Set of Best College Listings.” James Madison University Recreation offers 23 team intramural sports and many additional offerings in adventure and team courses; aquatics, safety and group fitness courses; and individual fitness training.

* In addition to the popular intramural sports program, JMU offers 42 club sports and 18 varsity sports.

525
Camilla Czulada ('16)
COMMUNICATION SCIENCE DISORDERS
Swimming and diving
- Participated in four events in four different meets during her rookie season
- Placed first in the 200 freestyle in the CAA Pod meet
- Placed third in the 50 freestyle in dual meets against Villanova, West Virginia, UMBC and Rider

Jacqueline Crawford ('16)
HEALTH SCIENCE, PRE-DENTAL
Swimming and diving
- Placed 12th in the 100 backstroke at the CAA Championships with the fourth-fastest time in JMU history
- Placed seventh in the 200 backstroke at the CAA Championships with the third-fastest time in JMU history
- Placed eighth in the 200 individual medley at the CAA Championships with the seventh-fastest time in JMU history

Shannon Rano ('15)
POLITICAL SCIENCE
Soccer
- College Soccer Madness All-CAA Second Team
- Top Drawer Soccer Top 20 Players in CAA (#17)
- College Sports Madness Preseason All-CAA Second Team
- CAA Commissioners Academic Award
- JMU Athletic Director Scholar Athlete

Sierra Hahn-Ventrell ('15)
ENGINEERING, BUSINESS
Volleyball
- Appeared in 15 matches, recording 13 digs, four service aces and an assist
- CAA Commissioner’s Academic Award Recipient
- Smithsonian National Zoo intern

Madison: Since you have made the Honors Program commitment, what are you most proud of?

Rano: I am extremely proud of myself for all that I have achieved so far in soccer and academics. With each grade I receive, an intrinsic sense of pride and satisfaction washes over me because I know the extra efforts I exert. Even if I am exhausted from my busy schedule, I know my efforts are not in vain. They help me get what I am striving for — excelling grades and an excellent education. On the soccer field, I give 100 percent at all times because it feels good to contribute to the success of the team. Overall, it makes me feel worthy to be excelling in the two most important aspects of my life.

Czulada: Although I sacrifice a lot to be able to succeed both in the classroom and in the pool, I wouldn’t take back a minute of it. Everything has been so worth it because I know how hard I had to work to get where I am. I have also proven to myself that I can attain my goals if I work hard.

Hahn-Ventrell: It will be such an accomplishment to compete in a varsity sport and complete the Honors Program. I will be very proud of my accomplishments once I’ve completed my four years.

Crawford: I am very proud of myself for completing my first year, but I know that this year was most likely the easiest in comparison to the next few. Now I have to prepare myself for the work ahead of me.

Madison: How nervous were you coming to JMU knowing that you were going to play a varsity sport and be an honors student-athlete?

Czulada: I didn’t apply the first semester because I didn’t know a lot about the Honors Program when I was recruited. I was accepted before my second semester and for me, this was a great way to get involved. I had already developed good study habits and time-management skills before I added honors courses to my academic workload.

Rano: I was a little nervous. I knew it would be challenging at times, but because I have dealt with those challenges of balancing academics and soccer in high school I had a pretty good idea of how to do it in college. I am able to keep myself motivated to do well in school all the time and that motivation helps me balance my time. So, even though I was a little nervous about my newfound independence — along with the high-level classes — I was prepared to work hard to succeed.

Madison: How difficult do you find balancing academics, varsity sport activities and your social life?

Crawford: Maintaining the balance among sports, academics and my social life can be pretty difficult, but I try to get ahead with my schoolwork on the weekends so that I am not too stressed about it during the week.

‘Everything has been so worth it because I know how hard I had to work to get where I am. I have also proven to myself that I can attain my goals if I work hard.’ — CAMILLA CZULADA ('16)

Follow all the JMU Nation’s action at
WWW.JMUSPORTS.COM
Mary Gowan, an expert in human resources management, is the new dean of the JMU College of Business. Gowan becomes only the third female dean among the 15 top public undergraduate business schools nationally.

A former dean and professor of management at the Martha and Spencer Love School of Business at Elon University, Gowan is looking forward to the college’s continued contributions to local, regional and national business communities. “I am honored to serve as dean of the College of Business at James Madison University,” she says. “The college is well regarded for its innovative and cutting-edge programs that are the direct result of the collaborative efforts of an excellent faculty and staff supported by the JMU administration. ... I am looking forward to being part of the continued upward trajectory of the college.”

JMU College of Business graduates have a median starting salary of $58,000, ranking JMU among the top public business schools in the country in return on investment. Forty percent of students have accepted an offer of employment before commencement and more than 90 percent of College of Business graduates accept full-time employment in a business field within six months of graduation. With more than 25,000 alumni nationwide, the JMU College of Business counts many influential industry leaders among its graduates.

Gowan has extensive consulting and executive education experience with private and public organizations in the areas of leadership, human resources management and organizational behavior. Her clients have included Lockheed Martin, Harris Teeter, Marriott, Sears, Bank of America, Wachovia and the cities of Charlotte, N.C. and El Paso, Texas. Additionally, she was a professor in the executive MBA program at LG Electronics’ headquarters in South Korea.

Gowan has received numerous awards for her teaching, research and professional service. Her research focuses on corporate reputation and career transitions.

Maribeth Herod (’82), a senior vice president at Bank of America and chair of the JMU College of Business Executive Advisory Council, touted the future of the college under Gowan’s leadership. “She will do an outstanding job taking over such a successful program and leading the JMU College of Business to the future. The college will benefit from her strategic vision, approach and attitude. She is definitely JMU quality, and I look forward to supporting her going forward.”

Mary Gowan is the new dean of the JMU College of Business. She is only the third female dean among the nation’s top 15 public undergraduate business schools.

‘I am looking forward to being part of the continued upward trajectory of the college.’

— MARY GOWAN

Make your gift to the JMU Vision Fund at www.jmu.edu/madisonforever/vision-fund.shtml
“There are two things children should get from their parents: Roots and wings”
– Johann Wolfgang von Goethe

After spending a year abroad I can truly attest to the Johann Wolfgang von Goethe quote above. And, my parents have done a great job applying it. A year abroad will no doubt change a person. You will learn to spread your wings and embrace the endless opportunities presented. As you learn to live in a foreign city, you will recognize your roots at home.

I spent just shy of a full year living in Munich, Germany. I say living rather than studying because a Study Abroad experience is so much more than actual studying; it’s living like you’ve never lived before.

Living abroad will absolutely leave you asking yourself ‘is this real life?’ Hopping on planes to exotic locations for weekend trips, taking advantage of the incredibly rich culture — $10 world-class operas, yes please! — and connecting with people from all over the world never gets old. But it’s not all glam. As Americans we are used to a pretty cushy lifestyle; foreign bureaucracy can be quite stressful. There is culture shock, and a bit of homesickness
I experienced the organized chaos that is Oktoberfest and loved every minute of the Christmas Markets — I don’t know what I’ll do without Glühwein! And the majestic castles and landscape of the region never ceased to amaze me; I love the language and found the Bavarian dialect oddly charming. My class schedule allowed for a great deal of traveling; I made it to 11 countries throughout the year and became quite a savvy traveler. I learned from experience the right and wrong ways to pack a suitcase, how to book tickets and that it is a good idea to always bring a *Lonely Planet* book to get the most out of a trip. I had an incredible year. It far exceeded any expectations.

In my experience, it was the year in Munich that really taught me the incredible value of home. I went to Europe with the mindset that I could possibly live there full-time. I fell in love with Munich and all of Bavaria, is bound to happen. You are pretty much independent — you pay your own bills, make your own plans, deal with consequences on your own. You learn a whole lot about yourself and learn some serious real-world, relevant lessons.

I went to Germany through the JMU Junior Year in Munich Program, and my trip was funded by the merit-based German Academic Exchange Service Scholarship, Deutscher Akademischer Austausch Dienst. I lived in student apartments in the city and studied German, French and Norwegian at Ludwig-Maximilians-Universität. I quickly fell in love with Munich and all of Bavaria.

“A Study Abroad experience is so much more than actual studying; it’s living like you’ve never lived before.”

— Morgan Robinson (‘13), Junior Year in Munich Program

I absolutely advise every JMU student to spend time abroad. It arms you with experience that gives you a real can-do attitude. Study Abroad challenges you to follow your dreams and to get the most out of life. I was a little worried about what I might miss at home over the year, but the things I got to do and the priceless life lessons I learned made it worth it.

I graduated in May with a degree in Modern Foreign Languages, concentrating in German and French. I originally planned on attending graduate school to study literature, but I changed plans. During my last semester, I learned Italian and decided to put it to use studying Italian cuisine. I am currently in San Vito Lo Capo, Sicily, working as an intern for a chef. I plan to move to Florence soon to learn more!  

*Follow the Sicilian culinary adventures of Morgan Robinson (‘13) on her food blog at twoburnersandaminifridge.com.*

Morgan Robinson (‘13) says her Study Abroad in Germany and travels in France motivated her to move to Europe and study culinary arts in Sicily and Italy.
The professors, students and alumni who shine in Madison’s constellation

and JMU where she earned a B.S., magna cum laude, in interdisciplinary liberal studies with math and science in 2012, and a Master’s in Teaching with certification in algebra in May 2013.

“My dream job has always been to be a teacher,” she says, calling herself one of the lucky ones who has always known what she wanted to do. “I used to teach my little sister.” Her sister, Katelyn (’14), is a rising senior at JMU.

Since middle school in Midlothian, Va., Bailey has volunteered in her community, worked with the homeless population and taught low-income students to read. “My ‘I want to teach moment’ came,” she says, “while I was working for Partners in Education,” an organization that Bailey and her best high-school friend, Samantha Karnes (’12), brought to the newly-opened Cosby High School when they were redistricted.

Through PIE, Bailey worked in a low-income area with students who couldn’t read. When she arrived, the teacher in charge identified one child: “He’s the naughty kid. You’re wasting your time.”

So Bailey asked to work with him and, by the end of her term, he was reading.

“I love helping people,” Bailey says. “I love to inspire people to do something for themselves. Not to do it for them, but to help them achieve.” It’s a surprising confession for the Cosby senior voted “shyest.”


When Bailey first came to JMU, she followed the conventional wisdom: She studied and stayed focused. “I didn’t get involved,” she says. By the middle of her freshman year, JMU wasn’t working for her. Yet, she ventured out enough to apply to be a Freshman Orientation Guide or FROG. When she was chosen, she decided to fulfill that duty — and then transfer.

But everything changed when she got involved.

During her work as a FROG, she met Archie Duncan (’13), who became her best friend. Bailey also became a TEACH ambassador. Teach Education Ambassadors Cultivating High Achievers is a student-to-student mentoring program started by Margaret Kyger (’80), JMU professor of exceptional education and assistant dean of the College of Education.

Continued on Page 19

Mulalo wasn’t sure he had anything to write on his freshly-cut-out paper star.

“Write your hope, dream, desire or wish,” Jennifer Bailey (’12, ’13M) instructed her South African students. “Then we’ll hang the stars from the ceiling.”

“They were so excited,” Bailey says of the students she taught as a JMU senior during a short-term Study Abroad with Teresa Harris, Fulbright Scholar and JMU professor of elementary and early childhood education.

“They had never worked with colored paper before,” Bailey recalls. Her students’ excitement was one part of a rich educational experience for Bailey.

One student wrote “doctor.” One wrote “teacher.” Another student wrote a wish — to pass the matricual, South Africa’s test to become a teacher. By Western standards, the children had little, yet they had dreams.

Except Mulalo.

Bailey and a fellow JMU student talked to Mulalo. They persuaded him that yes, he could dream. He could succeed. “By the time we left Mulalo was saying, ’I know I can do this.’”

On the morning of their group’s departure, Mulalo appeared at 7 a.m. He pleaded with them not to go.

“As we drove away, he got on his bicycle and followed us. I was in tears,” Bailey says. “That is why I teach.”

Bailey returned to the states and JMU where she earned a B.S., magna cum laude, in interdisciplinary liberal studies with math and science in 2012, and a Master’s in Teaching with certification in algebra in May 2013.

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Continued on Page 19
Former Breeze staffer at helm of Richmond Times-Dispatch

BY SANDE SNEAD ('82)

Former Breeze writer Danny Finnegan ('84) is editor of the Richmond Times-Dispatch and serves on the boards of the Society of Professional Journalists and the Virginia Press Association. He enjoys golfing and running and participated in the 2013 Berkshire Hathaway inaugural Invest in Yourself 5K run. “When Warren Buffett climbed a platform and popped the starter’s pistol, it’s the one time I wished I had my phone with me!” Finnegan says.

Two years after his appointment as Richmond Times-Dispatch editor and exactly one year after the sale of Media General’s newspaper division to BH Media, a subsidiary of Warren Buffett’s Berkshire Hathaway company, Danny Finnegan ('84) is excited about his recent trip to Omaha.

Finnegan was there for the annual Berkshire Hathaway shareholders meeting where he witnessed CEO and chair Warren Buffett and vice chair Charlie Munger take on a crowd of 35,000 people in a five-hour Q&A session.

It was the Woodstock of capitalism,” says the former Breeze managing editor. “And Warren Buffet was the rock star.”

At a time when newspapers across the country are struggling to redefine themselves in a digital era, Finnegan feels fortunate that the Richmond Times-Dispatch was bought by someone who believes so strongly in the importance of the daily newspaper and especially fortunate that the someone is Warren Buffett.

“His two buzzwords are indispensable and community,” Finnegan says. “And that is our mission.”

Posted by the elevators at the Times-Dispatch headquarters in Richmond, Va., is, “Our Mission: Indispensable to our community.”

The daily paper has managed to do that in a number of ways, notably through its frequent public square events that invite experts and the public in to debate the Richmond region’s top issues. The Times-Dispatch also maintains its relevance by introducing “PolitiFact Virginia,” a column that examines politicians’ claims using a “Truth-O-Meter” with extreme falsehoods getting a “Pants on Fire” rating. Finnegan brought this watchdog column to the newspaper and is one of three editors who make final judgments.

“Our [circulation] numbers are not going up,” he says.

Still, he remains optimistic. The Times-Dispatch has recently made small additions to its staff — mostly younger reporters whom Finnegan hopes can infuse new ideas and attract the younger demographic to the paper. Its sports section has also recently been recognized as one of the 10 best in the country by the Associated Press Sports Editors.

Perhaps not coincidentally, both retired RT-D executive editor Bill Millsaps and Finnegan started their careers as sports writers and editors.

Finnegan joined the Timer-Dispatch in 1987 as a sports copy editor and later became an assistant sports editor, assistant managing editor for night news and deputy managing editor for photo, graphics, presentation, multimedia and sports.

While he is fairly young to head up a newspaper of this size in this market, he acknowledges that he’s not the new guy anymore. “I used to be ‘the young guy,’” he says. “But I’m 50 now. I have 25 years at the Times-Dispatch. I was fairly young as an assistant managing editor, and I was involved in top management fairly early in my career, but I’m not so young anymore.”

He manages to keep a youthful atti-
tude however, with the help of his 4-year-old daughter, Quinn, and 7-year-old son, Jack. He and his wife, Carolyn, spend much of their free time with the children. Finnegan is assistant baseball coach for his son’s team, and he tries not to be that guy on the baseball field who checks his phone every few minutes. “We’ve hired smart people so the paper will get out with or without me,” Finnegan says. “But sometimes they just want to show me a photo like the one of the captured brother [Boston Marathon bombing suspect Dzhokhar Tsarnaev]. That’s why I’m checking my phone, not because I think I’m important.”

Finnegan is ultimately responsible for all the *Times-Dispatch’s* print and digital output as well as long-term planning, strategy, technology, production issues, vendor problems, and “thankfully,” even editing. “I edit PolitiFact and I still do the final edit on all the columnists,” he says. “That’s the highlight of my week.”

“I didn’t know what I had signed up for, I went in not expecting anything,” Bailey says.

TEACH had several projects on the horizon. One was a book drive for Patrick Country, Va.-based Meadows of Dan Elementary School that had burned.

“I can do a book drive,” Bailey thought. So she signed on. “I constructed this artwork in the shape of an apple.” The apple, displayed in Memorial Hall, featured suggested book titles. Bailey was amazed at the results. “I always knew JMU was a giving community,” Bailey says, “but it really opened my eyes as to how giving.”

JMU professors donated 50 books. Custodians and building and grounds employees donated books. Students bought brand new books to donate. In the end, the drive collected 2,200 books.

Bailey next organized the innovative program Raising an Organization of Trained Educators. The four-year program places JMU education students in the same school, two hours a week, throughout their undergraduate experience. “Students get to see what and who it takes to run a school. So many people do so many things that you have no idea about.”

