Reimagining reform

Beyond the performance tests: Teachers provide support, guidance and hope for all children PAGE 26
‘Because children lead the way’

Gail and Fred Fox help literacy and diversity converge  
BY MARTHA BELL GRAHAM

Gail ('84M) and Fred Fox are passionate about literacy, diversity — and their community. That’s why they’ve championed “One World,” a popular exhibit in Harrisonburg’s Explore More Discovery Museum. The exhibit, where literacy and diversity converge, features children’s books from 39 countries.

Gail, who formerly taught reading and literacy in the JMU College of Education, and her husband Fred, a local orthopaedic surgeon, first proposed a permanent exhibit in 2010 to showcase their community’s rich diversity through children’s books.

The collection presents rich opportunities for international understanding, essential for student success in the city’s schools. “It’s the United Nations in every school here,” says Gail, who after retiring from JMU became a literacy coach in Harrisonburg schools for “No Child Left Behind.”

Harrisonburg City Public School division, one of Virginia’s most diverse systems, enrolls students from 40 countries, representing 44 foreign languages. The division includes five elementary schools, where 105 students are bi- or multi-lingual.

“One World’s” location within the museum brings literacy and diversity into a place where children are automatically drawn. “It says to children, ‘You have a place here. Your culture is part of what is going on at Explore More,’” says Gail. She adds that children who might not otherwise have access to books are exposed to them at the museum. “It’s a safe environment where they can come … and say, ‘Oh, that person looks like me!’”

The Foxes are encouraged that JMU has a deep connection to the Explore More Discovery Museum. The executive director is College of Education alumna Lisa Shull ('85, '91M), and the long list of JMU supporters includes alumni and student volunteers, staff members, and board members.

Impassioned advocates, Gail and Fred Fox regularly encourage friends to bring books back from their international travels. They hope this exhibit will encourage literacy and promote deeper cultural understanding throughout the community — and they believe it will, Gail says, “because children lead the way.” 📚

→ READ MORE about Gail and Fred Fox at jmubethechange.wordpress.com
Reimagining reform

How do we sustain our humanity in an era of educational reform? Beyond the performance tests: Teachers provide support, guidance and hope for all children

What can educators do to help protect children from societal inequity, address the needs of at-risk communities and attain a more ideal human condition? College of Education Dean Phillip M. Wishon, other JMU educators and alumni share their stories on the role of higher education — and our personal roles — in sustaining our humanity and caring throughout the educational system in an era of reforms, assessments and lack of funding. Dean Wishon says, “At JMU we encourage our students and future educators to embrace the challenge of trying to raise not just the intellectual quotient of the students whose lives they will help guide, but also the ethical and moral quotient of professional practice, civil discourse, and civic responsibility. We help our future teachers understand that their students can get all A’s but still flunk life.”
**M@dison**

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**GET CONNECTED: WWW.JMU.EDU**

**GET INSPIRED TO BE THE CHANGE**
The Be the Change website has stories and videos about students, professors and alumni changing the world. Sign up and chime in at www.jmu.edu/bethechange

**VISIT JMU:**
Prospective students, alumni and community members: Find it all here. The JMU events calendar, campus map, area lodging and dining. Log on before you roll in to the ‘Burg.
www.jmu.edu/visit

**ALSO:**
Follow @JMU on Twitter

**PARENTS:**
Visit www.jmu.edu/parents

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Virginia Gov. Terry McAuliffe helps dedicate the Ice House downtown

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MADISON'S WAR TO PEACE CONFERENCE COVERAGE

Madison's Spring/Summer 2014 issue devoted 14 pages to the recent conference "Intelligence and the Transition from War to Peace" organized by JMU professor of intelligence analysis Timothy Walton, a 24-year CIA veteran. While we applauded the conference's many positive aspects, the article was troubling in two regards: 1) its uncritical stance regarding the CIA, and 2) the organizer's mindset as expressed on Page 33: "Getting up every morning and going after the bad guys — what could be better than that?"

Dichotomies of the world into bad and good are antithetical to the Madison Collaborative's ethical reasoning motto: "It's complicated." The world is complex. An appreciation for nuance and the ability by individuals and nations to engage in self-assessment are far more likely to result in ethical decisions than either/or moral categories. Sixty years of covert operations by the CIA, enabled by simplistic “us vs. them” thinking, have stained the American soul. Such “covert ops” include the overthrow of democratically elected governments (Iran, 1953, Guatemala, 1954, and Chile, 1973); renditions, torture, and assassinations; secret wars (Nicaragua, 1980s); and genocide (Operation Phoenix during the Vietnam era). Space does not permit a complete listing of such covert atrocities, but these are well documented by former CIA operatives Philip Agee (Inside the Company, 1975) and Ralph McGehee (Deadly Deceits, 1983) and by former New York Times writer Stephen Kinzer (All the Shah's Men, 2003; Bitter Fruit, 2006; Overthrow, 2007; and The Brothers, 2013).