For instance, Bailey says, students confined to a classroom don’t see the important role of a school nurse or administrator. “When you do your practicum, you only get to see one thing — the classroom,” she says.

Through ROTE, students see every facet of a school’s operation. As freshmen, students spend time with individuals like librarians, nurses and cafeteria workers — “with hair nets,” she says. This helps give students a universal view of the school. As sophomores, students work in the classrooms as teacher’s aides. The key to ROTE is giving students the time and depth to get to know an entire school community, not just one grade, one teacher and one classroom.

The first placements — 15 to 30 students — occurred in fall 2012 at two Harrisonburg schools, Skyline Middle School and Smithland Elementary School. “But other schools have asked for JMU students,” she says.

As the first director — and with graduation looming — Bailey realized last year that she wanted to make sure ROTE continued. “I knew I was leaving and had to pass it down.”

Two current education students now run the program. Jesse Humphries (’14) of Leesburg, Va., oversees the elementary portion, and Allie Daczkowski (’15) of Sterling, Va., runs the middle-school program. Bailey is confident that they will do a good job. “I have never been so proud of two ladies,” she says. “This project was my baby.”

Bailey adds, “Kids don’t care how much they know until they know how much you care.” And Bailey has received her own measure of caring. During her master’s year, she student-taught at Smithland Elementary under Norris Bunn (’95). She says, “This year changed my life. I learned so much from him. By the end of the year, we were finishing each other’s sentences.”

Together they taught a dual-language class of 40 students, separated into halves. One half was taught in the students’ native language, the other in English.

Not too long ago, Bailey ran into a friend she hadn’t seen since high school days. “You have changed so much!” the friend told her. Bailey was no longer the shyest girl.

“JMU completely changed that for me.” The difference was getting involved. “The best thing about JMU,” Bailey says, “is the people. We’re a big school of 20,000, but once you start getting involved, this goes from 20,000 to a family.”

‘The best thing about JMU is the people. We’re a big school of 20,000, but once you start getting involved, this goes from 20,000 to a family.’

— JENN BAILEY (’12, ’13M)
Psychology professor inspires a passion for social justice

BY JAN GILLIS ('07)

Start with a noble goal. Perhaps it’s promoting a democratic society where everyone has a say. Now, try and accomplish your goal.

Unfortunately good ideals are often easier to conceptualize than achieve. That doesn’t deter Matt Lee, a professor in the JMU Department of Psychology. In fact, he came to JMU with a keen desire to teach students how to achieve such goals. And he has spent his career developing ways to understand, communicate and interact with people of different cultural backgrounds. The result? “I’ve been able to use that background to give JMU students a different way to learn,” he says.

‘If you can get people from different backgrounds to have genuine conversations about their lives, it can really improve the trust and the learning that can happen in the classroom.’ — MATTHEW R. LEE, PSYCHOLOGY PROFESSOR

An aspiration for social justice is great. “But to accomplish that,” Lee says, “you have to know everyone who lives in your community. You have to know the religions of your neighbors and understand their socioeconomic backgrounds.”

Lee’s classes create that awareness. “If you can get people from different backgrounds to have genuine conversations about their lives, it can really improve the trust and the learning that can happen in the classroom,” says Lee.

Lee points out that diversity isn’t always visible. Religion, disability, ancestry and a host of other experiences often remain hidden from public view. “There are a lot of ways to get at differences,” says Lee, “even ways to simulate diversity in the classroom.”

So how do you get students to be that open?

He says it requires “dynamic activities incorporating current events and making it applicable to students lives.”

One of his students, Brian Caperton ('13), says, “During Dr. Lee’s weekly learning activities, we would sit in a circle and describe a unique experience or event that pertained to the subject. One discussion revolved around privilege. Some of my peers really opened up about the difficulty of not growing up with financial and ethnic privilege. I began to recognize that being a white, male, middle-class American comes with an incredible amount of safety and convenience. The stories of my peers encouraged me to put myself in their shoes.”

Lee says his passion for understanding started when he was a teenager. “When I was in high school, I was the only Asian in the school and experienced a lot of discrimination.” he says. “That’s how my research got started. I feel that part of my professional identity is to stand up for people who may historically not have been at the table or have been misportrayed.”

The ultimate learning achievement of Lee’s classroom is applying what you learn in the real world so that you can create the kind of society you want to live in.

Learning a different way can, and does, make a difference.

*Read more about Matthew Lee’s classroom philosophy in his personal essay on Page 21.*
WHAT’S DIFFERENT ABOUT THE Madison EXPERIENCE?

Award-winning academics  Dramatic social conscience
Friendly, engaging professors  Gorgeous surroundings
It’s easy to apply.
Simply submit the application online along with your electronic payment.

www.jmu.edu/admissions/apply
JMU ranks No. 1 in the South for 2013 for highest educational quality, according to U.S. News & World Report.
JMU ranks No. 2 among master’s-level schools for the total number of students who study abroad in semester-long programs, according to the Institute of International Education.
JMU has spent two decades atop the *U.S. News & World Report*’s prestigious list of top master’s-level schools in the South.
Eighty percent of JMU graduates do research, an internship, a practicum or student teach. Many do more than one of these.
JMU’s admission process is competitive. We receive more qualified applications than we can accommodate. For the 2013 admissions process, 58 percent of the applicants were admitted; however, 87 percent of the applicants were competitive. We do not have a prescribed formula for gaining admission. JMU works to select the strongest candidates from a high-quality pool.

We consider the following factors in evaluating applicants: program of study; academic achievement; standardized test scores; secondary school report form and recommendation; extracurricular activities; and optional personal essay.

Each applicant is rated in the following four areas, listed in order of importance:

<table>
<thead>
<tr>
<th>1 Academic Program</th>
<th>2 Academic Achievement</th>
<th>3 Standardized Tests</th>
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<tbody>
<tr>
<td>Competitive applicants should minimally have the following:</td>
<td>To evaluate your achievement in high school, we evaluate your grades in core subject areas: mathematics, English, foreign language, social studies and lab sciences. A competitive candidate is an A/B student in core courses. We look at your performance throughout your entire high-school career.</td>
<td>Performance on the SAT I or ACT helps us discern your past academic achievements and your potential for future academic success. JMU’s application review process will only consider the mathematics and critical reading sections of the SAT. For the ACT, we use your single highest composite score. SAT IIs are not required nor considered in the admissions process. JMU requires that your official test results be sent to us electronically direct from the testing agency and arrive by the application deadline.</td>
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<tr>
<td>- four years of math (one full year beyond algebra II);</td>
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<td>- three years of laboratory science (preferably including biology, chemistry and physics; general science or earth science usually does not count as a lab science);</td>
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<td>- three to four years of the same foreign language or two years of two different foreign languages;</td>
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<td>- four years of English; and</td>
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<td>- four years of social studies.</td>
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Students who challenge themselves with the upper-level courses offered in their high school (i.e. Honors-level courses, Advanced Placement classes, International Baccalaureate, dual enrollment, etc.) increase their competitiveness.

Because strong students come from many different types of schools, we examine each applicant within the context of his or her high school.

Although schools provide different opportunities, you should pursue the most demanding college preparatory programs available.

**Early Action (nonbinding): Nov. 1**

Early Action is more competitive than the Regular Decision process. To be admitted through Early Action, a student needs to be superior in curriculum, grades, test scores and extracurricular activities. For the last two years, 35 to 42 percent of the students deferred from Early Action to Regular Decision were eventually admitted. Students who apply through the Early Action process do not have an advantage over students who apply Regular Decision. Applicants will get notification of JMU’s decision by mid-January.

**Regular Decision: Jan. 15**

Students who apply through Regular Decision are not at a disadvantage. Applicants will get notification of JMU’s decision by April 1. Students deferred from Early Action will be reviewed a second time among the entire applicant pool.

www.jmu.edu/admissions/apply
Tuition and Fees for Full-Time Students

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<th>Out-of-state tuition/fees:</th>
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<td>In-state total:</td>
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<td>Out-of-state total:</td>
<td>$32,172</td>
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</table>

Fine Arts Dates

**Music** Students who want to major in music must submit both a JMU Admission Application and a JMU School of Music Audition Application. [www.jmu.edu/music/admissions/application.html](http://www.jmu.edu/music/admissions/application.html)

**2014 Audition Dates:** Saturday, Jan. 25; Saturday, Feb. 8; Monday, Feb. 17

**Dance** Call (540) 568–6342 for a specific appointment.

**Theater and Musical Theater** Call (540) 568–6342 for more information.

**Art Portfolio Dates** Call (540) 568–6216 for more information.

Financial Aid

Your college education is one of the most significant investments you will ever make. The Office of Financial Aid and Scholarships will help simplify and guide you through the financial aid process as you seek avenues to fund the cost of your college education. No matter your family income, you have the potential to afford the high-quality education JMU offers.

Our goal is to help meet these costs with funding available from federal, state and university sources. As a state-supported school, the majority of our grant assistance is allocated to Virginia residents. Resources for non-Virginia residents are primarily limited to student and parent loans. Scholarship opportunities are very competitive due to the caliber of students accepted by JMU. Acknowledging that our aid options are limited, the university has made a commitment to keep its costs reasonable, while providing a high-quality education.

To determine your eligibility for assistance, please complete the Free Application for Federal Student Aid. FAFSA forms received by the Department of Education before our priority filing date of March 1, 2013, will receive first consideration. Our federal school code is 003721. JMU does not base admission decisions on financial aid. Learn more at [www.jmu.edu/scholarships](http://www.jmu.edu/scholarships) and [www.jmu.edu/stuemploy](http://www.jmu.edu/stuemploy)

Scholarships

JMU awards more than 300 one- to four-year scholarships each year to incoming students. For more information on JMU scholarships, visit [www.jmu.edu/admissions/scholarships](http://www.jmu.edu/admissions/scholarships)

Transfer Admission

To be eligible to apply for transfer admission, a student must have completed or be in the process of completing at least 24 credit hours post high-school graduation. Priority consideration is given to associate degree completers or those with at least 48 college credits earned. JMU considers transfer applicants’ college program and grade-point average, high-school program and grades, and SAT 1 or ACT scores. The more credit hours you have earned in college, the less emphasis is placed on your high-school record.

Competitive transfer applicants should have a minimum 3.0 cumulative college GPA and successfully complete college course work in all core subject areas: English, mathematics, social science and lab science. Transfer applicants are admitted for spring, summer and fall semesters. Spring semester is the most competitive and limited to approximately 200 students. Learn more: [www.jmu.edu/admissions/transfer](http://www.jmu.edu/admissions/transfer)

Transfer Admission Deadlines:

- **Spring Oct. 15; Summer Feb. 1; Fall March 1**

Did you know?

**JMU’s Honors Program**

A stimulating, challenging and rewarding world of ideas awaits you in JMU’s Honors Program. Learn more at [www.jmu.edu/honorsprog](http://www.jmu.edu/honorsprog).

**Advanced Standing**

Students can earn college credit for course work taken in high school. JMU awards credit for AP, IB, Dual Enrollment and Cambridge courses. For more information, see [www.jmu.edu/admissions/info/scores.shtml](http://www.jmu.edu/admissions/info/scores.shtml).

**Sports and Recreation**

JMU is a member of the NCAA Division I and fields 18 intercollegiate teams, six for men and 12 for women. For more information visit [www.JMUSports.com](http://www.JMUSports.com).

JMU also features an abundance of club sports, a vibrant intramural program, an amazing on-campus recreation center and breathtakingly picturesque outdoor recreation opportunities within an hour’s drive of campus. For more information visit [www.jmu.edu/recreation](http://www.jmu.edu/recreation) and [www.jmu.edu/osai](http://www.jmu.edu/osai).
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This is the required major for elementary education, inclusive of early childhood education, middle education and special education.
## FAST Facts

### Admitted Freshmen
- Mostly A's and B's in core academic areas (English, math, lab science, social science, foreign language)
- Ranked in top third of their high-school class: 87 percent of reported ranks
- Applications: 23,902
- Applicants accepted: 58 percent
- Applicants enrolled: 4,170
- SAT mid-50 percent range (on a 1600 point scale): 1070–1230
- ACT mid-50 percent range: 23–27

### 2013 Transfer Students
- Applications: 2,874
- Applicants accepted (spring, summer, fall): 45 percent
- Applicants enrolled: 880

### Undergraduate Student Body
- In-state/out-of-state ratio: 72/28
- Male: 40 percent
- Female: 60 percent
- Total minority: 15 percent
- International: 2 percent
- Total enrollment: 18,107

### Faculty
- Full time: 925
- Part time: 450
- Doctoral degree or appropriate terminal degree: 78 percent
- Student/professor ratio: 16/1
- Average class size: 29 students

### Financial Aid
- Students receiving financial aid: 54 percent
- Average amount of assistance: $13,358

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### Key
- Majors
- Minors
- Five-year Master's Degree Program in Teaching
- Bachelor's Program in Teaching

Concentrations are listed below their respective programs.

### Music
- Composition
- Jazz Studies
- Music Education (Instrumental, Vocal)
- Music Industry
- Musical Theatre
- Performance (Accompanying/Coaching, Instrumental, Piano, Vocal)

### Quantitative Finance
- Risk Management
- Robotics
- Russian Studies
- Science, Technology and Society
- Secondary Education
- Social Work
- Sociology
- Community Action and Evaluation
- Environment, Technologies and Innovations
- Markets and Cultures
- Political and Global Analysis
- Social Inquiries and Public Policy

### Special Education
- Special Education Non-Teaching
- Sports and Recreation Management
- Statistics
- Substance Abuse Intervention
- Telecommunications
- Theatre and Dance
- Dance
- Dance Education
- Musical Theatre
- Theatre
- Theatre Education

### Political Science
- Pre-professional Programs
- Dentistry, Forensic Studies, Law, Medicine, Occupational Therapy, Optometry, Pharmacy, Physical Therapy, Physician Assistant, Theology, Veterinary Medicine

### Psychology
- Behavioral Analysis

### Public Policy and Administration
- Public Management
- Public Policy

### Medical (pre-professional programs): Pre-Dentistry, Pre-Medicine, Pre-Optometry, Pre-Pharmacy, Pre-Physical Therapy, Pre-Veterinary

### Law
- a field that does not exclude any major. Law schools are primarily concerned with GPA and scores on the LSAT, the law school entrance exam.

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For complete information on all academic programs, go to [www.jmu.edu/catalog](http://www.jmu.edu/catalog)
Plan a visit.
www.jmu.edu/admissions/visit

A place where imagination and curiosity are demanded, nurtured and supported.
Why I teach the way I do

Culture, diversity and psychology meet in the classroom

BY MATTHEW R. LEE, PSYCHOLOGY PROFESSOR

D

r. Lee, why is it that you teach the way you do? How do you come up with these activities for our class?” I usually hear these questions from more than one student at the end of the semester after my PSYC 220: Psychology and Culture course.

At the heart of this class, my goal is not just to help students understand new content, theories and ideas; my main goal is to promote social justice.

When we discuss issues such as privilege, discrimination and other kinds of oppression that impact people from majority and minority cultural groups, students might know from firsthand experience what it is like. However, I cannot predict what experiences and knowledge my students bring into the classroom. To “level the playing field” so that all students encounter the same interactive classroom experiences, my course includes simulations on numerous issues such as conformity, injustice, poverty, the value of diversity in college admissions decisions and raising children with disabilities.

I also incorporate a classroom methodology called intergroup dialogue, where students have the opportunity to reflect and share how the course concepts affect them on a personal level. Many surprising, emotional and bonding moments can happen in a class when students take risks to open up and realize they have many more cultural similarities with their classmates than at first glance. My students are free to express different opinions, and it doesn’t impact their grade; instead it improves the classroom experience. In fact, encountering new ideas, perspectives and experiences is at the heart of promoting cross-cultural understanding.

I teach a version of this same class in Bucharest, Romania, and those students have written about the course giving them “a sense of validation.”

What I think that means is students realize that to have a successful democracy, everyone’s voice should count. Thus, diverse people and experiences are valued. By the end of our Psychology and Culture course, my students and I talk much more explicitly about how to use the course information to better understand people.

We also discuss how students can promote the kind of society they want to live in by making choices that support their ideology. Students acknowledge the importance of many relevant social issues, such as marriage equality, disability accommodations, challenging the glass ceiling effect for women, and the importance of being inclusive toward racial and ethnic diversity. Some students end up joining ally organizations, take more classes devoted to specific interests, travel and volunteer abroad, and strive to become more enlightened, open-minded individuals. Some of my favorite moments even occur after the class is over, when students email me years later recalling poignant classroom interactions or even vocabulary terms!

By the end of the semester students realize the unusual design of the course is intended to promote real-world critical thinking and engagement. Step one is inviting awareness of key concepts and terminology, but the more difficult step is to promote a genuine caring for and appreciation of people of other cultural backgrounds. Then I hope my students will maintain these actions throughout their lives.

My favorite comment from past students is that they wished they could take my class again, or that there was a “Part 2” available in another semester!

It’s no secret: If I could design the sequel, it would build on students’ engagement with social justice and how to apply principles in more specific settings like counseling psychology, clinical diagnosis and treatment, workplace psychology, community psychology, cross-cultural research, student affairs careers, and international travel.

I think JMU President Jonathan Alger would be proud of the students’ discussions in our classroom. Our new president is an expert on diversity, and he sums it up nicely: “In higher education, diversity and excellence go hand in hand. Diversity in an education context is a means to an end … and that greater end is educational benefits for students. JMU creates enlightened citizens who are prepared to succeed in a world of global competition and engage in a world of human interconnectedness.”

About the Author  Matthew R. Lee is a professor in the JMU College of Health and Behavioral Studies Department of Psychology. He teaches Lifespan Human Development, Psychology and Culture, and Psychology and Literature. His research interests include the psychological effects of cultural, racial and ethnic minority status; the effects of diversity coursework; and racial climate and intergroup relations. He earned his Ph.D. from the University of Illinois at Urbana-Champaign. In the summer, he teaches international students at Romanian-American University in Bucharest, Romania, via a partnership established with JMU in 1992. This summer Lee traveled to Germany and Poland to establish a new Study Abroad program for JMU. Lee travels the world in his spare time and has visited 39 countries. His research team, the JMU Cultural and Racial Diversity Studies Lab, is on Facebook.

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FALL 2013

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More
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Challenging conventional wisdom on the value of a degree

Public dialogue on the current state of higher education has warped ideas about how colleges and universities should prepare students for their futures. Notions that only technical and professional programs are needed to equip students with what they need to thrive, or that learners can attain an equivalent education purely online are gaining acceptance.

Meanwhile, a growing body of evidence demonstrates that these ideas fall far short. Plus, a movement among employers advocating for broader experiences in higher education is gaining momentum. They want graduates who can think critically and who know how to solve problems. They need innovators who act ethically despite ambiguities. In essence, employers want the skills imbued by a broad and liberal education.

Linda Halpern, JMU vice president for University Programs, writes, “Our program is designed to address a number of interconnected goals — development of a broad, integrative and liberating education; foundational preparation for a major; and the opportunity to develop and practice the habits of sound reasoning and productive communication that form the basis for full engagement in life and work.”

On the following pages, meet seven students whose experiences at Madison reveal just how JMU is changing them and their futures.

See [www.jmu.edu/admissions](http://www.jmu.edu/admissions) for the complete text of Linda Halpern’s answer to the question: “Why does JMU place so much emphasis on its General Education Program?”
Being a part of something bigger than myself

Kenisha Washington ('14)

dance major | Virginia Beach, Va.

“This past year revolutionized my life.” A bold statement — one that dance major Kenisha Washington did not come to easily.

Her junior year was a year of transformation through challenge, emotion, hard work and incredible support from her peers and professors in the theater and dance program. A rising senior from Virginia Beach, Va., Washington’s biggest hurdles were not a challenging dance piece or an intricate set design, but a lack of self-confidence and self-esteem.

“I was originally very intimidated by how technically skilled my peers were,” she says. “The intimacy of the program and the skill level is very challenging.”

Washington credits the dance faculty for giving her the support she needed while pushing her outside her realm of comfort to become a better dancer. Washington says from the beginning of her Madison Experience she feels like JMU professors invested in her and cared for her.

“The faculty of the dance program are incredibly committed to instilling the values of JMU in us, especially being a community,” she says. “I see how committed they are to my success, and it makes me want to be all the more invested in this community and in seeing how I can improve this community I’m a part of. I didn’t expect to feel a part of something bigger than myself.”

Washington describes her junior year as “especially stretching.” She took two very challenging dance classes, one on how to conduct or direct a dance class; and the other was a composition class that pushes the student to create a piece of impact. Taking both at the same time was a struggle and brought up many feelings of self-doubt. Luckily her Advanced Composition professor, Cynthia Thompson, was also her academic adviser and someone whom she has confided in over the past two years. Thompson knew Washington doubted her own abilities but that did not stop her from challenging her student to do better. Washington would perform a draft and Thompson would challenge her to dig deeper.

“i don’t think I would have pushed myself further if Professor Thompson hadn’t sat me down and said ‘Kenisha, I think this work is great and I’m proud of you, but I think it can be greater.’”

Washington’s hard work and emotional journey paid off. “I had never auditioned for anything because before this I had never considered myself having anything worth offering,” she says. “But in these two classes I was challenged to put myself out there.” Washington auditioned two originally choreographed pieces for the Spring Concert, and they were the highest graded in the program this spring.

Washington is also grateful for the theater and dance department faculty’s philosophy of “learning across their curriculum.” Courses such as Performance Design and Production Design have given her an appreciation of the many aspects of producing a successful show. These are lessons that she will take with her into her professional life. “Not only have I learned other crafts, but I also have learned how to appreciate how each aspect goes into the total production. You need to be able to see things from the point of view of the lighting designer, the costume designer, etc.” explains Washington. “All
aspects of the production without any one part won’t work, so learning to respect and learn those different parts, and the people doing them, is important.”

In terms of self-confidence and self-esteem Washington knows that she needs to take the lessons she learned this year and apply them to her future work. “I have to ask myself ‘Are you giving this absolutely everything you have or are you giving just what you’re comfortable giving right now?’” she says.

“These past three years have shown me how much I’m capable of as long as I don’t remain complacent — and when I allow myself to be inspired and encouraged by the great people I have the fortune to be around.” ME

‘Are you giving this absolutely everything you have or are you giving just what you’re comfortable giving right now?’
'It is impossible to truly know someone simply by face value.'
Embracing a global community

Brian Caperton ('13)
psychology major | Warrenton, Va.

JMU is where he belongs. Touring campus as a prospective student, “what really drew me in was the overwhelming sense of community,” says Brian Caperton (’13).

His Madison Experience has confirmed that JMU is a special place. “JMU has allowed me a refreshingly different experience,” says Caperton, a psychology major from Warrenton, Va. He adds that one huge appeal is that JMU students often prioritize service and putting others before self — qualities that Caperton tries to emulate.

The May 2013 graduate describes his JMU academic experience as “radical learning — wholly immersing oneself into another person’s experience.” It involves challenging perceptions, assuming civic responsibility and making a difference. “Learning in this fashion often takes place best with a group — the strengths of each individual culminate to ‘fill the gaps.’” One of Caperton’s favorite classes has been Psychology and Culture with professor Matt Lee. “It’s a classroom setting that prioritizes experiential learning and open dialogue.” This type of learning allows JMU students to gain a deeper understanding of the world.

Caperton has applied his classroom learning in an Alternative Spring Break trip working with Jamaica’s Committee for Upliftment of the Mentally Ill. He says the experience allowed him to “cultivate positive change in an unfamiliar context.” Caperton assisted in the Committee for Upliftment of the Mentally Ill agency’s work in reintegrating mentally disabled and homeless individuals into mainstream society.

In his classroom discussions, Lee emphasizes that students have to work to understand people better. At CUMI, Caperton got to know clients on a one-on-one basis — listening and empathizing to promote healing.

“One individual loved to drum, and when he found out that I love music, he didn’t hesitate to bring an extra pair of drumsticks. One afternoon, we spent hours listening to my iPod and drumming on random objects. Every time I played him a new song, he offered me a music lesson. He was an incredibly gifted, joyful individual,” Caperton says.

His CUMI experience is an indelible reinforcement of the classroom lesson on the importance of discovering another person’s real worth: “It reminded me that it is impossible to truly know someone [simply] by face value.”

Caperton is taking his desire to participate in positive change to the next level. He is pursuing graduate studies in clinical mental health counseling at JMU and has his sights set on working in developing countries in some form of crisis intervention. ME
Wall Street success with some alumni networking help

BY RACHEL DAWSON ('13)

J.P. Kril ('13)
finance major | Radnor, Pa.

As May 2013 graduate J.P. Kril settles into his chair at a desk at Barclays, a Wall Street investment firm, he knows he is ready to give back and become a part of an alumni network that helped him reach his dream job. A finance major from Radnor, Pa., Kril graduated as president of JMU’s Madison Investment Fund and had a Wall Street job waiting for him after graduation.

Yet, the odds were not always in his favor. Kril transferred into JMU after one year of college, losing valuable class credits. In addition, his family faced adversity and became unable to financially support both Kril and his younger sister’s college educations.

Determined, Kril refused to end his education. He pursued help from those around him. He shared his story with professors and was eventually connected to the financial aid office. He received a Madison Forever Scholarship, reserved for students with rare and difficult circumstances. The Madison Forever Scholarship program allowed Kril to remain at JMU, yet he didn’t rely on financial aid alone. He also worked 25 to 40 hours a week at a local retail store.

The pressure of his circumstances and his workload affected his G.P.A., and Kril realized that test taking wasn’t his strongest suit. He reached out to professors and peers in the student-led Madison Investment Fund, in which student leaders manage a portion of JMU’s endowment in the stock market.

Students can climb the ranks of the Madison Investment Fund and work as junior analysts to senior analysts, to associate portfolio managers to portfolio managers, and then potentially to the management team led by the student president. “I really enjoyed being a part of MIF because it was something that encouraged thinking outside of the box,” Kril says.

Kril’s first Madison Investment Fund contact was then-president Justin Quaglia (‘11). Kril felt an instant connection and told Quaglia his story. Kril knew he had the skills and drive to excel, even though he didn’t have the G.P.A. required for MIF members. “I wouldn’t have been in MIF without Justin,” says Kril. “I have the intellectual capacity to succeed, but my peers, professors and alumni opened doors for me.”

Kril was accepted into MIF and worked his way up the ranks to become the president after three years. Quaglia, now an analyst at Wall Street’s Goldman Sachs Group, was Kril’s mentor. With the help of both Quaglia and JMU finance professor Elias Semaan, Kril also has connected with numerous alumni. Quaglia connected Kril with one of his own mentors, Alpha Kiphul (’04), a former Madison Investment Fund president, who helped Kril make it through the rounds of interviews for a summer internship at Barclays. Quaglia knew of Kril’s financial situation, so he opened his home to him for the summer.

Kril says, “I had to make sure I wasn’t going to embarrass any JMU people, especially the alumni who referred me. After my internship, I got a job offer. It’s unique because they created it for me. It’s not very common for an undergrad to go into wealth or investment management or portfolio management.”

Kril gives full credit to the many alumni and professors who helped him on the path to his dream job with Barclays. He compares the Madison Investment Fund to what Barclays is on Wall Street. “MIF is small but it’s growing fast like the JMU alumni base on Wall Street. ... I want to continue the MIF legacy of alumni being mentors helping students reach their dreams.”
‘I do have the intellectual capacity to succeed, but it was student peers, professors and alumni who pushed me through and gave me opportunities and opened doors for me.’

(Inset, at left): JMU Madison Investment Fund Adviser Elias Semaan has been a valuable resource according to J.P. Kril ('13). “Professor Semaan is the glue that holds everything together. He is the first one to congratulate you and applaud your success, and he is the first one to point out flaws and areas to improve. He’s almost like a father figure to our student organization.”
Each one of my experiences with the professors in the department has been positive.
Positive outlook and positive impact

Is it possible, despite the recurring news of a bleak job market, for undergraduates to happily anticipate their graduation from college?

JMU social work major Tara McGrath (‘14) answers the question with an unequivocal “yes.” What’s the source of her positivity? “I know that I will be well prepared because of the knowledge and skills that I have gained from the JMU Department of Social Work.”

She came to Madison with a desire to pursue social work and a dream to “have a positive impact on other people’s lives,” she says. “I chose JMU because of its strong academic atmosphere.”

And, she hasn’t been disappointed.

McGrath, of Westminster, Md., says JMU social work professors are committed to developing graduates who will succeed in their field. “Professors focus on teaching students to apply what they learn in class through group work, projects, practice case studies and role-play,” she says. “Our small class sizes allow students and teachers to become actively involved in the learning process.”

What is not part of the process? “Professors do not tell you how to solve problems step by step,” says McGrath. Instead, the emphasis is placed on seeing problems in their context. “As social workers we do not just give answers to clients. We facilitate them through their problem and where to go from there.”

A key element of the training for JMU students is learning to solve problems the right way. “The person-in-environment, or PIE, perspective is emphasized,” says McGrath. “This perspective focuses not only on the problem, but also on all the internal/external factors that contribute to the problem.”

Students are required to take what they’ve learned out into the real world and complete more than 400 hours of volunteer service in a community setting. She became confident in her ability to work through problems with clients during hands-on experience working with teens at the Boys and Girls Club. “I worked very closely with one individual who was going through many different things. I could not simply stop, go review my notes, and see how I could help. I had to think on the spot and wisely.”

Working in such settings is crucial in developing skill and confidence needed for a successful career. “As a social worker, you can never be sure of what is going to occur, or who is going to walk into your office,” says McGrath.

She appreciates the support that professors provide for their students. “Each one of my experiences with the professors in the department has been positive,” she says. “Dr. Nancy Poe is just one example. She has always made herself available to answer questions that I have about the department and has helped me through some personal decisions and events that affected school and my future career. Dr. Poe has provided me with lots of support and encouragement.”

McGrath, who also serves as president of the JMU chapter of the National Society of Leadership and Success, is ready for her future. “I am so excited to start my career,” she says.

“If I were to be thrown into the real world right now, I could succeed.”
“All the world’s a stage, and all the men and women merely players’ applies to the universality of theatrical experiences as much as it applies to the universality of human experiences,” says theater major George Dippold. The May 2013 graduate from Richmond, Va., also says his immersion in the world of theater — as it is taught at JMU — prepared him for the role of citizen more than just teaching him the skills to work as an actor.

“Part of the theater and dance program’s mission is preparing students for the demanding, dangerous and exhilarating theater industry within a liberal arts setting. In theory it makes sense, and in practice it is an extremely effective academic environment to work in,” Dippold adds. “Part of what makes the merging of the economic and creative sides of theater so engaging and worthwhile is the surprising plurality of jobs involved in making theater.”

In his four years at JMU, Dippold was an actor, director, assistant director, experimental theater deviser/collaborator, technical director, scene shop assistant, publicity manager, co-publicity manager, graphic designer, costume shop stitcher, electrics shop hand, stagehand, house manager, make-up artist, co-playwright and producer/stage manager.

JMU’s Studio Theatre offers complementing courses that train artists in many areas ranging from sound design to movement for the actor. These course experiences draw the very best from students engaging in intense practical training. With the guidance of a faculty adviser, students produce an entire season of shows and gain experience in all areas of producing a play. Add the major’s liberal arts-influenced practicum system of at least 35 hours of work in at least four of the available areas — scenery, lighting, costumes, management or performance — and it is clear that JMU theater students are rigorously prepared to be collaborative and well-rounded in their professional endeavors.

Dippold recalls one of his junior-year experiences in Studio Theatre as a “gut-wrenchingly terrifying” learning experience. Two weeks before opening night, he was forced to step up from acting coach and assistant to the director into the role of director of a show lagging far behind schedule. Looking back on the experience, Dippold says he made mistakes in guiding the process and caused a sense of betrayal among the team. But he made discoveries through the painful experience.

“I’ve learned that so much of theater and humanity boils down to trust, patience and honesty, no matter what the situation,” Dippold says.

“In the end, the liberal arts program fits perfectly within the world of theater, especially in light of getting one’s hands dirty intertwining audiences, themes and roles on the stages of theaters and of those in our everyday lives. Beyond that, however, it plants the seeds for the act of becoming a more fully aware, well-rounded human being as an artist who is in awe of his or her surroundings and lives to share with the world.”

Dippold is currently in South Carolina working at Charleston Stage as a member of the resident acting company. He is acting, teaching workshops in local schools and helping in a variety of technical jobs to help prepare for the upcoming season — just what his JMU citizenship experience prepared him to do.
‘I’ve learned that so much of theater and humanity boils down to trust, patience and honesty.’
‘It’s the problem-solving techniques and the passion everyone has for what they’re learning and teaching that encourages me to pursue my dreams.’
To call freshman physics major Devin Buennemeyer (’16) self-motivated is an understatement. On a pre-med track, Buennemeyer’s physics concentration is biophysics, and she is minor ing in mathematics. Buennemeyer is one of five Class of 2016 full-ride Dingledine Scholars. “This scholarship has made my dreams become real,” she says.

Dingledine Scholarships are awarded based on academic achievement and leadership, and recipients are required to complete extra hours of community service. The scholars meet regularly for peer support and networking and, according to Buennemeyer, strive to be involved and give back to the community. “We all want to change the world,” she says.