For their long-term survival, healthy democracies assiduously separate their military and national security functions from other segments of society: markets, politics, religious organizations, and, most crucially, universities. JMU's commitment to ethical reasoning demands that its new intelligence program, if continued, include a strong dose of critique. Respectfully,

DAVE PRUETT, JMU professor emeritus of mathematics and statistics

BRUCE BUSCHING, JMU professor emeritus of sociology

EDITOR'S NOTE: Madison magazine editors appreciate letters about published content, like that of JMU Professors Dave Pruett and Bruce Busching. We asked Timothy Walton, organizer and chair of the 2014 "War to Peace" conference to weigh in.

ETHICAL REASONING IN INTELLIGENCE ANALYSIS

Professors Pruett and Busching are absolutely correct to point out that there are many negative aspects of CIA history; and I welcome a constructive and well-informed critique of the role of intelligence in a democracy. Along those lines, I would like to point out that Professor Bill Hawk, who is the founder and chair of JMU’s Madison Collaborative, was a speaker at the “War to Peace” conference. Another speaker was JMU professor David McGraw, who teaches “Ethics, Law and Intelligence Analysis,” a required course in the JMU Intelligence Analysis program. The students who presented at the conference, for their part, discussed how to improve intelligence, with an eye to current and future challenges in foreign affairs, such as Syria. As to “us vs. them,” when it comes to genocide, I believe it is us vs. them, and that war criminals are “bad guys” and should be stopped (something that I am proud to have helped to do).

Professors Pruett and Busching are welcome to come to my classes anytime to see how we handle both the positive and negative aspects of intelligence, as well as the role of ethical reasoning in trying to deal with the challenges of trying to understand a complex and dangerous world.

TIMOTHY WALTON, JMU professor of intelligence analysis and chair of the 2014 “War to Peace” Conference
Some issues of this fall edition of *Madison* magazine are packaged with the university’s new strategic plan. “The Madison Plan” commenced July 1 and positions the university well going forward through 2020. Keep an eye out for phase two of President Jonathan Alger’s tour to meet with alumni to discuss the future direction of James Madison University. He heard what you had to say during the Why Madison? Presidential Listening Tour, and much of your input is clearly reflected in the new plan. If your magazine didn’t come with a copy of *The Madison Plan*, it’s online at www.jmu.edu/jmuplans.

Over the summer you may have seen, read or heard JMU mentioned in the media related to a case of sexual assault that happened during spring break in Florida in 2013. If the media’s depiction of how the case was handled seemed out of character for JMU, there is a good reason: a federal privacy law protects student records and forbids the university from commenting on any specific case. So you are not hearing all sides of the issue in the media. We can say, however, that JMU takes the issue very seriously and devotes substantial effort and resources to raising awareness, prevention, response, adjudication and support (Read about a few examples on Page 10).

As the public discussion of sexual assault on campuses across the country continues, understanding what should happen next is rather simple: sexual assault has to stop. Resolving how to deal with cases of sexual assault in a process outside the legal system is a far more complicated proposition. As students and faculty members return to campus for the fall semester, sexual assault will most certainly continue to be a topic of discussion. And so it should be. A campus as closely-knit as Madison is well suited to confront the issue openly, compassionately and with level heads.

— ANDREW D PERRINE ('86), executive editor
Madison magazine intern Emily Tait (’15) is a writing, rhetoric and technical communications major and an environmental studies minor. She writes and edits for Her Campus JMU and the undergraduate WRTC journal, Lexia. Beyond academics, Tait is a UREC lifeguard, a member of the Treble Chamber Choir and JMU’s chapter of Habitat for Humanity. She hopes to attend graduate school and pursue a career as a magazine editor. On Page 17 she shares a tribute to choral music professor Bryce Hayes.

Janet L. Smith (’81) is a public affairs coordinator in the JMU Office of Communications and Marketing. On Page 39, she writes about research conducted by John Almarode, JMU interim head and professor of educational foundations and exceptionalities. Smith prepared for her career in communication under the tutelage of JMU’s excellent communication arts and political science faculty, who encouraged what became a three-summer internship at the The Shenandoah Valley-Herald in Woodstock, Va. Smith then worked as a staff reporter at The News-Gazette in Lexington, Va., before returning to JMU in 1986. She and her husband, Steve, are the parents of A.J., a graduate of another fine public university in the commonwealth.

Phillip M. Wishon, dean of the JMU College of Education since 2003, has guided the college through its NCATE and state reviews earning reaccreditation for all programs. Wishon earned a doctoral degree from Ohio State University in child development and early childhood education and has taught graduate school in inner-city Columbus, and preschool at Ohio Wesleyan University’s child development center. He has published widely in more than 100 articles, book chapters and books. Former president of the National Association of Early Childhood Teacher Educators, Wishon is president emeritus of the Virginia Association of Colleges of Teacher Education. On Page 26, he writes an introduction to the feature, “Sustaining our humanity in an era of educational reform.” Read more from Dean Wishon in his “Postcards from the Dean at JMU” series on jmu.edu/coe/deansoffice/deanpostcards.