Buennemeyer plans to attend medical school after graduation and work in rehabilitation or physical medicine. She dreams of establishing a hospital in a developing nation. Even though JMU is helping her reach her dreams, ironically Buennemeyer wasn’t sure that JMU was the right fit. After attending the admissions program CHOICES, Buennemeyer chose JMU she says, “because I thought the people here could become my friends and everyone here would be invested in my success.”

The JMU physics department is small, and the one-on-one faculty time has given Buennemeyer the opportunity to work closely with professors and upperclassmen. And, she has formed a tight-knit community among fellow students. “Professors teach us to be problem-solvers,” she says. “In physics, getting the right answer is one thing, but if you don’t understand how you got that answer, you won’t be able to duplicate it.”

William Chris Hughes is one of Buennemeyer’s physics professors and her adviser. “He’s an amazing teacher,” Buennemeyer says. “If I don’t understand something, he’ll explain it in 18 different ways until I get it. He seems really invested in each and every student’s success.”

Hughes appreciates the personal investment in Buennemeyer as well. “Devin is an impressive young woman who is very focused yet not overbearing,” he says. “In some cases, a student with her drive and achievement can be high maintenance in that they expect to be treated differently than students for whom the material takes more effort. Devin seems to be very within herself and self-motivated.”

During spring semester Buennemeyer completed research on protein aggregation with biochemistry professor Gina MacDonald Handal and eight students. Buennemeyer was one of two freshmen on the research team. “In my opinion the best way to learn science and develop critical thinking skills is to do science,” Handal says. “Having students perform research is the ultimate method of teaching and learning science.”

While Handal supervises and coaches her students, they are doing the hands-on research, documenting results, writing papers and getting their work published. “Devin is an absolutely outstanding student,” Handal says. “She is careful, insightful, creative, enthusiastic and hard working.”

Buennemeyer took one of her physics classes to the next level this semester — making it an honors course. She wrote a 10-page paper on battery storage and energy efficient alternatives to meet the honors requirements. “Honors courses take what you learn in class and your homework to a new level because you must apply your knowledge,” Buennemeyer explains.

Physics professor Shanil Virani is pleased that JMU physics majors find success in the workplace and in graduate and medical schools. “Our students graduate with very good critical-thinking skills and problem-solving abilities. They collaborate with faculty in the lab helping us make advances in our understanding of the universe,” Virani says. “That is physics. Not being afraid of problems, not being afraid of numbers, not being afraid of trying different ideas and seeing what works, and sometimes just as importantly, what does not.”

Buennemeyer says physics is a challenging, but rewarding major. “It’s the problem-solving techniques and the passion everyone has for what they’re learning that encourages me to pursue my dreams.”
A passion to help others learn

BY TYLER MCAVOY ('13)

An oft-repeated and sage piece of advice given to many undergraduates is to find something you’re interested in and wholeheartedly delve into it. For Deserae Barney ('14), an adjective like “wholehearted” only scratches the surface of her passion for education.

Barney will graduate next May with a double major in interdisciplinary liberal studies and modern foreign languages (with a concentration in Spanish). She also will complete three minor programs — elementary education, teaching English as a second language, and Spanish-English translation and interpretation.

With two majors and three minors most students would find time for little else but academics, but Barney also volunteers with Childhood Educators and works as a student assistant at the JMU Educational Technology and Media Center. She also volunteers as a tutor for English Language Learners students in math and science programs in her home county of Culpeper, Va., and in the Harrisonburg area.

Volunteering is essential to Barney. “I love learning, I love education, and I love children. I volunteer because I feel that we all have something that we can contribute to our community,” she says.

Barney says she balances the strenuous academic course load with good time-management skills, and she says her JMU professors are very accommodating. “Scheduling is definitely a difficult aspect in taking so many classes, and my professors are more than helpful,” she explains.

In 2012 Barney also participated in a Study Abroad program in Ghana at the University of Ghana at Legon. Studying for a month under Ghanaian professors and volunteering as a tutor at a local site, Barney considers her month in Ghana as one of the defining moments of her undergrad career.

“My Study Abroad trip to Ghana changed the way I think about many things in life.’

“I learned and experienced more in that month in Ghana than I had ever dreamed possible,” she says. “My trip to Ghana changed the way I think about many things in life. You can study a country as much as you’d like, but you cannot fully understand the culture until you have experienced it yourself.”

Barney has high hopes for the future and would love to work as an educator with students in English Language Learners programs. She credits much of her passion for education to her JMU experience. “I had no idea I would end up studying so many different subjects and methods that will be helpful in any education career I decide to pursue,” she says. “No matter where I end up, I will always remember my amazing experience at JMU. I truly believe it is a lifestyle that will remain with me, forever.”

Deserae Barney ('14)
interdisciplinary studies and modern foreign languages double major | Culpeper, Va.
Alumni teams help students reach their career goals on Wall Street and beyond

BY TYLER McAVOY ('13)

To students clutching that precious piece of parchment with a sense of achievement, relief and celebration, graduation can look like an ending.

What Madison graduates are showing, however, is that the commencement ceremony signifies the beginning of their lives as alumni. And their JMU relationship can be every bit as engaging as the one they had as students.

“There can be a fear that when you graduate your connection to JMU is over,” says Ashley Privott, executive director of the JMU Alumni Association. “We see examples every day that debunk that fear. Graduates find ways to be involved in Madison all the time — through their academic programs, groups, organizations, and through the JMU Alumni Association. It’s called intergenerational learning, and their participation helps make JMU a better place to live and learn.”

Alumni involvement in the College of Business, for instance, is robust, from an Executive Advisory Council of alumni and business leaders to solid alumni networking and student mentoring in the departments.

As finance graduate J.P. Kril (‘13) puts it, “I would not have had 95 percent of the opportunities provided to me or relationships I have built if it were not for alumni interaction.”

Kril, a former member of the student-led Madison Investment Fund, attributes much of his success in landing a position at Barclays to the networking he did with JMU alumni. Desiring to find a good internship, but strapped of cash and unable to move to find a good internship, Kril turned to Goldman Sachs’ Justin Quaglia (‘11) for guidance.

Quaglia offered more than advice. He offered Kril a couch and a place to stay. “I honestly don’t know what I would have done without Justin,” Kril says. “And many other alumni helped me as well.” (Read more on Page 28.)

The College of Education’s Executive Advisory Council seeks ways for alumni to mobilize in their schools and make new graduates feel welcome in their first jobs.

Former school administrator Mary Robinson (‘76, ’79M), scholarship donor and president of the College of Education EAC, advocated for the creation of the college’s Facebook page so that students and alumni can connect.

Fred Milbert (‘76), a President’s Council donor and member of the EAC, is the curriculum supervisor for Prince William County Schools. He says, “I look at this EAC opportunity to help bridge some gaps in making connections to alumni. I see the opportunity to inspire and create new ways to reach back and have JMU provide more professional development for alumni.”

In the Honors Program, alumni help recruit prospective students, establish scholarships for students and help advocate for the goals of the program.

Barry Falk, Honors Program director and economics professor, believes that alumni and their feedback are key to JMU’s current and future success. “The insights and wisdom of our alumni help our staff understand what works well, what doesn’t work so well and what we can do better,” he says. “I frequently say that the three most important characteristics of the ideal honors program are “community, community, community … When students who have participated in our program graduate, I do not want them to feel like they are separating from us, but that they are simply taking on different roles in the honors community.”

In the School of Media Arts and Design, alumni come back to campus for the long running and popular SMAD
It’s a JMU alumni tradition: Goldman Sachs VP Alpha Kiflu (‘05), center, mentored Goldman Sachs analyst Justin Quaglia (‘11), right, who offered up his sofa for the summer to Barclays intern (and now newest hire), J.P. Kril (‘13).
Day to speak on panels and offer career advice and job tips. Alumni regularly post their career updates on the SMAD website, so students have a wealth of role models and potential contacts.

Advice and guidance are among the key things successful alumni can offer to students and young graduates, and alumni are leading the way in how the university offers this advice. Scholarship donor Dean Leipsner ('87), who screened his own film, The Bystander Theory, at SMAD Day 2013, wanted to connect professors and alumni. He created the Professional Advisory Council to focus on networking with students and establishing scholarships. “People love to help other people from this school,” says Leipsner. “It’s a really tight bond, and you can’t be in the club unless you came here.”

Alumni in the sciences are connected too. The departments of chemistry, geology, and physics, for instance, bring in alumni to speak, network and show students what kinds of careers await them. Every JMU program engages alumni a little bit differently, but as President Jonathan R. Alger emphasized throughout his “Why Madison?” Listening Tour this past year, one thing is clear: “Intergenerational learning is crucial to the lives of our students and for the forward progress of JMU toward becoming the national model of the Engaged University.”

SMAD alumna Allison Parker ('12) sums up alumni sentiments well: “I will do anything I can to help students.”

Preparing for your future

Individual attention is key in JMU’s Career and Academic Planning and Freshman Advising

BY LEE WARD, director of JMU Career and Academic Planning

College is not just about which classes to take; it’s about a student’s whole life. Your college experience is really about one decision — preparing you for your future. And making decisions in concert with one another, not separately as many other universities require.

That’s why JMU’s career and academic planning team combines the process of academic advising with the process of career development, job search and alumni networking, a distinct rarity for a school as large as JMU. This integrated model provides students with a coherent set of resources and life skills that can help them succeed.

JMU’s freshman advising philosophy is incredibly more powerful than just deciding which classes to take. It’s also about the why. Our freshman advisers help students navigate what skills a class may provide them for use in a future career. We show students how to connect interests and skills and student experiences with their futures.

And many alumni help us give detailed career information and advice to our students. Our students learn what kinds of out-of-class experiences best complement their academics — from internships, community service, student organizations, leadership roles and student work experiences. We want students’ academic choices and their out-of-class experience decisions to be meaningful and intentional — meaning that they have value and that they lead to something that’s important to the student. That could be the Peace Corps as opposed to a high-powered corporation. We teach students to prepare themselves to get to where they want to go.

If you could watch our advisers and alumni work with students, you would see a very different kind of interaction than you see at a lot of universities. Our advising is one-on-one. The National Academic Advising Association has recognized that philosophy by naming one of our freshman advisers, Carroll Ward, as a 2013 Outstanding Adviser.

NACADA Outstanding Adviser Carroll Ward

National Academic Advising Association 2013 Outstanding Adviser Carroll Ward is a nursing professor and freshman adviser. She shares more on JMU’s approach to freshman advising.

Madison: At JMU, advising is more than helping a student choose a major, it’s about helping them plan their future. Explain this philosophy:
Ward: JMU is committed to preparing students to be educated and enlightened citizens, who lead productive and meaningful lives. JMU advising consists of a learning-centered approach to assist students in developing an educationally purposeful college plan and to determine the tools and resources to implement that plan. JMU academic advising enables students to translate this learning into making meaningful decisions about the future and to understand the importance of engaging in their community.

Madison: What are the top two pieces of advice that you tell every freshman, no matter their choice in major?
Ward: Focus on your role as a student. Academics are a priority and you are responsible for your own academic rigor. Purchase a planner and write down all of your assignments, exams, presentations, meetings and social activities. Also, you are ultimately responsible for your decisions and choices, so think about the consequences.

*Read the full Q&A with freshman adviser Carroll Ward at www.jmu.edu.
Visit JMU!
Alumni know there is nothing like seeing the campus in person. Prospective students: Plan your campus visit now. Schedule a trip to coincide with a concert, lecture or athletics match-up by viewing the events calendar online.

Facebook
Did you know the JMU Facebook page has nearly 100 photo albums? Have you sent in your photo to “Where in the World is your JACard?” Or, used one of the JMU timeline banners on your own Facebook page? Tell us about your Madison Experience, share your photos and connect to JMU.

Alumni, share your chapter news and learn more about the alumni association.

Be the Change
What advice do you have for JMU students? How can they make a difference in your part of the world? How are you making a difference? Get in on the conversation and share your Be the Change stories.

JMU has more than 45,300 Facebook likes, 17,150 Twitter followers, 12,570 LinkedIn members and more than 323,900 YouTube channel views.

ONLINE
- JMU’s front door: www.jmu.edu
- Alumni: www.jmu.edu/alumni
- The Be the Change blog: http://jmubethechange.wordpress.com
- The Newsroom and JMU Public Affairs: www.jmu.edu/news
- Madison Channel and JMU event videos: http://media.jmu.edu

E-NEWSLETTERS
- Madison Update and the JMU Online Community: www.jmu.edu/alumni/publications
- The Family Connection for JMU parents: www.jmu.edu/parents/Parent_Communication.shtml

TELEVISION
- WVPT: Students intern at the PBS affiliate for central Virginia, Shenandoah Valley and northeastern West Virginia, (540) 434–5391: www.wvpt.net

RADIO
- www.wxjm.org: FM 88.7 Student programming, news, talk and music
- AM 1610: Tune in when you roll in
- WMRA: http://wmra.org NPR, local news and programs. WMRA, WMRY, WMRL, WMLU at FM stations: 90.7, 103.5, 89.9 and 91.3

PRINT
- Madison, the JMU magazine, and MadisonOnline: www.jmu.edu/MadisonOnline. Story ideas: email madisonmag@jmu.edu
- The Breeze, semi-weekly student newspaper: www.breezejmu.org
More student publications at: http://smad.jmu.edu

SPORTS
I arrived on the campus of Madison College 39 years ago, with long hair and liberal ideas and the misguided belief that college would be easy. My first semester was a big wake-up call. I realized that, without a change in my academic effort, it would be my last. I found myself with no direction and seriously considered dropping out of college. Fortunately, someone was there to help guide me. I made it through my freshman year thanks to my history professor, Dr. Lee Congdon. I took his World History class my second semester and never looked back. We were a strange combination from the outset. He was a conservative Midwestern professor with seriousness about teaching and the role of his students. I was a liberal East Coast kid with bad study habits, but lots of intellectual curiosity. I had no idea what it took to survive college, let alone succeed. But, we connected. Dr. Congdon’s demeanor and teaching style were engaging and intriguing. I found myself spending more and more time in his office soaking up his wisdom about our class and life in general. It was after one of those meetings that I chose him as my academic adviser and our journey began. I came to him seeking knowledge and guidance and he listened and graciously took the time to help me understand how to excel. Dr. Congdon was always patient and kind. Along the way, I learned a great deal about friendship and life. I came to him as an unfocused young freshman, but he saw something in me and took me under his tutelage. He took an interest in me and told me that he believed that I had what it took to be successful. He helped me navigate the rough waters of my freshman year. Throughout my academic career, Dr. Congdon would invite me to his house for

Michael Szymanski writes about his favorite professor Lee Congdon.

The Lee Congdon Academic Scholarship
Professors You Love writer honors favorite professor with a scholarship
BY PAM BROCK

All who wander are not lost,” quotes JMU history alumnus Michael Szymanski ('77) about all his career moves. In fact, fast-paced change is the way of the world today. Szymanski is director of strategic accounts for InterCal in Chicago. And yet he has worked for a string of companies, including HP, Corio, IBM, Webex, Cisco and Unisfair in his 32-year career.

“People change jobs on the average of three times during their lives,” says Szymanski, whose career trajectory has focused mainly on sales, marketing and consulting, and has taken some other interesting twists and turns, including the successful consulting business, Corporate Affairs in San Jose, Calif., with his wife, Beth.

“History studies in general make you think critically. If you know how to write well, speak well and present well, you will be successful. My education at JMU was helped me in all these things.”

During JMU President Jonathan Alger’s recent “Why Madison?” Listening Tour, alumni consistently echoed the importance of the knowledge, insight, skills and flexibility gained through the liberal arts at Madison. Szymanski admits it helped him thrive. “My career goal — in addition to making a living — has always been to be challenged, but more importantly to work in a fun environment.”

As is frequently the case, companies buy startups and other companies, and then after a year or so start to change the people and the culture of the original business and replace it with their own parent company culture. “That’s often when I start looking for something new, and I’ve always landed on my feet, and I am able to do what I love,” Szymanski says. “Life is too short to be stuck in a boring job.”

To underscore Madison’s role in his current success, he has established the Lee Congdon Academic Scholarship in history to honor his cherished professor, who mentored him and pushed him to
dinner with his family. No other professor had ever invited me to his or her home. We would sit and chat for hours. In the beginning, I must admit that I only understood some of the philosophical topics we discussed. But I knew that if I kept listening and kept reading, it would all be revealed.

What I remember most about Dr. Congdon was his warmth and concern for me. Underneath his what some would call, aristocratic exterior, he had a real compassion for students who worked hard and challenged him. He was always there to praise me when I did well, and to challenge and encourage me when I didn’t do so well.

Dr. Congdon shaped my attitude toward work, a lesson that has continued to bring me success. I remember a conversation we had when I told him that I had spent the weekend in the library studying. I was proud of myself. He asked me how much time I actually spent studying and how much time socializing. I told him that it was probably 50/50. He told me that library time was for studying. “You study for hours, you get a sip of water and you study for more hours.” Although I personally did not think that anyone in their right mind could study like that, I understood his message. He was challenging me to strive for more, to not accept mediocrity and to work harder. He taught me to take charge of my education; he encouraged me to think critically; and he taught me to think for myself and be self-confident in everything I do.

After graduation, Dr. Congdon and his family welcomed me with open arms whenever I returned to visit Harrisonburg. We would have dinner and continue those late-night chats about the world, family and friends. I miss those times. Fortunately he visited me in California and I had the opportunity to introduce him to my children. I think they were impressed by the fact that I actually knew a college professor and the professor had nice things to say about me!

Dr. Congdon has written many books, and I have read them all. I am probably one of only a select few who owns a complete, autographed set of his books. He remains a mentor, a father figure, a role model and friend to me, my wife and my children. Dr. Congdon was a major influence in my life, always there for me, both academically and personally.

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**About the Professor**

Professor Emeritus of History Lee W. Congdon began his career at JMU in 1972. He retired in 2005, but still teaches part time. A widely published and internationally respected scholar, Congdon has taught courses in world and modern European history. Despite a heavy teaching load prior to retirement, Congdon pursued research and writing endeavors and completed extensive research on the Hungarian intellectuals of the 19th century. He completed extensive research on the Hungarian intellectuals of the 19th century. He had also earned a master’s in political science from Ohio State University and a juris doctor from Lincoln University. He and his wife, Beth, have two children, Rachel and Brian. Below, learn more about Szymanski’s scholarship gift to honor JMU history professor, Lee W. Congdon.

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**About the Author**

Michael Szymanski (’77) is a partner with Corporate Affairs in San Jose, Calif. The history and communication double major also earned a master’s in political science from Ohio State University and a juris doctor from Lincoln University. He and his wife, Beth, have two children, Rachel and Brian. Below, learn more about Szymanski’s scholarship gift to honor JMU history professor, Lee W. Congdon.

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Teaching History in an Uncivilized World
BY PHILIP BIGLER (’74, ’76M)
APPLE RIDGE PUBLISHERS, 2012

Former director of JMU’s James Madison Center Philip Bigler (’76) has published an autobiography exploring a 23-year professional odyssey as a high school history and humanities teacher. Lauded for his innovative and exciting methods, Bigler explains how as a novice teacher he discovered the power of using historical simulations to motivate students and to help them become active participants in their own learning. Now the editor and president of Apple Ridge Publishers, Bigler was named the 1998 National Teacher of the Year by President Bill Clinton, who remarked, “Through these historic simulations, [Bigler’s] students have learned lessons about democracy and the meaning of citizenship, lessons we want every American to know.” As the National Teacher of the Year, Bigler traveled extensively speaking to various educational groups about the importance of teaching. He advocates for a return of academic rigor in the nation’s classrooms and the need for strong content standards. Bigler has appeared as a featured guest on Nightline and the History Channel.

A Beautiful Medicine: A Radical Look at the Essence of Health and Healing
BY DAVE MERCIER (’72)
STILL POND PRESS, 2012

The first book by Dave Mercier (’72) explores the very definition of health itself. A 2013 Nautilus Book Award Grand Prize winner, A Beautiful Medicine is a look at the soul of health, healing and medicine. Mercier explores the deep humanness that lies at the core of the human body, and leads the reader toward a radical vision of the mind-body relationship. Using threads of memoir, Mercier illustrates key ideas with stories from his life, including his years as a hippie and as a Buddhist monk practicing mindfulness meditation in Sri Lanka. With poignant descriptions of his patients’ successes and failures, of personal childhood struggles with his father, Mercier illustrates the underlying principles of healing. Mercier is a seminar leader, life coach and acupuncturist.

Murder in Key West and Other Island Mysteries
CONTRIBUTOR: HAL HOWLAND (’73)
ABSOLUTELY AMAZING EBOOKS, 2013
EBOOK: 978-1-61807-082-1

In the young-adult novel Elias and the Legend of Sirok, the protagonist Elias, an artist, is at odds with his life on his father’s farm. With the help of his grandmother, he begins a journey of discovery that takes him from his Hungarian village into a supernatural world, where he faces powers and mystical beings. Some he strives to understand, and others he is forced to battle. Elias’ adventure continues with help from Zoltan, a wise man. Eventually Elias confronts the Sarkany, a dragon that changes shape at whim and will.
JMU PARENTS ROCK!
JMU parents create the “ultimate alumni survival kit”

Linda (’77) and Greg (’75, ’78M) Cross gave their daughter Rachel Cross (’13) something unique and memorable for her graduation—an “alumni survival kit” full of JMU memorabilia, ornaments, apparel, collectibles and ideas to stay connected. Linda Cross says, “On President Alger’s Why Madison? speaking tour, he handed out lots of information about alumni giving and involvement. Greg and I put that in Rachel’s survival kit. As a donor, I have one of those 7% buttons, and I gave one to Rachel. To me, the bigger JMU’s reach, the better for graduates in terms of career networking and job potential.” Linda and Greg Cross have remained connected to their alma mater as donors of a College of Business scholarship and as members of the JMU Parents Council. They co-chaired the council in 2011–12, and Linda served two years as a judge of the CoB 300 Business Plan Competition. “There’s something about JMU you just can’t describe,” she says. “The feeling you get is that you belong.”

(Left): Greg Cross (’75, ’78M) is happy his daughter, Rachel (’13), now has a matching JMU polo shirt. (Inset): Rachel checks out her ultimate alumni survival kit graduation gift.
Alumni Candle-lighting ceremony is JMU’s oldest tradition

The Classes of 1963 and 2013 join in candle-lighting inductions by James Irwin (‘06)

JMU’s storied student rituals include sneaking into the Quad’s underground tunnels and jumping into Newman Lake, but Madison’s longest-standing tradition is a bit more formal — and nearly as old as the university itself.

In spring 1912, on the night before commencement, the newest graduates of the State Normal & Industrial School for Women were inducted into the Alumnae Association at a ceremonial banquet. More than 100 years and 110,000 Dukes later, that act of inducting new graduates into the alumni community continues in a candle-lighting ceremony on the last day of classes.

On April 26 students from the Class of 2013 gathered at Alumni Centennial Park to celebrate their induction into the JMU Alumni Association. They were joined by nearly 30 members of the Madison College Class of 1963, on campus for their 50th reunion.

Larry Caudle (‘82), president-elect of the JMU Alumni Association, presided over the ceremony. “Tonight’s event has ties to Madison’s earliest days,” Caudle said. “And it is my hope that you will continue to foster your relationship with Madison and remain an active member of the university community.”

Citing ways graduates help shape Madison’s future as volunteers, advocates and donors, Caudle and 2013 Class President Meredith Wood (‘13) provided a roadmap for alumni involvement. “There are endless ways to stay involved in the Madison community,” Wood told students. “Subscribe to Madison Update, join your local alumni chapter, give back to JMU, or simply come back for Homecoming.”

Caudle and Wood received cheers during their remarks, but one of the loudest ovations occurred when Caudle invited Jo Ann Bogan Smith (‘63), co-chair of the Class of 1963’s 50th reunion committee, to the podium. Smith congratulated the Class of 2013 and spoke of the friendships she and her classmates have maintained since their graduation. She also provided a little inside knowledge about one of JMU’s campus features. “I want you to know that, yes, those tunnels do exist, because we used them!”

Caudle, Smith and Wood lit the first candles, and then passed the flame to 2013 and 1963 graduates. The base flame emitted from the alumni association’s Bluestone Candle, used every year to induct Madison College graduates into the Bluestone Society on the occurrence of their 50th reunion.

“There was incredible energy that night; you could really feel it,” said Betty Reid Coghill Somloi (‘63), Smith’s co-chair. “I think the graduating class appreciated our class being there to share the light of the alumni association. Even with 20,000 students today, Madison is still a close-knit community, which is what we had 50 years ago.”

Wrapped in all the symbolism, Somloi says, was a tangible connection between the classes — one Caudle emphasized as candle-light spread throughout Alumni Centennial Park. “These two classes, which span 50 years of JMU’s rich heritage, will forever be linked by tonight’s induction ceremony,” he said.

Members of the Class of 2013 and the Class of 1963 sing the university Alma Mater as the Class of 2013 is inducted into the JMU Alumni Association. Ceremony host and JMU Alumni Association President-elect Larry Caudle (‘82) told the Class of 2013, “You are alumni for life, and because of that, your Madison Experience can last forever.”

More than 200 attend 2013 Bluestone Reunions

In addition to their participation in the Alumni Candle-Lighting Ceremony, members of the Madison College Class of 1963 enjoyed a busy weekend celebrating their 50th reunion. They joined more than 200 alumni and guests on April 26–28 for reunions for the Classes of 1948, 1953 and 1958. The weekend included tours of the Forbes Center for the Performing Arts, Wayland Hall and Carrier Library Special Collections; a performance from the Madison Singers, and a presentation from JMU students on Madison’s Alternative Break program.

“The reunion was fabulous — meaningful, inspirational and fun,” says Betty Reid Coghill Somloi (‘63), co-chair of the Class of 1963’s 50th reunion committee. The Class of 1963 presented a check for $27,639.63 to JMU. Somloi and her classmates were inducted into the Bluestone Society in a ceremony featuring a keynote address from JMU President Jonathan Alger and hosted by JMU Alumni Association President Jamie Jones Miller (‘99).

“Almost 90 percent of the graduates in 1963 went on to be teachers,” says Somloi. “JMU’s growth has been tremendous. The fact that JMU has an engineering school just blew me away. JMU has become such a first-class university that it makes me really proud to be part of the institution.”
Why choose Madison?

Find yourself in JMU’s dynamic living and learning environment

BY JAMIE JONES MILLER (’99), president, JMU Alumni Association

My father is the reason I chose JMU. He heard about Madison through one of his work colleagues and traveled to JMU to take a tour. He loved it so much that he made me an offer I couldn’t refuse — he would allow me to take the day off from school to visit campus on my own! He sweetened the deal by saying he would talk to the parents of one of my best friends into letting her miss class and go with me.

As soon as I set foot on campus, I knew it was going to be my new home. I know it made a similar impression on my friend because she enrolled, too!

Today, my parents, who are not JMU alumni, still bleed purple just like I do. They read Madison magazine cover to cover, sit in my seats for the football game during Parents Weekend, and are proud donors to JMU. There is no doubt that there is something special about Madison.

During the past year, JMU President Jonathan Alger has asked the JMU community, “Why Madison?” What makes JMU so special? Knowing this edition of the magazine is read by alumni, current students and prospective students alike, I offer these reasons to choose JMU, and tell you from my Madison Experience what you won’t want to miss during your time here.

Choose Madison because of the community, and when you get here, find where in that community you belong. JMU has more than 300 student organizations and groups to join. By getting involved at Madison, you will engage with and be engaged by the world around you, one of the hallmarks of the Madison Experience.

Choose Madison because we’re a university that’s always asking the question ‘What’s next?’ Your education should be dynamic, and at JMU it will be. Our 16:1 student/faculty ratio means you’ll find yourself in class environments that encourage meaningful discussion and emphasize problem solving. JMU has approachable professors, opportunities to find a mentor — and later to become a mentor — and a hands-on experience that will serve you well when you graduate.

Choose Madison to Be the Change. President James Madison believed a knowledgeable society was critical to the survival of the republic. Here, we build educated and enlightened citizens who lead productive and meaningful lives — and JMU has a culture of learning designed to help answer the needs of society. JMU’s College of Business boasts a 90 percent job placement rate, the Debate Team is ranked in the top five in the country, and our Alternative Break Program leads a service-learning culture that is second to none.

Choose Madison because JMU offers a challenging and dynamic living and learning environment. Whether you are taking class in the new Bioscience Building, practicing in the all-Steinway Forbes Center for the Performing Arts, living in the LEED Platinum-certified Wayland Hall, playing club sports in JMU’s new backyard at University Park, studying abroad in Florence or London, attending a football game with 25,000 Dukes at Bridgeforth Stadium, or watching the Diamond Dukes at Veterans Memorial Park — there really is something for everyone at Madison.

Choose Madison because your experience here will change your life. JMU values the contributions of every individual who makes up the fabric of our diverse community. You will have the opportunity to make your mark on Madison from day one, and before you know it, Madison will have made its mark on you.

The best part about JMU is your Madison Experience will last far beyond your years on campus. A few months ago, our graduating Class of 2013 and our reunion Class of 1963 joined together in our alumni candle-lighting ceremony, an event inducting the newest graduates into the JMU Alumni Association. The ceremony dates back to 1912, and may be the oldest university tradition. It was a wonderful moment that brought together alumni from two eras, bonding their collective passion for their alma mater.

The JMU Alumni Association would love to hear why you chose Madison. We can’t wait to welcome our newest Dukes to campus.
Come to JMU Homecoming 2013

Make plans now to be back in the ‘Burg Oct. 28 – Nov. 2

If you have questions regarding your reunion event, contact Stephanie Whitson in the alumni relations office at whitsoh@jmu.edu or (540) 568–8821.

Get your purple gear ready!

Homecoming 2013 is set for Oct. 28 – Nov. 2. Join the JMU Alumni Association and your fellow Dukes and help turn campus into a tidal wave of purple. The popular events are back! Get your roar on at the Pep Rally, Alumni Tailgate and JMU football vs. Villanova. Also: Alumni Golf Tournament (hosted by the Harrisonburg Alumni Chapter)

www.jmu.edu/homecoming
www.facebook.com/JMUHomecoming
More than 60 alumni leaders returned to Harrisonburg in June for the annual Madison Alumni Conference, a weekend-long program designed to recruit, train and recognize alumni volunteers.

In addition to alumni volunteers, the conference also featured students who will make up the leadership board of JMU’s Student Alumni Association, set to launch this fall.

The Madison Alumni Conference is a partnership-driven conference that brings back JMU Alumni Association chapter leaders, Duke Club reps and admissions recruitment volunteers who represent Madison at college fairs throughout the country. The conference is a winner of the Council for the Advancement and Support of Education’s District III Award of Excellence. The conference builds a network of JMU graduates who are informed, involved and invested in shaping the future of JMU.

“As an alum, the MAC conference was a great opportunity to gain insight into what’s happening around campus,” says Heather Cote (’09), a member of the MetroDukes Chapter who served as vice president for membership and outreach from 2011 to 2013.

The workshop-oriented weekend featured presentations from JMU President Jonathan Alger, Senior Vice President Mark Warner (’79, ’81M, ’85Ed.S), JMU Alumni Association Executive Director Ashley Privott and Margaret Sloan, a professor in the JMU School of Strategic Leadership Studies.

JMU Alumni Association President Jamie Jones Miller (’99) presented Alger with a $100,000 check from the JMU Alumni Association to the Madison Forever Vision Fund. The alumni association leadership issued a matching gift challenge to alumni at Alger’s March 15 presidential inauguration, pledging to match every $2 raised privately with $1 from the association.

More than 3,100 donors responded to the challenge, contributing an additional $250,358 to the Madison Forever Vision Fund. This includes a $25,000 contribution from The Community Foundation of Harrisonburg and Rockingham County on behalf of Joe Showker (’79) and his wife, Debbie Showker (’78), and a leadership gift from JMU Alumni Association President-elect Larry Caudle (’82) and his wife, Barbara Caudle (’81).

“It’s time to give back,” says Barbara Caudle. “This is an opportunity to elevate JMU and enhance our reputation as a best-value school. By doing things with students, by being engaged, giving, enriching the school’s reputation — that’s how we can stay involved.”

JMU Alumni Association President Jamie Jones Miller (’99) presents JMU President Jonathan Alger with a $100,000 check from the alumni association to the Madison Forever Vision Fund. The association’s pledge was matched by 3,129 donors who gave more than $250,000 during the three-month effort.

Meaningful involvement was a theme Alger mentioned frequently during his keynote address to MAC attendees. He led discussion on JMU’s aspiration to become a national model of civil discourse, and the importance of personal interactions, faculty support and student scholarship.

“One of my favorite aspects of the conference is involvement from current students,” Cote says. “It was refreshing to see the passion they have for becoming informed, involved alumni, and to see the university nurturing that engagement long before they receive their diploma.”

Read more about the alumni association’s matching gift to the Madison Forever Vision Fund at www.jmu.edu/alumni/about/visionfund.shtml
Semester in Salamanca alumni celebrate 25 years of friendships

JMU and University of Salamanca partnership broadens academic and cultural exchange by Jim Heffernan ('96)

The University of Salamanca was founded in 1218 and began welcoming international students in 1474 during the Renaissance. The first group from JMU didn’t arrive until five centuries later, but since then more than 2,000 students have experienced their own rebirth in Salamanca and emerged with a deep and lasting appreciation of the language and culture of Spain.