Caitlyn Reddington Read (’10) joined the Office of Communications and Marketing as a social media strategist in July. The New Hampshire native earned a B.A. in communication studies. She is responsible for managing JMU’s social media presence, covering JMU student affairs and helping with the Madison “Connect” column (See Page 14). In her free time, the newlywed enjoys hiking in the Blue Ridge Mountains and exploring the Shenandoah Valley.

Holly Donahue joined the JMU Photography Department in July, and her work appears in this issue. Donahue is a 2014 graduate of Bridgewater College. The art major interned for the Bridgewater College Marketing and Communications Department, and she also photographed athletics events for the Sports Marketing Department. As a senior, Donahue received the Bridgewater College Purchase Award. Donahue enjoys running, reading and hiking.
James Madison’s friend, Thomas Jefferson, and his co-authors of the Declaration of Independence were impressively economical, given that documents written by committee typically are anything but. More importantly, the founders were effective: Their taut, 1,337-word declaration united the 13 colonies and helped provide the inspiration that ultimately liberated the new nation from the tyranny of King George III. It is the hope and aim of educators that students learn the importance and meaning of our nation’s founding principles, especially now. The concepts contained in our founding documents are interpreted in widely divergent ways today, and for any of us who seek to understand various points of view and form our own positions, a grasp of their meanings is critical.

Danielle Allen, a political philosopher at Princeton’s Institute of Advanced Study, presents an important idea in her new book Our Declaration. She argues that the Founding Fathers believed liberty and equality were co-dependent, and that one could not exist fully without the presence of the other. The book’s subtitle, A Reading of the Declaration of Independence in Defense of Equality, clearly stakes out her thesis: She means to elevate equality to the same status as liberty in modern dialogues. Allen makes an interesting point. Watch, read or listen to any popular political commentary, and you will hear passionate and utterly certain opinions on what constitutes liberty. But equality is discussed with less frequency and with far less certainty. Even among those who ardently work toward reaching equality, there are no widely agreed-upon means with which to apply the idea, or how to know when equality has been reached.

In this issue of Madison you will read several articles on education reform. The topic transcends our individual personal interests and is one the most fundamental challenges facing society. Equality is at the heart of education reform because of the disparities in educational opportunities and quality across our public school systems. Consequently, we as a society risk leaving behind swaths of fellow citizens who are not given full opportunities to develop to their full potential, at a time when economic realities require higher and higher levels of education to prosper. This level of inequality is alarming, because, if Danielle Allen is indeed right, then American freedom may be in peril.

Equality of opportunity
The hope of effective educational reform

Phillip Wishon, dean of the JMU College of Education, writes eloquently and passionately about the power of education to sustain our humanity. Dr. Wishon believes that the core of effective education reform ought to derive from the belief that “deeply absorbed searches for that which is just beyond our intellectual and emotional understanding are central to the core of our nature as humans.” Such a wonderful sentiment drives much of Dr. Wishon’s work and the work of his colleagues. As a result, JMU graduates entering the K-12 system possess this insight and become individual agents of change everywhere they go. This is how education reform can unfold and how freedom and equality can be secured.

The Founding Fathers may have believed equality and freedom were co-dependent as Danielle Allen writes, and that working toward a society in which people are treated as equals was a moral and ethical imperative (if a distant goal given the circumstances at the time). But Jefferson and his fellow founders could not have foreseen the complexities we face today. Working toward equality of opportunity is now a matter of survival for our republic. Carly Fiorina, when she spoke on campus as part of the Madison Vision Series, captured eloquently why equality should be a practical concern for us all. The former Hewlett-Packard CEO and current member of the JMU Board of Visitors covered a broad range of topics in her remarks, including the elevated importance of a liberal arts education in our increasingly complex world. In particular, Ms. Fiorina said, “Solving our problems or capturing our opportunities, in this complicated, rapidly changing, interconnected world, requires first a profound respect for the capabilities and the potential of others. And the reason that respect is so important is because nothing happens with a single person acting alone. That has always been true, but it is especially true now.” Reforming education requires our collective commitment and effort.

Jonathan R. Alger
President, James Madison University
“We are open for business, we are open for collaboration, and we are open to new ideas,” JMU President Jon Alger told about 100 special guests gathered at a ribbon-cutting ceremony for the Ice House, JMU’s primary point of interface with the Harrisonburg community.

The Ice House, an innovative redevelopment project in downtown Harrisonburg, includes 30,000 square feet of office space on four floors, leased by JMU.

Virginia Gov. Terry McAuliffe toured the facility with President Alger and then-Vice Provost for Outreach and Engagement Jim Shaeffer. Gov. McAuliffe also spoke to the guests, saying, “I thank you for what you’re doing and what you’re going to do in this facility. For the great work JMU is doing to grow and diversify the economy, bring in new jobs, and build the small businesses. This is how you do it, by bringing people together.”