Pioneered by former JMU Professor of Spanish Carmenza Kline, JMU’s Semester in Salamanca program celebrated its 25th anniversary in April. The two universities commemorated the occasion with special events, including a reunion at Madison for past participants and a reception for JMU administrators at the University of Salamanca that included a press conference to announce plans for a new joint master’s program.

“We’re blessed to have such a wonderful partner, and not just a prestigious European university but one that is supportive of JMU and our efforts,” says Felix Wang, director of JMU Study Abroad.

For many participants, the Semester in Salamanca program was life-changing. “I think it was where I learned how to learn,” says Alli Alligood ('88), a member of the first JMU Study Abroad group in Salamanca in 1987. “It was awesome to be in a class where someone poetically described architecture and art and then you walked out into the city to see it. It was the first time I was exposed to that much culture, that much art, that much history and language, and a whole different social order all at once. I appreciated every morsel.”

“We were studying hard during the day, taking tests and writing papers in a language that was secondary for most of us, and then in the evenings we were exploring a new city and a new country and taking historic tours,” recalls international affairs major Ashley Basmajian ('02), who studied in Salamanca in 2000.

“Without the trip I don’t know if I would have gotten my Spanish degree and gone on to be a teacher,” says Monica Boyd ('88), who taught high-school Spanish for nine years. “It very much improved my reading and writing, as well as my understanding of the culture.”

Psychology major John Ehlers ('06), part of the spring 2005 group, uses Spanish in his work as a family counselor in Northern Virginia. “Because of my language abilities my agency is able to work with Spanish-speaking clients. I got a real basis for the language that I could apply to any dialect.”

Because classes in the Semester in Salamanca program are taught entirely in Spanish, applicants are required to have a certain level of language proficiency. Another unique aspect is that students live with host families rather than in residence halls.

“To eat the food and to establish relationships with the families and see how they live is something that should be a part of all Study Abroad programs,” Boyd adds.

The city of Salamanca, about two hours west of Madrid, has a rich and storied history, counting among its famous residents Hannibal, Christopher Columbus, Fray Luis de Leon, Cervantes and Unamuno.

For many JMU students, the city is the perfect size. “It’s big enough so that the students always have something to do, but small enough for them to be able to walk everywhere and feel safe,” Wang says.

During the semester, students also travel to other cities in Spain, including Barcelona, Madrid and Grenada, to broaden their understanding of the Spanish people and culture.

“Seeing the Mediterranean lifestyle was striking and wonderful because it gave me a glimpse of a different way to live.’

— John Ehlers ('06)
me a glimpse of a different way to live,” Ehlers says. “The people were warm and worldly and they didn’t define themselves by their work. It’s more about community and visiting with family and friends and just enjoying life.”

Noemi Dominquez, vice rector for international relations at the University of Salamanca, says the success of the partnership with JMU lies not only in academics and cultural exchange, but also in the lifelong friendships that develop among participants. “I think that speaks volumes about our program.”

Lee Sternberger, executive director of JMU’s Office of International Programs, says, “Having that level of language skill really allows our students to delve into the culture. The faculty in Salamanca are tremendous and our faculty in residence there are equally involved, so it’s a real partnership.”

From its inaugural Semester in London program in 1979, JMU has become a national leader in participation in Study Abroad. In fact, JMU ranked second in the nation in 2010–11 in the total number of students who studied abroad.

Today JMU students enjoy literally a world of opportunities for international study, including semester programs in Salamanca; Antwerp, Belgium; Florence, Italy; Beijing; and London; graduate programs in Florence and Malta; and more than 60 short-term programs spanning the globe.

Brought together by a collective sense of community, more than 150 JMU alumni worldwide participated in the 2013 Big Event in April, totaling 525 volunteer hours. Alumni locations for the the Big Event — JMU’s coordinated volunteer service day — included numerous Virginia locations, two spots on the West Coast (Los Angeles and San Francisco) and one in Johannesburg, South Africa, the first Big Event location hosted outside the United States.

“Living 8,000 miles from Harrisonburg certainly feels a long way away,” says Lawson Ricketts (’05), who organized the Johannesburg event. He and a handful of JMU alumni helped plant a winter vegetable garden at Turning Point Home, a boy’s orphanage supported by St. George’s Church. “I thought this was an important initiative to get involved with — particularly within the context of South Africa’s poverty issues.”

Ricketts has lived in South Africa since 2008. While on safari — “literally, in the middle of the African bush, tracking elephants” — he spotted a JMU lanyard belonging to another graduate. She was researching black-backed jackals in the Madikwe Game Reserve and the two fell into a conversation that took them halfway around the world.

“It got me thinking ‘how many other Dukes might actually be in South Africa?’” Ricketts recalls. “Once I saw the Big Event email invitation, I knew immediately we should pull something together.”

Ricketts knew two additional JMU grads in South Africa, so he reached out to the JMU Office of Alumni Relations in February about participating in The Big Event.

The request caused quite a stir.

“I was a little shocked,” says Amanda Leech (’09), chapter coordinator in the alumni office. “To know someone halfway around the world is interested in [the Big Event] — it’s inspiring.”

The South Africa group was one of 14 alumni Big Event volunteer locations. Dukes volunteered at environmental cleanups, food drives and charity runs through organizations like the SPCA, the American Cancer Society, St. Jude Children’s Hospital, Equikids and Walk MS.

In Baltimore, over the course of four hours, more than 20 Dukes completed two weeks worth of work at Cherry Hill Urban Garden. “Our work was completely hands-on — weeding, shoveling and raking,” says Cory Hill (’06), Baltimore alumni service coordinator. “The Big Event is a vehicle that provides a unique opportunity to connect JMU alumni, not only to each other but to their respective neighborhoods and communities.”

Baltimore chapter president Maria Heiser (’07) agrees. “To know we were joining fellow alumni all over the world and contributing to a great cause is a powerful feeling.”

Big Event student and alumni programs totaled more than 850 volunteers in 57 service locations. Alumni in Philadelphia and Rhode Island did trash pickups to clear neighborhoods. Dukes in Dallas/Fort Worth packed 7,675 meals for needy families. In San Francisco, in partnership with Big Brothers Big Sisters and TOMS shoes, 20 alumni each spent $40 of their own money to purchase and decorate a pair of TOMS for a child in need.

“I think these types of events are what makes JMU stand out among many public institutions,” says Ricketts, referencing the Big Event and Madison’s Alternative Break programs. “These are two of the multitude of programs offered at JMU that made me see ‘the bigger picture’ and the need for philanthropy throughout the world.”

*www.jmu.edu/alumni
Alumni Giving

Go MAD for Madison

Students raise money to help other students by James Irwin ('06)

Erika Magnuson ('14) is a media arts and design major. She’s a President’s list student, works as a freelance graphic designer and interned during the summer in the digital division at Gannett, a company best known for owning and operating America’s second-largest newspaper, USA Today.

Aside from a School of Media Arts and Design scholarship she earned, Magnuson and her family are paying full-tuition price for her education. Magnuson is like a lot of JMU students. And, she is a JMU donor.

Alleviating a financial burden for others

Of the 19,927 students enrolled at Madison during the 2012–13 academic year, 235 are donors to JMU. Magnuson and other student donors believe that number can, and should, increase. They are student donors for a variety of reasons. At the top: a belief that student and alumni donors can enhance financial aid opportunities and position JMU for long-term success.

“There are many students like me who don’t qualify for financial aid but have a hard time affording college,” Magnuson says. “I want to be part of alleviating the financial burden placed on members of the JMU family.”

Philanthropy, according to Taylor Schwalbach ('09), assistant director in the JMU Office of Annual Giving, is the bedrock of financial aid growth at universities. What many students don’t realize, Magnuson says, is how much power they wield when it comes to changing JMU’s 7 percent alumni giving rate — a number that ranks below fellow state institutions: University of Virginia (23%), William & Mary (22%) and Virginia Tech (11%). With more than 4,100 students graduating from JMU each year, student donors who become alumni donors can increase the alumni giving rate from the ground up.

“Time for giving back is now,” says Matt Wisniewski ('13), former president of Student Ambassadors. “It is vital to the future of our beloved alma mater.”

Going MAD for Madison

The JMU alumni relations and annual giving offices have teamed up to launch a “Go MAD for Madison” campaign, to empower students as donors, and to demonstrate the value of individual donations. Central to the campaign is the awareness of how funding works at Madison.

Academic support, research and student financial aid are funded by four areas (state, tuition, grants and private funding). Twelve years ago, state funding accounted for 46 percent of this budget at JMU. Today that number is 29 percent. Grants are specific and often project-oriented, leaving tuition and private fundraising to shoulder the balance. Student and alumni donations help JMU improve without raising tuition to fund every need.

“One thing we really wanted to do was inform students,” says Alan Maynard ('06), assistant director in the alumni office. “For big things to happen at JMU — whether it’s scholarships or program growth — funding needs to come from somewhere.”

So, why students?

Magnuson says. “I want to be part of alleviating the financial burden placed on members of the JMU family.”

Students show off promotional t-shirts for Madison Forever, which is 100-percent funded by private gifts from students, alumni, parents and friends of JMU. The fund supports scholarships to help students who face emergency financial need. Madison Forever Scholarships saved the academic lives of 103 students in 2011–12.

“Make a difference today by giving to JMU: www.jmu.edu/give

“Every single dollar counts,” Wisniewski says. Awareness, they all say, is a critical step toward action.

“Time for giving back is now,” says Matt Wisniewski ('13), former president of Student Ambassadors. “It is vital to the future of our beloved alma mater.”

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PHOTOGRAPH BY KATHY LAM

Students show off promotional t-shirts for Madison Forever, which is 100-percent funded by private gifts from students, alumni, parents and friends of JMU. The fund supports scholarships to help students who face emergency financial need. Madison Forever Scholarships saved the academic lives of 103 students in 2011–12.

Every single dollar counts,” Wisniewski says.

“Make a difference today by giving to JMU: www.jmu.edu/give

PHOTOGRAPH BY KATHY LAM
Greek life at JMU has a long-standing tradition, and last year members of Sigma Delta Rho/Tau Kappa Epsilon’s returned to campus to celebrate with a 65th anniversary reunion. Sigma Delta Rho/Tau Kappa Epsilon was the first fraternity chartered at Madison College. Organized in 1947, the fraternity welcomed an influx of veterans who enrolled at Madison College after World War II under the GI Bill of Rights. The affiliation of Sigma Delta Rho with Tau Kappa Epsilon took place in 1969.

The idea of organizing a reunion for this group was sparked when three SDR brothers met at the 2011 Bluestone Society Induction Ceremony. Stephanie Whitson (’06), JMU assistant director of alumni relations, and Steve Smith (’71, ’75M), associate vice president of constituent relations suggested we form a committee to plan the reunion. The committee included Ed Broyles (’58), Eldon Layman (’60), William Wright (’60), Elwood Whitmore (’69), Mike Way (’70), Ed Price (’71), Kevin McWhinney (’75), David Thompson (’76) and Walter Curt (’84). They were joined by current TKE members Richard Harriott (’13) and Gerard Horan (’13).

The months of preparation and planning paid off, as 59 brothers and 20 guests came together to celebrate and reconnect. Brothers enjoyed a Friday campus bus tour revealing the many changes throughout campus. Everyone enjoyed lunch in D-Hall and a tour of the new Forbes Center of the Performing Arts. Walter Curt (’84) hosted a pig roast at his estate east of Harrisonburg.

Saturday featured a golf match at Lakeview and/or a tour of Bridgeforth Stadium with lunch in the Club Room. Dinner fea-
In July 2008 Nancy L. Sykes resigned as dean of students at Western New England School of Law and accepted a position teaching at King’s Academy outside Amman, Jordan. “It was a grand experience, and I returned in March 2010 to teach Introduction to Law and attend their first graduation. King’s Academy is the only coed boarding school in the Middle East. I am also a newly elected member of the Easthampton, Mass., School Board.”

Jeff McEnteer returned from a tour in Bagram, Afghanistan, where he worked as a forward officer for the Department of Defense.

Nancy Robertson Orrison earned a master’s degree in 1981 and a doctorate in 1992, both in special education, from the College of William and Mary. She has retired after teaching for 31 years.

JMU friends and members of classes from the 1980s rocked Spring Break 2012 at Redington Shores, Fla. Phil Dugandzic (’80) says, “The JMU 611 crew is named for 611 Main Street where we lived as students. We spent St. Patrick’s Day 2012 taking in spring training baseball games and golfing, as well as reminiscing about the good old days at JMU. Everyone in our crew made the group photo except Leo Cook (’81), who arrived later in the week.” Kevin B. Rack represented JMU President Jonathan R. Alger and the university community at the May 3 inauguration of Edna V. Baehre-Kolovani as president of Tidewater Community College in Virginia Beach, Va. Rack says, “The scene at the Virginia Beach Convention Center was an exciting blend of the academic and business communities, with administrators and delegates representing William & Mary, Virginia Tech, Old Dominion and a dozen other Commonwealth of Virginia colleges. The Academic Processional provided the opportunity to show the JMU colors on the hood of my ‘regalia’ for the first time since my graduation in 1980, and I was filled with a great sense of pride and fulfillment. President Kolovani graciously accepted my warm congratulations on behalf of President Alger and all of us in the JMU Nation. If ever you are called upon to represent JMU at an inauguration, I highly recommend the experience.”

Jonathan Heely is director of music publishing at the Walt Disney Company. He earned his bachelor of music degree cum laude and concentrated in music theory and composition.

Dale S. Butler is a senior manager at Deloitte Services LP in Arlington. Previously he served as vice president and controller at AECOM International Development Inc.

Stay in touch, get involved and be Mad cool
Outstanding Collegiate Jazz Soloist Matt Stuver ('03) is the tenor saxophonist with the premier U.S. Naval Academy Band.

In 2011 Stuver was named the Outstanding Collegiate Jazz Soloist by Downbeat Magazine for his phenomenal musical talents. “This is literally the Heisman Trophy of jazz,” says David Pope, Stuver’s JMU undergraduate mentor and 1994 honoree of this same prestigious award.

In fall 2000, Pope met Stuver, and he says he recalls giving Stuver “the talk” during one of his lessons. “I remember telling him that he could be an extraordinary musician, if only he could set priorities and focus on working as hard as possible.”

The talk seemed to work, because Stuver suddenly started getting better and better. “Professor Pope is a phenomenal mentor and teacher. He really kicked my [behind],” says Stuver, a Virginia Beach, Va., native. He began playing in almost every ensemble JMU offers, including the JMU Jazz Ensemble with Professor Chuck Dotas.

Stuver also played for the Madisonians and performed as a JMU cheerleader for two years. He was a member of the Marching Royal Dukes and served as drum major during his senior year. Stuver was the first saxophone soloist in MRD history.

“Matt’s dreams included attending the Eastman School of Music in Rochester, N.Y., for graduate study in their jazz program,” says Pope. The first step to his dream was realized when he was offered a scholarship to study classical saxophone. He was later accepted into the jazz program as well. Stuver graduated with two master’s degrees – one in saxophone performance and a second master’s in literature and jazz studies and contemporary media.

Throughout the past few years, Stuver has started a family and completed a doctoral teaching assistantship. He also is completing a Doctor of Musical Arts degree in Jazz Studies and Contemporary Media at the Eastman School of Music and auditioned for and was selected to the U.S. Naval Academy Band.

Stuver has performed with such artists as Peter Erskine, John Clayton, Bob Sheppard, Maria Schneider, Bob Brookmeyer, Clark Terry, Wayne Bergeron, Chuck Mangione, Rick Baptist, Christian McBride, Clay Jenkins, Rich Thompson and Jeff Campbell. He has performed with the Rochester Philharmonic Orchestra, Eastman New Jazz Ensemble, Eastman Jazz Ensemble and the All-American College Band in Disneyland. He performed with the Eastman Wind Ensemble during its 2004 Asia Tour and Carnegie Hall performance, as well as on their CDs, Danzante and Manhattan Music with the Canadian Brass. Stuver has also performed at the Rochester International Jazz Festival and the JVC Jazz Festival in New York City.

“I have been awarded the National Defense Service Medal, Global War on Terrorism Service Medal and the Expert Pistol Shot Medal.”

Photographs courtesy of Matt Stuver ('03)
Bruce Daeschner says that he and his son, Jefferson, a freshman at JMU, completed the Mid Atlantic Tough Mudder — 12 miles and 22 obstacles — on April 20, 2013. “I was wearing my JMU shirt for inspiration for when times got tough. Go Dukes!”

The Timken Company appointed Roger R. Ward (‘85M) as manager of its Keene, N.H., plant. Ward joined Timken in 2005 as lean manager of the Altavista Bearing Plant in Altavista, Va. He went on to serve as manager of the company’s St. Clair Plant in Eaton, Ohio, before being named manager of the Altavista plant in 2011.