The Ice House is a hub for engagement with the local community as well as a cornerstone in JMU’s vision to become the national model of the Engaged University. Consolidating 10 departments into a central location creates more opportunities for stimulating business, workforce, technology and community development. The community gains easier access to JMU’s resources, and the university benefits from community expertise and perspective.

→ LEARN MORE photos at jmu.edu/stories/2014/ice-house
Dig this
Archaeology students uncover JMU history

A group of JMU students sought to uncover some of the history and stories hidden beneath the university’s 106-year-old campus. The historical archaeology students’ work is directed by Dennis Blanton, an archaeologist and JMU professor of anthropology. The students initially focused on the changes in landscaping on the Quad over time and the area around Moody Hall, which rests on the site of a post-Civil War farmhouse that belonged to the original landowners, the Henry D. Newman family.

A team working outside Moody Hall uncovered a brick believed to have been part of the Newman farmhouse. The find sent a charge through the group, which was excited to be finally excavating after months of research and numerous weather delays.

“As archaeologist David Hurst Thomas so aptly says, ‘It’s not what you find; it’s what you find out,’” says Aaron Lovejoy, a junior anthropology major from Yorktown, Va. “History is always written with a certain bias. The cool thing about archaeology is that what’s in the ground is unbiased. It’s a clean slate of interpretation. And historical archaeology gives you a chance to listen to the voices of people who weren’t written about.”

Previously, the class’ fieldwork involved trips up to an hour away, but Blanton, who arrived at JMU in the fall of 2013, wanted the students to gain experience at sites that were more localized and sustainable. “Why not tell the story of our own property?” he asks.  

→ LEARN MORE about JMU archaeology field schools at j.mp/dig-this
It is a societal problem that robs individuals of their sense of safety. Its survivors are women and men, although at widely disparate levels. It is the focus of renewed attention at the national level. “It” is sexual assault.

The current national dialogue about sexual assault reaches to top levels, where The White House Council on Women and Girls and the Office of the Vice President issued a report in January estimating the scope of the problem as nearly one in five women and one in 71 men having been raped in their lifetimes. One in five female college students have been sexually assaulted while in college, the report says.

Student advocacy and the U.S. Department of Education’s “Dear Colleague” letter of April 2011 have heightened national discussion of sexual assault. In early May, the education department’s Office for Civil Rights released a list of 55 higher education institutions under investigation for possible violations of federal law over the handling of sexual violence and harassment complaints. Since the initial list was released, JMU and 20 other colleges and universities have been added.

It is important to note that under its own statutes it enforces. Accordingly, the list of 76 institutions recently released by OCR indicates only that institutions have received such complaints. It is not a judgment on the legal merits of the complaints. As the assistant secretary for civil rights has emphasized, “a college or university’s appearance on this list and being the subject of a Title IX investigation in no way indicates that the college or university is violating or has violated the law.”

Meanwhile, programs of all kinds are in place to educate students on preventing sexual assault from happening. “At JMU students are introduced as freshmen to the sexual misconduct policy and the concept of giving and receiving sober consent during the True Life session in Summer Summerboard and there is a whole session where they go through bystander intervention training during 1787 Orientation. Parts of that training are about sexual violence,” says Liz Howley, assistant director, University Health Center’s Student Wellness and Outreach. “Haven, which is a mandatory online training that students begin before they even come to campus, covers healthy relationships, sexual assault and bystander intervention.”

Health education specialists view bystander intervention training as a promising practice. Called “Dukes Step Up” at JMU, the training was used at the university before the Campus SaVE Act mandated its implementation at the nation’s colleges and universities.

The approach educates people in “learning the skills to act when you see something,” Howley explains. “If I’m at a party and I realize that someone I came with might be too drunk to give consent, then I can intervene using the skills from Dukes Step Up.”

Key parts of the training are understanding why people choose not to intervene in situations, sexual assault ones as well as other threatening situations, and training to overcome those barriers to action.

“Bystander intervention really fits in well with our campus because we are a community that prides itself on looking out for one another. Our campus environment is important,” Howley says. “While certainly not the solution to sexual violence overall, bystander intervention training is one piece of the puzzle.”

Awareness raising programs for freshmen and bystander training are but two of the many ways JMU faces the challenge of sexual assault. President Alger also recently announced a suite of updates to sexual assault policies and procedures. Find more details at www.jmu.edu.
Students teach and learn at refugee haven

Getting to help conduct research side-by-side with faculty is an invaluable experience for JMU undergraduate students. Junior Sara Kim (’15) and sophomore Steve Kim (’16) got firsthand experience during a Study Abroad trip to Seoul, South Korea. Their destination was the Yeo-Myung School in Seoul, a haven for North Korean refugees. The school teaches educational curriculum, life skills and cultural assimilation for young adults who have fled their lives in North Korea to live in democratic South Korea.

Teaching a classroom full of peers was an unusual but exciting challenge for the students. Steven, an English major, taught the upper-level English class and says, “I was able to connect with the students by being open and friendly with them. If I had started my relationships with them by acting as their teacher from the beginning, it would have been difficult to get closer because of the culture in Korea.”

Sara taught the middle-school level English lessons and tried to relate her curriculum to American pop culture, something the Korean students were very interested in. “I taught them English by learning the lyrics of Pink’s song Cry. The lyrics include ‘gotta get up and try’ and it fits so well with their situation. They’re experiencing conflict in so many ways. Their thinking, behavior, family situation and how they grew up; it sticks with them for the rest of their lives,” says Sara.

“I learned more from them than they did from me. They got there somehow, they didn’t give up and they are still trying to survive. This makes me realize that I need to be thankful and humble about what I’ve been given; they don’t really say ‘thank you,’ but they know they are lucky and they are grateful,” adds Sara.

Steven hopes to return to Korea and reconnect with his students, “This experience really reinforced my decision to go back to Korea after graduating. My goal is to become a teacher in Korea. I can really imagine myself becoming one and sticking with it for a long time.”

Latino initiative pairs Centennial Scholars and high-school students

JMU’s Centennial Scholars are being paired with local high-school students as mentors through the Shenandoah Valley Scholars Latino Initiative. The initiative partners sophomore Centennial Scholars at JMU with selected Latino sophomores from Harrisonburg High School for a three-year mentoring relationship.

The goal, according to Carlos Alemán, JMU professor of communication studies and coordinator of the mentoring and academic program, is to empower and encourage promising Latino students who might not otherwise have college in mind for their future.

Dulcé, a 16-year-old junior at Harrisonburg High School, is interested in the medical field and landed a volunteer position at Rockingham Memorial Hospital through SV-SLI. The mentoring program “lets you know that you have someone there with you who’s been through what you’re going through,” Dulcé says of her mentor, JMU senior Andrea Gonzalez (’15). “She’s kind of like an older sister. She keeps me on track. She’ll say things to me like, ‘you can’t slack off or you’ll get behind. You have to pay attention.’”

Andrea Gonzalez (’15), fourth from left in front, with new inductees at the April 2014 induction ceremony at Harrisonburg High School.
Physics and astronomy professors, Drs. Adriana Banu, Scott Paulson, Bill Ingham and Brian Utter are using a “flipped” teaching method in their Physics 240 and 250 classrooms. Their students do the work traditionally assigned as “homework” in the classroom. Rather than listening to lectures during class, they watch pre-recorded lectures outside of class. “We’re flipping what happens where,” says Paulson. “The content is delivered as homework, and when they come to class they work on these problems that ask them to understand and utilize that content toward analysis.”

LEARN MORE at j.mp/flipped-physics

Intramural athletics is a longstanding tradition at Madison. JMU offers 42 club sports, and more than 1,500 students compete at the state, region and national levels. In 1928 students held the first-annual interclass swim meet in Reed Hall (now Keezell) in the indoor pool. The event included a flag relay, balloon race and tilting tournament, with “knights” in helmets and shields of class colors riding student “horses.” This event and others are precursors to JMU’s numerous club sport and athletics opportunities.
A chance to start over

There’s no doubt that beyond the borders of the JMU campus, Harrisonburg boasts a diverse cultural community. People from all over the world call Harrisonburg and Rockingham County home, but learning English proves to be a serious challenge for some when it comes to being fully integrated members of the community.

In steps the JMU Career Development Academy. With more than 400 students enrolled this spring, the academy is helping teachers, mechanics, nurses and more to learn English and start their careers anew.

This was true for Ingrid Garcia de Lazo, a trained attorney from El Salvador. After moving to America and starting at the Career Development Academy, Garcia de Lazo applied for a position as an administrative assistant in the CDA offices. Now studying to get back into the field of law, she helps other CDA students with professional degrees from international universities to find work in America in their field.

The Career Development Academy goes beyond teaching English language lessons. It prepares students for life outside the classroom by teaching them civic engagement and helping with career development. CDA students are learning firsthand about American culture through projects like creating a health newsletter and field trips to places like Monticello.

The program also provides for experiential learning for JMU undergraduate and graduate students. Undergrads are encouraged to volunteer, complete practicum placements and observe. Graduate students get a chance to practice teaching civics, government and history lessons to CDA students.

Deserae Barney, an interdisciplinary liberal studies and modern foreign languages major, began at the CDA by observing classes during her Teaching English as a Second Language class practicum. She now co-teaches an intermediate level class with JMU master of education graduate student Leonard Richards Jr.

Lisa Schick, coordinator of the CDA and instructor in the College of Education, encourages her JMU students to get involved because of the enormous benefits that the unique classroom setting provides. “JMU students get the chance to work with culturally and linguistically diverse learners, giving our CDA students more time to practice, and giving JMU students firsthand experience with how the language acquisition process can work.”