Duke Club members Jordan “Bud” and Linda Crowder Biscardo (‘88) celebrated their 25th anniversary in June. Linda helps run a faith-based preschool in the Fredericksburg, Va., area, while Bud is the communication director for a trade union near Washington, D.C. “After all these years, we not only still love each other, we love JMU more than ever, too,” says Linda. “And at least one of us is fired up about the anniversary but, then again, I got the better of the deal.”

Thomas M. Propps represented JMU President Jonathan R. Alger and the university community at the March 1 inauguration of Sandra Jordan as chancellor of the University of South Carolina-Aiken. Propps says, “It was truly an honor to be there among some of the finest academia in the area. Thank you for allowing me to stand for JMU. It was a pleasure.

I would advise any JMU alum who gets the opportunity to jump at the chance!”
Semi-automatics to stethoscopes  
During service in Iraq, Andy Oh (’03) realizes his life’s mission is to be a healer  

BY JEFFREY CRETZ (’03)

In the fog of war, one soldier found his calling and his life’s mission. During the “routine occurrences” on the battlefield — combat, loss, suffering, brotherhood and courage — Capt. Andy Oh (’03) realized he was destined to become a healer.

In the heat of battle in Iraq, Oh recognized that he had many of the traits necessary to make him a good military doctor — a deep appreciation for the American soldier, the ability to process complex situations and to act decisively, and the realization that he was responsible for the lives of the men he led.

Oh decided to make healing his life’s work.

Oh is a 2013 graduate of the Uniformed Services University of the Health Sciences. He served in Iraq as a rifle platoon leader in an Air Assault infantry regiment during some of the bloodiest months of the nearly nine-year-old war.

While conducting military operations in Ar Ramadi in 2005, Oh was responsible for 35 U.S. Army soldiers and equipment valued at more than $4 million. One of his most profound memories is a conversation he had with an Iraqi man named Hasan. During a routine reconnaissance mission in and around Hasan’s village, Oh talked to the man about his village and the numerous attempts of the insurgents to resist the Americans and other coalition partners who were there to provide a safe and stable environment.

Oh and his soldiers were there to help build schools for the children and to stabilize the local economy so adults could earn a living.

Hasan whispered to Oh for him to come closer as if he wanted to share a secret. In broken English, Hasan said, “You be happy tonight.” At that moment, Oh understood. “He wanted my men to be safe and to feel like guests in his home. We were now his responsibility, as he was ours.”

Oh earned his Bachelor of Business Administration degree from JMU and concentrated in operations management. He also served as a Reserve Officer Training Corps cadet and was active in the Student Government Association. After graduation and being commissioned as a second lieutenant in the U.S. Army, Oh completed Ranger School. The 60-day intense combat leadership course is oriented for small-unit tactics, and training in the three distinct phases occurs in Georgia and Florida.

After Ranger School and service in Iraq, Oh applied for and earned admission to the only federally funded medical school in the country. The Uniformed Services University of the Health Sciences is located in Bethesda, Md. Oh began medical school in fall 2009 and says, “The federal government paid for my medical school training. What civilians will have as a financial obligation, I will have as a commitment to the military.”

He is currently completing a residency in emergency medicine at Brooke Army Medical Center in San Antonio, Texas. Upon completion in 2016, Oh plans to serve as a battalion surgeon, preferably in a special operations billet. He hopes to treat and care for special operations soldiers.

After serving as a battalion surgeon for a few years, Oh plans to complete additional medical training or return to teaching. If Oh is destined to teach, he’d like to instruct new military doctors during their emergency medicine residency program. He fondly remembers his time as an assistant professor of military leadership at the University of Massachusetts. “That was the second-best job I’ve had in the Army,” he says. His favorite job to date was serving as a rifle platoon leader in Iraq.

During his grueling medical school curriculum, Oh found the time to write several studies and case reports. He co-wrote a psychiatry case report about the profound disinhibition, aggression and paranoia of a previously high-functioning U.S. Navy sailor following synthetic marijuana use. He also co-wrote ongoing research regarding the benefits of creating an injectable powder that could be used during treatment on the battlefield to enhance the healing of compound fractures of extremities.

Oh plans to remain in the Army until he is eligible for retirement, but he says, will retire “once it stops being fun. That was the primary reason why I joined JMU ROTC — because it was fun.”

Oh’s favorite JMU memories include rappelling off Eagle Hall as an ROTC cadet. “I fit in with ROTC and the Ranger Group,” he adds. “I loved the fun and challenging activities, running through obstacle courses in the wooded areas near campus, and eating worms and crickets during a survival class.” Oh also met many of his best friends in Ranger Group, and these friends serve alongside Oh in the Army.

*Learn more about JMU ROTC at www.jmu.edu/rotc.
Jon Bignelli ('04) executes culinary success in New York City

Former Food Network Chopped champion mixes it up with famed chef Wylie Dufresne

BY SANDE SNEAD ('82)

When executive chef Jon Bignelli ('04) and noted celebrity chef Wylie Dufresne opened Alder restaurant in New York City’s East Village on March 28, 2013, there were lines out the door and down the block — at least for the first two weeks.

“We were the big high-profile restaurant to open in March,” Bignelli says. “But in New York, there is the next big restaurant to open every week.”

Nevertheless, the chances for success for this new gastropub remain more than high. The chef duo of Bignelli and Dufresne first worked together at the now famous wd~50 restaurant on the Lower East Side, where the food is more “wacky” as Bignelli describes it. At wd~50 Dufresne, a James Beard Foundation culinary award winner, perfected his techniques and became the national proponent of molecular gastronomy — the movement to incorporate science and new techniques in the preparation and presentation of food.

“Compared to wd~50, Alder has more approachable menu,” says Bignelli. “A gastropub is hard for people here to understand because the U.S. doesn’t really have a version of a ‘pub.’ In France, it’s a bistro; in Japan, it’s an izakaya. It’s a bit like a diner that serves food all day, where food is more about functionality as opposed to pleasure. We’re trying to create a public house — an American version where you can get a bite to eat, or a just a drink or a full dinner.”

Though he cringes at the term and actually finds “foodies” annoying, Bignelli has been in love with cuisine since he was a mere boy. Both of his parents were French teachers and he traveled with them to France often, where they opened his mind to food.

“When I was 5 years old, I had escargot, Indian food, sushi,” Bignelli says. “Like any kid, when introduced to something new, sometimes I would say, ‘Do I like this?' And of course, my Dad would say, ‘Yeah, you love that!’”

An only child, Bignelli and his parents had a gourmet home-cooked dinner together every night. He thought everybody did that. “My parents played cribbage together and whoever lost, had to cook,” Bignelli recalls. My father lost a lot, but he found he really loved being in the kitchen. He would make me steamed artichokes with hollandaise sauce for a snack. As I got older, it became clear that we were the oddballs.”

Still, that strong background stood him in good stead. At JMU, Bignelli majored in cultural anthropology, which he says prepared him for work at wd~50. “It’s one of the most scientific restaurants in the country,” he says. Bignelli joined wd~50 in March 2007, as roundsman and was promoted to sous chef a year later. In June 2009, he became wd~50’s chef de cuisine. He and Dufresne built the restaurant to a commercial and critical success before opening Alder this spring.

Reviews for Alder have been tremendously positive with the restaurant getting five stars from New York Magazine and a 4 out of 5 from the New York Daily News. Celebrities have also taken notice. Celebrity chefs, singer-songwriter Elvis Costello, supermodel Karlie Kloss, and Parks and Recreation tv-show comedian Aziz Ansari are among recent A-list guests.

Bignelli is a celebrity chef in his own right. He won the Seasons Choppings (holiday challenge) episode of The Food Network’s reality show Chopped in season three.

Even though it was only one day of shooting, Bignelli says, “It was very challenging. Being a TV chef is not my goal. Wylie and I have worked together for six years now. The next restaurant we open, I’d like to be the owner/chef. But I also don’t want to still be grinding when I’m 50. I’d like to have children, find balance, make money and not get burned out.”

When not cooking, Bignelli says he loves music events and concerts, but he mostly sleeps. “I’m at work by 11 a.m. at the latest and get home between 1 and 2 a.m.”

And what did he think about the food at JMU?

“I loved D-Hall, man, I really did. The big deal was when Chick-fil-A came. And then there was Dukes, and that pizza joint in the freshman halls. I used to love Luigi’s, Dave’s Taverna, Thai Café and Saigon Café on 33.”

Learn more about the Jon Bignelli ('04) and see the menu and videos at http://aldernyc.com.
Thomas J. Welch Jr. and Dawn Osborne Welch (‘91) of Rochester, Minn., represented JMU President Jonathan R. Alger and the university community at the April 19 inauguration of Scott R. Olsen as 15th president of Winona State University in Winona, Minn. This was the first time a married JMU alumni couple represented JMU at an inauguration celebration. Thomas says, “WSU was founded on the banks of the Mississippi River in 1858, and currently has about 9,000 students. The memorable inauguration speech included references from everything from Chaucer to the Dakota Indians to Bruce Springsteen. And in true Minnesota style, we even had an April snowstorm to cap off the day. It was a true pleasure and honor for both of us to wear the purple and gold regalia again and to reflect on many very fond JMU memories.

David A. Meredith represented JMU President Jonathan R. Alger and the university community at the April 12 inauguration of Cheryl Davenport Dozier, 13th president of Savannah State University. The university is Georgia’s oldest historically black degree-granting institution. Meredith says, “Dr. Dozier talked about the importance of service to the community and her journey from social worker to university president. She also talked about the need for students to be savvy about international and digital trends as part of lifelong learning. These last two points hit home for me because they directly relate to my current work as president of ePals International, a digital education social networking company which connects learners across 200 countries and territories. I enjoyed the opportunity to proudly don the purple and gold, especially with the extra recognition that comes with the recent success of the JMU men’s basketball team. Go Dukes!”

Kevin Tucker owns SOLitude Lake Management in Virginia Beach, Va. The management major has volunteered to speak to JMU College of Business students in the Venture Creation class through the Center for Entrepreneurship. He says, “My experience at JMU was wonderful, and second to becoming a father, JMU was one of the best things that happened to me.”

Since 1998 SOLitude Lake Management has provided full-service lake and pond management at schools, parks, and other facilities throughout the United States. The company’s goal is to create beautiful, healthy, sustainable water bodies that provide enjoyment for everyone. SOLitude Lake Management is a proud sponsor of the Madison Men’s Basketball Team, and we provide service to schools throughout the Commonwealth of Virginia. We’d love to hear from you if you are interested in SOLitude’s full-service lake and pond management package. Call us today at 757-449-6650 or visit our website at www.solitude-lakemanagement.com.

94 Tom Croci has been elected as supervisor of the Town of Islip, NY.

95 Barbara Jane Brickman published her first academic manuscript, “New American Teenagers: The Lost Generation of Youth in 1970s Film.” Published by Continuum Press, the manuscript is the culmination of research for her doctoral dissertation. While their parents’ era defined the American teenager with the romantic male figure of James Dean, this generation of adolescents offered a dramatically altered picture of transformed gender dynamics, fluid and queered sexuality, and a chilling disregard for the authority of parent or, more specifically, patriarchal culture. * Hunton and Williams LLP partner Ryan Ketchum was named to Law360’s 2013 Rising Stars in its annual profile of lawyers under the age of 40 with notable accomplishments in their respective practice groups. Ketchum was one of five lawyers named for energy. Ketchum, based in London, represented the Government of Uganda on the development, construction and financing of the Bujagali hydroelectric facility on the River, which was awarded Project Finance magazine’s African Power Deal of the Year title in 2007. The Bujagali Hydroelectric Project constitutes the largest-ever private sector investment in Uganda and the surrounding region. Ketchum is currently advising the governments of Burundi, the Democratic Republic of Congo and Rwanda on the development of the 145 MW Ruzizi III Regional Hydroelectric Project.

96 Ryan Reid is the 12th member of the JMU baseball program to reach the Major Leagues. He hit the mound for the Pittsburgh Pirates on June 3 and lost 2–7 against the Atlanta Braves. Reid was a seventh-round draft pick of the Tampa Bay Rays in 2006. The Right-hander had a successful spring with his first season in the Pirates’ organization. In 20 appearances for the Triple-A Indianapolis Indians, he went 6-1. In addition to becoming the 12th player in JMU program history to reach the Big Show, Reid is currently the only active Major Leaguer from JMU. Reid still has the best two-year strikeout total in JMU baseball program history with 200, ranking 10th on the all-time chart despite playing only two seasons. He is also second in JMU history with 10.25 strikeouts per nine innings.

97 Modern Healthcare magazine named Jackie DeSouza one of the top 25 Minority Executives in Healthcare. She is a graduate of the JMU Health Services Administration Program.

01 Eric Washburn is an associate attorney at Bennett and Zydr Ton in Virginia Beach. He is licensed to practice law in Virginia and North Carolina. He was previously an assistant Commonwealth attorney for the City of Danville, Va.

03 Mike Vanderpool launched Vision Studios and Valley Apps almost 10 years ago. The company received an award at the most recent Google Enterprise Global Partner Summit. Vanderpool says, “Being asked to produce a video about what we do was like being given permission from the principal to have recess all day. Our team went to work in our think-tank and emerged with the Cloud Men.” The video was submitted and, while Vanderpool normally attends the Google Partner Summit once a quarter, he was thrilled to receive first place. “Winning the award was amazing, but it also demonstrated how having fun and being creative has a place in every business, not just the tech and marketing world. Letting your customers see a little about who you are gives them a comfort level that shows you are knowledgeable and approachable.”

07 Kelly Berger of Baltimore was selected as one of 18 members of the 2013 U.S. World Cup team. The head coach of women’s lacrosse at the University of Maryland at Baltimore has tried for the World Cup team for eight years. She is featured on the June 2013 cover of Lacrosse Magazine, in its 2013 World Cup Preview special edition. Berger told Lacrosse Magazine, “Whatever it takes for you to feel confident, do it for you.” After three knee surgeries and toiling away in the U.S. Women’s Nationals Lacrosse programs, Berger has finally made it to the World Cup team. Berger’s ascent included serving on the 2008 Prague Cup Touring Team and as a member of the U.S. National Teams in 2006–08 and 2009–11. She finished her JMU...
No. 43 of the Pittsburgh Pirates, Ryan Reid (’06), pitches against the Atlanta Braves at Turner Field on June 4, 2013, in Atlanta, Ga.

Frank Marsilio of Fairfax, Va., is assistant marketing manager at The Kennedy Center. He married Meaghan Pyne Marasilio (’11) in June. “We met as freshman as members of the Marching Royal Dukes,” writes Frank, a music industry major.

Catherine Elsby of Lavallette, N.J., is serving in New Orleans for a year in the AmeriCorps VISTA program. AmeriCorps a national service program designed to fight poverty. President John F. Kennedy originated the idea for Volunteers in Service to America in 1965, and the program was incorporated into the AmeriCorps network of programs in 1993. Elsby, a School of Media Arts and Design alumna, also served as a peer tutor as an undergraduate.

The JMU Emeriti Association is a multifaceted organization open to all faculty and administrative personnel who have been granted emerita or emeritus status by the JMU Board of Visitors. The organization provides an opportunity for retired faculty to continue association with colleagues and to maintain ties to the university community. More than 130 retired faculty and administrative professional staff members are actively involved with the JMU Emeriti Association. The professional and social organization encourages the interaction of emeriti through luncheon meetings, special interest groups and trips to cultural programs. For more information, please contact Faculty Emeriti President Rex Fuller at rfuller@northriver.coop or JMU Administrator, Sherry King, Director of Parent and Faculty Emeriti Relations at kingf@jmu.edu or phone at (540) 568–8064.

Faculty emeriti are encouraged to submit a Faculty Emeriti Note at madisonmag@jmu.edu.

The JMU Office of Alumni Relations invites all graduates from the 1930s to the 1960s to come back to campus for the annual Bluestone Reunion Weekend. Are you a professor emeritus/emerita who would like to share with alumni during Bluestone Reunions in April 2014? Contact Tracey Kite at kitetl@jmu.edu.

JMU Emeriti Association members, please make sure you “Save the Dates” for these upcoming events:
- Aug. 22 — Emeriti Association Picnic at the University Farm
- Oct. 17 — Emeriti Fall Luncheon

Learn more at www.jmu.edu/emeriti

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SCHOLARSHIP THANKS:
Marcia Dake Nursing Scholarship

Dear Dr. Marcia Dake:

Thank you so much for choosing me as the recipient of the 2013-2014 Marcia Dake Nursing Scholarship. I am very honored and blessed to receive this scholarship. As a member of the JMU Student Duke Club, I know what gifts mean to JMU. I will use these scholarship funds to continue learning and achieving great things in the JMU Department of Nursing. Many thanks and appreciation!