→ LEARN MORE at j.mp/coe-cda

Student search engine project wins $10,000 prize

Tim Borny (’14) received an early graduation gift — a $10,000 prize from the “Dream It. Code It. Win It.” competition for his senior integrated science and technology capstone project. The MIT Club of New York sponsors the competition. Borny developed an Internet search engine, called Oaddo, to “allow users to discover and learn about the core concepts of any discipline they might be interested in even if they don’t know what those core concepts are yet.” In other words, a user has the capability to begin a search without knowing precisely what they’re looking for. The search engine, available in 40 languages, is currently available in beta version.

→ CHECK OUT Borny’s search engine at oaddo.org
Stay connected to the Madison Experience

JMU is on social media including Facebook, Twitter, Instagram and WordPress. For a full list of our social media properties visit www.jmu.edu/connect. Follow along, share your stories, plan a visit and connect with friends!

Prospective students: Visit JMU — where dreams ignite
What would you like to be? An analyst, researcher, performer, champion, mentor, traveler, game changer? Visit JMU and find your path.

What’s your favorite way to connect?
Learn what’s happening in JMU Nation and jump in the conversations.

Prospective students: Visit JMU — where dreams ignite
What would you like to be? An analyst, researcher, performer, champion, mentor, traveler, game changer? Visit JMU and find your path.

What’s your favorite way to connect?
Learn what’s happening in JMU Nation and jump in the conversations.
History matters
Students help Rockingham County court preserve local historical documents

BY CHAZ EVANS-HAYWOOD (’97)

During the Civil War, marauding Union Soldiers were known for burning public buildings and records. To avoid this potentially catastrophic loss, the Rockingham County court ordered all records to be removed from the building and safely hidden on the east side of the county. Unbeknownst to the court, the union would come across those hidden records around the battlefields of Port Republic where they seized volumes of historical records from the Rockingham County Courthouse and set them on fire, intent on destruction. However, courageous local women used wet grass to extinguish the fires and save the volumes, many of which are singed around the edges but still legible today thanks to the high quality of paper and ink used during that era.

These volumes are among the many courthouse treasures being organized and preserved by the hands of JMU students.

It has been my pleasure to work with JMU students for the past three years on this project, which includes legal documents dating back to 1778 that are housed at the courthouse in downtown Harrisonburg. I truly believe that the taxpayers in Rockingham County and Harrisonburg will be deeply thankful to have this relationship with the JMU community that is saving them money and preserving their valuable history.

I look forward to many more years of working with students, who, among many tasks, are reviewing criminal case files and indexing and digitizing those files while gaining an in depth understanding of the process of casework in Virginia courts. These students have been actively involved in imaging land records, marriages and other local records.

While state law requires that we keep specific original documents and records, law does not cover some kinds of documents. So I am trusting students to use their judgments to prioritize conservation of those items. They have worked directly with the Library of Virginia in reviewing and enforcing retention of items, and I will be sending the students to the Library of Virginia for additional hands-on training.

Before we hired the JMU history and public administration majors, we literally had tens of thousands of documents stuffed in boxes that filled basement rooms from floor to ceiling. Their diligent work has organized many of those documents, giving us a better knowledge of what a treasure trove of documented history and culture we have and how to quickly access it.

When someone comes to the courthouse looking for specific documents, my goal is to make it possible for them to find what they are looking for and be on their way in five minutes. The hard work of JMU students has made this level of efficiency achievable.

Among the documents the students located was the original decree from Virginia Governor Patrick Henry establishing the purpose of the courthouse.

Other fascinating finds include tax documents that tell a story of local freed slaves who bought freedom for their family members and paid property taxes. Also, records of indentured servitude, where parents would sell their sons on the conditions that they not drink alcohol, play cards or become romantically involved with women until they earned their freedom at the age of 21. So much has gone through this courthouse. I’m sure there are many more exciting discoveries to be made.

FOLLOW Chaz Evans-Haywood @ClerkChaz

About the Author: Chaz Evans-Haywood is a 1997 political science major, and he has served as the Rockingham County Courthouse Clerk of Courts since 2008. The Shenandoah Valley Technology Council honored him in 2011 with the High Tech Leadership Award at its annual Tech Nite award ceremony.
At Madison

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Lori Britt
Assistant Professor
Communication Studies

“It means a lot to know that I made a difference in her experience and that, as a 2012 graduate, she still thinks of the university and me.”

Sian White
Assistant Professor
English
Positive notes
Choral professor Bryce Hayes is a presence of positivity BY EMILY TAIT ('15)

Walk by JMU’s music building at any given moment of the day and you’re bound to hear the resonating notes of a trumpet, the booming sounds of an opera singer, or the faint tinkling of a xylophone. If you should happen to pass by on a Monday or Wednesday between 3:30 and 4:50 p.m., you may even be lucky enough to catch wind of the do re mi’s and harmonies of the Treble Chamber Choir, JMU’s auditioned all-female choir.

My experience with JMU’s elite music program began in the spring semester of my freshman year when I enrolled in the University Women’s Chorus. After successfully delving back into one of the things I missed most about high school, I felt compelled to challenge my musical abilities. So, in my sophomore year, I successfully auditioned for the Treble Chamber Choir.

Now as a senior — nope, it still hasn’t set in yet — I can definitely say that my three-semester involvement with the Treble Chamber Choir has been a very large part of my Madison Experience. I have pushed myself to learn more musical theory than I ever thought a writing major could, and I have met some of the most talented individuals and created a musical sisterhood.

As with any choir, there are basic building blocks of the Treble Chamber Choir. The most important element for us is our professor and conductor Dr. Bryce Hayes. His qualifications are impeccable, and he is the epitome of a talented professor.

I did not think Dr. Hayes would remember me from semester to semester since I’m not a full-time music student. However, as I have grown more attached to the choir, I understand that Dr. Hayes most definitely knows who I am.

After concerts, Dr. Hayes strolls around the Forbes Center lobby socializing with students and their families. During one of these moments, he approached me and my mom and politely introduced himself to her. He thanked her for coming to support us, but the significance of this moment was that he proceeded to rave to my mom about how he was grateful to have me in the choir. He said that he really enjoys seeing me conquer the challenges of the class. This small gesture from such an auspicious professor was an incredibly meaningful compliment.

That very moment is one of the reasons I am constantly humbled to be a Treble Chamber Choir member. Dr. Hayes always makes an effort to connect with each choir member during rehearsals, outside of the classroom and during concerts. It his goal to make eye contact with each of us during our five- or six-song concert set. His dedication to each member keeps me motivated to give back to him just as much as he gives to the choir.

After a long day of classes, the last thing most students want to do is stay on campus for a class that doesn’t end until 5 p.m. While I too am guilty of occasional grumbles, the majority of the time I’m excited to go to choir. After class, I am usually humming my way back to my car with higher spirits than when I arrived.

Dr. Hayes is pivotal in my desire to stay in the Treble Chamber Choir and music program. His earnest desire for us to excel makes choir members work harder to make him proud. His cheery disposition, abundant musical knowledge and overall presence of positivity make him an instructor and person I admire. Whether he’s debating with the choir over Carrie Underwood vs. Julie Andrews’ portrayal of Maria Von Trap, or if he’s analyzing the lyrics of an Irish folk song to encourage us to a channel certain emotion for a performance, Dr. Hayes is always giving 200 percent. Thank you for everything you do inside and outside the chorus room, Dr. Hayes! ☺

‘His dedication to each member keeps me motivated to give back to him just as much as he gives to the choir.’

About the Professor: Bryce Hayes joined JMU’s School of Music in 2011. In addition to conducting the JMU Treble Chamber Choir, University Men’s Chorus, Combined University Choruses, and KOR, he also teaches graduate choral literature and undergraduate conducting. Hayes completed the Doctor of Musical Arts degree in conducting at The University of Minnesota, and led the acclaimed ensemble One Voice Mixed Chorus as a guest conductor in 2010. He also served on the music faculty at Princeton Day School in Princeton, New Jersey.

About the Author: Madison magazine intern Emily Tait ('15) is a writing, rhetoric and technical communication major, who is completing a minor in environmental studies. She also writes and edits for Her Campus JMU as well as for the undergraduate WRTC journal, Lexia. Tait is a three-semester member of the Treble Chamber Choir.
Division I student-athletes are often accustomed to being in the spotlight, receiving attention for their accomplishments while also accepting the responsibility that typically accompanies athletic endeavors. JMU student-athletes are committed to redirecting that spotlight to shine on those who so often support them, and during the 2013–14 academic year, JMU athletes completed approximately 4,000 hours of community service.

JMU softball exemplified the commitment to service by winning the department’s annual Community Service Award after team members completed 80 hours of independent service.

Other highlights from a year of service by JMU student-athletes included Day with the Dukes, one of the program’s largest outreach events. Day with the Dukes welcomes Special Olympians from across Virginia to interact with JMU cheerleaders as well as student-athletes from football and men’s and women’s basketball. In a partnership with JMU psychology, the day is packed with activities leading up to attendance at a home football game.

JMU also hosted local elementary- and middle-school girls for various physical activities on National Girls and Women in Sports Day. Student-athletes from volleyball, track and field, soccer, field hockey, and swimming and diving contributed to a day themed as “Passing the Torch, Blazing the Trail.”

Numerous sport programs contribute to local schools in varying ways by hosting clinics, reading to youth and serving as after-school aides. JMU football took time out of its summer session to help out at Stone Spring Elementary School’s Field Day on June 3. JMU also annually packs the Convos at two women’s basketball games for Duke Dog Reading Day, an event that rewards students for reading success.

The Friends of Jaclyn Foundation pairs children diagnosed with brain tumors with college sports teams to serve as a support network. JMU lacrosse had a two-year bond with Elle Howdershell before she lost her cancer battle on Oct. 12, 2013. The team honored her with a balloon launch and partnered with JMU football to host Elle’s brother, Brian, and father, Brian, for behind-the-scenes access at a Nov. 16 game day. JMU baseball also continues its relationship with Justin Brown dating back to the 2009 season. See more photos of JMU student-athletes’ outreach on Page 64.
Four new coaches take the reins

BY JOHN MARTIN

The JMU Department of Athletics hired four new head coaches during spring and summer. Sarah Sargent (women’s golf), James Bryce (women’s tennis), Ta’ Friaas (women’s track and field) and Dane Pedersen (women’s swimming and diving) have taken the reins of their respective programs for the 2014–15 school year.