Kelsey Rakes (’14)
Stuart, Va.

Career as the second all-time leading scorer with 262 points on 184 goals and 78 assists. She was the 2006 CAA Player of the Year and Tournament MVP. ✱ Lauren Leopold Osborn (’08M) earned National Board Certified Teacher recognition in Adolescence/Young Adult English Language Arts.

John Kownacki is touring the country with “In the Mood,” a song and dance revue of 1940s music.

Patrick Page (’12M) was awarded a Fulbright Teaching Assistantship in Holabrunn, Austria, for the 2013–14 academic year. Page is a member of Beta Gamma Sigma, Phi Beta Kappa and Kappa Delta Pi honor societies.

Kevin VanPelt (’11M) earned his CPA license. VanPelt joined Walz, Deihm, Geisenberger, Bucklen and Tennis PC in 2011 and is a staff accountant in the accounting and consulting division.

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2013 JMU Athletics Hall of Fame Class
Six former Dukes will be inducted into the JMU Athletics Hall of Fame on Nov. 15.

Ben Cooke ('01)
Track & Field/Cross Country

Jess Marion ('00)
Soccer and Lacrosse

J.W. Mitchell ('83)
Baseball

Tony Booth ('04)
Football (*played 1997–98 and drafted)

Kent Culuko ('95)
Basketball

Jennifer Ulehla

26th Annual JMU Athletics Hall of Fame Induction Banquet
FRIDAY, NOV. 15
5:30 p.m., reception
6:15 p.m., four-course dinner and awards program
Festival Conference and Student Center – Grand Ballroom
Black tie optional
R.S.V.P. by Friday, Nov. 1
Individual $45, Couple $85, Table of Eight $325

www.JMUSports.com/halloffame

SCHOLARSHIP THANKS
Kevin Robert Dunbar ('80)
Scholarship Endowment for the Semester in London

Dear Kevin and Martha H. Dunbar:
I want to personally thank you for giving me the opportunity to succeed in my studies in London this upcoming summer. I’m excited to live and learn in London, England, and become a global student. I hope to learn as much as I can about the culture and history of London. Thank you for your generosity!

Christie White ('14)
Centreville, Va.

ANNOUNCEMENTS

Weddings

2000s
Erica Weiss ('06) and Sean Klein ('07), 11/29/12
Nicole Lee ('09, '11M) and Bret Zawilski ('11M), 2/14/2013

Future Dukes

1990s
Laura Ewing Cooke ('96) and Andy, a son, Simon Timothy, 10/27/12
Milly Giligan Lynch ('99) and Tim ('99), a daughter, Sarah Rose, 2/27/13

2000s
Megan Crotty Williams ('01) and Dan ('04), a son, Tyler Joseph, 11/11/11
Christine Saunders Castellano ('03) and Richard ('01), a daughter, Calla Sophia, 11/12/12
Desiree Painchaud Henninger ('04) and Ralph, a son, Theodore, 1/4/13
Margaret “Leigh” Morris Stisser ('05) and Brian, a daughter, Lucy Wood, 1/21/13
Rachel McCray Ware ('06) and James, a daughter, Margaret Grace, 10/25/12

In Memoriam

Carrier Miller Gray ('32) of Virginia Beach, Va., 3/4/13
Eleanor Wright Talley ('32) of Palmyra, Va., 2/15/13
Josephine Miller Lynn ('36) of Manassas, Va., 3/2/13
Edna Mae Woodson ('38) of Charlottesville, Va., 2/13/13
Elizabeth Baumeister Watson ('39) of Portsmouth, Va., 1/14/13
Marjorie McKnight Clemens ('41) of Wallingford, Pa., 2/7/13
Louise Pritchard Jones ('41) of Virginia Beach, Va., 2/7/13
Margaret Lucille Murphy Joyner ('43) of Cocoa, Fla., 4/13/13
Mary Hall Pace ('45) of Falls Church, Va., 3/24/12
Bea Markham Gilbert ('49) of Salem, Va., 2/28/13
Sara Perkins Harris ('52) of Mineral, Va., 3/3/13
Walter Eugene Morris Jr. ('52) of Medina, Ohio, 4/13/13
Alice Viar Lynn ('55) of Buena Vista, Va., 2/26/13
Ida M. Crowder ('54) of Harrisonburg, Va., 11/11/11
Marguerite Long Wampler ('56, '61M) of Broadway, Va., 2/13/13

Christie White
Centreville, Va.

2000s
Gail Gray Kepley ('58) of Roanoke, Va., 10/15/11
Jean Covin Martin ('72) of Staunton, Va., 2/26/13
Richard S. McDaniels ('74, '86M) of Marshall W.Va., 3/2/13
Dominick Belcastro ('81) of Dayton, Va., 2/24/13
Kay A. Harter ('84M) of Harrisonburg, Va., 3/12/13
The Rev. William E. Lafaratta ('84) of Palmyra, Va., 3/10/13
Elizabeth H. Howarth ('85) of Tampa, Fla., 3/6/13
Sara B. McCraw, ('91) of Greenville, N.C., 11/23/12
Dominick Belcastro ('81) of Dayton, Va., 2/24/13
Faith J. Brewer ('05) of Penn Laird, Va., 2/8/13
Ryan H. Staley ('06) of Va. Beach, 3/28/13
Jenna Rayann Stone ('09) of California, Md., 2/16/13
The Madison Founders Society was created in 1981 to recognize donors who have remembered JMU in their wills and estate plans. These legacy gifts make an indelible mark on future generations.

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Madison then. Madison now. MADISON FOREVER
Parting shots!

Members of the Class of 2013 express their Purple Pride via decorated mortar board messages for Spring Commencement on May 4. More than 150 new graduates submitted photos of their caps to the official JMU Facebook page. See all the photos at www.facebook.com/jamesmadisonuniversity/photos_albums.

BOTTOM ROW PHOTOGRAPHS OF BETH FARMER AND IAN SPIEGEL-BLUM BY MIKE MIRIELLO (’09M); OTHERS SUBMITTED BY CLASS OF 2013 MEMBERS LORI HASKINS, EMMA DOWDY, ERIN PIERCE, EMILY JOHNSON, SAMANTHA SISSELL, AND MEAGHAN EICHER.
Curious, ambitious or adventurous? JMU offers something for everyone.

**JMU Meteorite Collection**, open daily, first- and second-floor hallways, Physics and Chemistry Building. Features fragments of meteorites that survived passage through the atmosphere to fall to the Earth's surface as masses of metal or stone. Includes specimens from Diablo Canyon, Ariz., the Sahara Desert and the Central European Strewn Field; free.

**JMU Libraries and Educational Technologies’ Special Collections**, 10 a.m. to 4 p.m., Monday through Thursday and by appointment, Room 207, Carrier Library: Features manuscripts, rare books and periodicals, oral histories and other resources for study, including many acquisitions focusing on the Central Shenandoah Valley. To learn more, call (540) 568–3612 or email library-special@jmu.edu; free.

**Edith J. Carrier Arboretum**, open daily dawn to dusk, off University Boulevard: Contains a wide variety of trees and plants native to Virginia; call (540) 568–3194 for tours; free.

**Masks from Around the World Collection at the College of Education**, 8 a.m. to 6 p.m., Monday through Friday, lobby of War Memorial Auditorium, Memorial Hall: Featuring 50 masks, this collection was donated to the college for use by its students interested in studying the interplay between cultural ideals and masks; the collection includes masks used in performance, masks of Asia and masks of Europe. For information and to view the online gallery, see www.jmu.edu/coe; free.

**John C. Wells Planetarium**, Miller Hall: The planetarium offers full-dome shows and special events for the public; groups can schedule visits by calling (540) 568–4071. Visit www.jmu.edu/planetarium/index.shtml for the latest information; free.

**JMU Mineral Museum**, 8 a.m. to 4:30 p.m., Monday through Friday, Room 6139, Memorial Hall: The Department of Geology and Environmental Science opens its collection of more than 550 crystals and gemstones from around the world to the public. To learn more, call (540) 568–6130; free.

**The Forbes Center** is the premier destination for performing arts in the Shenandoah Valley and gives JMU a unique opportunity to strengthen its relationships with local businesses, to enhance the cultural life of the community, and to support economic growth and social interaction in the region.

Park just steps away from the entrance and be seated in minutes, ready to enjoy extraordinary dance, theatre and music performances by critically acclaimed guest artists and JMU’s award-winning faculty members, students and alumni. Engage in pre- and post-show dialogues with visiting composers, choreographers, world-renowned guest artists and distinguished faculty and students.

Visit www.jmu.edu/jmuarts to learn more.

**Photographs by Kathy Lam and Robert Benson**
Visit campus to enjoy International Week. This year’s theme, Borders and Boundaries, emphasizes ideas spanning cultures. Highlights include:

- The feature-length documentary film Without a Fight will demonstrate how soccer can bring about social change in Kibera, a Nairobi slum where tribal rivalries have traditionally erupted in violence.
- Animation designer Ajlan Altug and post-colonial theorist Dr. Defne Demir, both from Turkey, will present a series of animation shorts on the problems of hybridity, globalization and neo-colonialism in the post-modern world.
- The Staunton Music Festival will bring to the Forbes Center “Beyond Borders and Boundaries,” an eclectic mix of musical traditions. The program features JMU music department faculty and includes a world premiere jazz composition by Chuck Dotas.

All events free and open to the public. To learn more, visit jmu.edu/international/iweek

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**JMU Dukes Home Football Schedule**

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
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</thead>
<tbody>
<tr>
<td>Aug. 31</td>
<td>Connecticut</td>
</tr>
<tr>
<td>Sept. 14</td>
<td>JMU vs. St. Francis</td>
</tr>
</tbody>
</table>

**Family Weekend**

- Oct. 5 – JMU vs. Albany
- Oct. 12 – JMU vs. Richmond

**Family Weekend**

- Nov. 2 – JMU vs. Villanova
- Nov. 16 – JMU vs. Stony Brook

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**Edith J. Carrier Arboretum Fall Highlights**

**Fall Plant Sale**

Sept. 27 and 28, Friday and Saturday, 9 a.m. to 3 p.m., at the Frances Plecker Center. Shop Virginia native wildflowers and cultivar perennials, shrubs and trees, at just the right time for fall planting.

**Fall Color Carriage Rides**

Oct. 26, Saturday, 10 a.m. to 2 p.m., boarding at the Frances Plecker Center. Enjoy a horse-drawn carriage and the beauty of autumn leaves.

**Fall Bulb Sale**

Oct. 4 and 5, Friday and Saturday, at the Frances Plecker Center, 9 a.m. to 3 p.m., and Saturday, Oct. 5, on Godwin Field, time TBA. Purchase the 2013 JMU colors annual bulb collection of beautiful and rare bulbs, or buy from a selection of spring blooming bulbs to plant. Sale closed Sunday but continues Monday through Friday, Oct. 7 to 11, at the Plecker Center, 8 a.m. to 4:30 p.m., or until bulb inventory is liquidated.

**Children’s Harvest Festival**

Oct. 19, Saturday, at the Frances Plecker Center, 1 to 5 p.m. This is a free festival with dance exhibitions and lessons, crafts and sidewalk chalk art, singers, music and demonstrations, story time, trail tours, snacks, harvesting seeds and much more. Horse-drawn wagon rides are available with ticket purchase.

**Moonlight Holiday and Winter Commencement Carriage Rides**

Dec. 14, Saturday, 1 to 8 p.m. Enjoy a horse-drawn carriage moonlight or daytime ride. Harrisonburg’s favorite horses are harnessed in jingle bells for this festive celebration. For the cost of a movie ticket, create a holiday or graduation memory of a lifetime!

To learn more about these and many other events, visit www.jmu.edu/arboretum

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**Outreach and Engagement**

**Adult Degree Program Information Sessions**

- Aug. 12, noon to 1 p.m.
- Sept. 9, noon to 1 p.m. and 5:30 to 6:30 p.m.
- Oct. 14, noon to 1 p.m. and 5:30 to 6:30 p.m.
- Nov. 11, noon to 1 p.m. and 5:30 to 6:30 p.m.

**LSAT Test Prep Course**

Aug. 29 to Oct. 1 and Oct. 24 to Dec. 3

Tuesday and Thursday, 6 to 9 p.m.
Festival Conference and Student Center, Room 4
$899/person

**GMAT Test Prep Live – Online**

Sept. 11 to Oct. 7

Monday and Wednesday, 7 to 10 p.m.
Live Online
$899/person

**Paralegal Certificate Program – Online**

Sept. 16, 2013 to March 10, 2014

Monday and Wednesday, 6:30 p.m. to 8:30 p.m.
$4,995

**Real Estate Class**

Sept. 9 to Nov. 19

Monday and Tuesday, 6 to 9 p.m.
Memorial Hall
$399, includes books

**GRE Strategies for Success – Free Workshop**

Sept. 17, 6 to 7 p.m.
Festival Conference and Student Center, Room 8

**Passport to Retirement**

Sept. 19 and 26, and Oct. 3

Thursdays, 6 to 8:30 p.m.
Memorial Hall
$75/person (bring a guest for an additional $10)

**GRE Test Prep Course**

Sept. 30 to Oct. 23

Monday and Wednesday, 6 to 9 p.m.
JMU East Campus, Health and Human Services Bldg., Room 2201
$799/person

**LSAT Strategies for Success – Free Workshop**

Oct. 16, 2013 to March 10, 2014

Tuesday and Thursday, 6 to 9 p.m.
Memorial Hall, all sessions free of charge

**Festival Conference and Student Center, Room 8**

**Admissions Open Houses**

Saturday, Oct. 20 and Saturday, Nov. 10
For prospective students and families

To learn more, visit www.jmu.edu/admissions/openhouses
Submit your Madison class note

The magazine staff welcomes news for class notes and notes from alumni and former faculty members. Please submit news of personal and career achievements online at www.jmu.edu/myinfo or use this form and mail news to:

Class Notes, Madison, James Madison University, 235 Cantrell Ave., MSC 3610, JMU, Harrisonburg, VA 22807

Full Name (include maiden) ____________________________________________
Class Year __________ College/Major ____________________
Home Address _______________________________________________________
City ___________________ State __________ ZIP __________
Email Address ___________________________ Home Phone ________________
Employer ___________________________________ Job Title ________________
Spouse Name (include maiden) ____________________________ JMU Class Year ________
News
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It can take up to six months, or two issues, for your class note to appear in Madison. We appreciate your patience.

www.jmu.edu/myinfo

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ON CAMPUS
Blue Ridge Hall
Convocation Center
JMU Bookstore
Carrier Library
D-Hall
E-Hall
East Campus Library
The Festival
The Festival Ballroom Lobby
Forbes Center for the Performing Arts (Box Office)
Harrison Hall Second-floor Lobby
Health and Human Services Building
Keezell Hall
Leeolou Alumni Center:
   Office of Alumni Relations
   Madison Fund Office
   Memorial Hall
   Montpelier Hall Lobby
Plecker Athletic Performance Center
Physics/Chemistry Building
Soner Hall
Taylor Hall Campus Post Office
Taylor Down Under
Shenandoah Hall
Showker Hall
220 University Boulevard Lobby
University Services Building
Wilson Hall Breezeway
Wine-Price Lobby

Check out each new issue:

MadisonOnline
www.jmu.edu/madisonmagazine
As a 2012 intern at the National Institutes of Health, JMU biology major Navid Attayan ('13) researched new molecular targets to treat neuroblastoma, a rare but deadly form of childhood cancer. The research, published in *Clinical Cancer Research*, was interesting and challenging, but it was his interaction with the children and their families that really touched Attayan’s heart.

He wanted to do more and, soon after, ProJeKT 3000 was born. The pre-med student wanted a challenge. An avid cyclist, Attayan planned to bike from Virginia to California — 3,000 miles — to raise funds and awareness for pediatric cancer research and for the families affected by neuroblastoma. The rare but most common infant cancer — neuroblastoma primarily affects children under the age of 5. It accounts for 15 percent of all types of pediatric cancer deaths. After a year of planning, numerous awareness drives at JMU, and rigorous physical training, Attayan set out alone on May 25 from downtown Harrisonburg. Riding an average of 70 miles a day without the comforts of daily hotels or companions, he crossed into the Midwest plains, tackled 12,000-foot mountain passes and survived long stretches of western deserts. During his 3,000-mile trek he visited with cancer patients and hospital staffs to create as much awareness as he could about the heartbreaking disease. Nearly 150,000 fans tracked his progress on ProJeKT 3000’s Facebook page and many donated money to the cause. On July 12, Attayan reached his destination, San Diego, Calif., eight days shy of eight weeks. His heart-pounding effort is changing the lives of thousands of young cancer victims, and the effort will continue, he says.

Read more at the JMU Be the Change blog (jmubethechange.wordpress.com) and see how one small idea can become one huge movement.