Sarah Sargent, who replaces Paul Gooden after his retirement, spent the past two years at University of North Carolina at Greensboro as the head coach. In 2013, she coached Fanny Cnops to the Southern Conference Player of the Year award and an at-large berth into the NCAA Central Regional. Sargent, a former LPGA Tour and Duramed Futures Tour member, spent six years on the Futures Tour and two years on the LPGA Tour before heading into collegiate coaching as an assistant coach in stops at Furman and Coastal Carolina.

James Bryce, who took over following Maria Malerba’s retirement after 38 years at JMU, spent the last year as an assistant coach with the Mississippi State women’s tennis program. During that time, he helped coach Georgiana Patrasc to a No. 49 national singles ranking, a 23-9 overall mark and a berth in the 2014 NCAA Singles Championship. Prior to his year at Mississippi State, Bryce was at Saint Leo University, where he served as the head coach of the men’s and women’s tennis teams from 2009–13. He took over programs that were unranked when he arrived, and by the end of his tenure elevated both programs to a No. 8 national ranking.

Dane Pedersen recently completed his seventh year with the women’s swimming and diving program and his second as associate head coach. He has helped JMU finish in the top two the last four years at the Colonial Athletic Association Championships, including taking home the 2012 team title. He has helped coach a pair of NCAA qualifiers in the last two years in Sin Hye Won and Shannon Dubay, as well as 2012 Olympian Eva Hannesdottir and U.S. Olympic Trials qualifier Kelsey Holmgaard.

Ta’ Friaas is the new director of track and field, following Bill Walton, who retired after 38 years. Frias was the head JMU women’s track and field coach for the last five seasons. In 2012 she was selected as the CAA Coach of the Year by a vote of the league’s head track and field coaches. Frias earned the CAA honor after guiding the Dukes to their first conference title in 2012. JMU captured individual titles in six events (high jump, long jump, 100 meters, 800 meters, 1,500 meters, 5,000 meters) en route to winning the CAA crown.

FOLLOW these coaches and their teams on JMUSports.com.

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Presented by the JMU Alumni Association, MadiZone features live HD video broadcasts. Free broadcasts include home football and basketball games.

Top Dawg fan

Homecoming “king” Bill Dunn (’77)

BY EMILY TAIT (’15)

Nothing can keep William “Bill” Dunn away from his beloved alma mater. A member of the Class of 1977, Dunn has made it to 40 straight JMU Homecomings! He participated in his first four Homecomings as a student, and from there on out he just couldn’t stay away.

“I love coming back to campus and Harrisonburg. What better way to spend a Saturday afternoon than tailgating on Godwin field, mixing up my Famous Bloody Mary — and enjoying good food and a great atmosphere,” says Dunn.

“Anybody who knows me well knows I will be there. I have missed friends’ weddings on three occasions to make it to Homecoming. It’s something that I look forward to and will continue to look forward to as long as I can.”

While at JMU, Dunn was a College of Education business administration major and an active member of Theta Chi Fraternity. He has volunteered at the university for more than 25 years and is a past president of the Northern Virginia Duke Club of chapter representatives. Homecoming serves to unite past and present and celebrate the spirit of JMU. Dunn’s beat is a testament to the fact that JMU students and alumni can never have enough Purple Pride.
Russ Warren was here
Why JMU is the perfect fit for my honors scholarship gift and for my legacy

BY RUSSELL G. WARREN

When you get to be 72 years old, you begin to want people to know you’ve walked the Earth. So I began looking for ways to leave behind some evidence of my life. It didn’t have to have my name on it, but it had to make an impact. So I decided to make a scholarship gift for students of the Honors Program at James Madison University. I will be giving a scholarship annually and also making a bequest that will fund the scholarship after I am gone.

I’ve worked at many universities, and I could have chosen any one of them for my gift. But I selected JMU. Let me tell you why: James Madison University is a very unusual institution. It is great because at least the last three Madison presidents, including President Alger, understand that true leadership is cultural engineering. In other words, if you create the right environment and the right set of attitudes, good things are going to happen.

I know all three of these presidents. Ron Carrier is the one I worked for directly as vice president for academic affairs. I know Lin Rose very well; he was a colleague of mine when I worked here. Your current president, Jon, is just fantastic. The three of them have upheld two central themes from the beginning.

One: Students are the reason JMU exists. You might say, “Well, of course!” While they will say otherwise, most colleges act as though they exist for the faculty, or the administration, and rarely both, but not for the students.

Two: JMU has a culture of change. Now let me let you in on a secret. Those of us in higher education are risk-averse. But students need models who are risk takers. That’s characteristic of the world they will live in. Students need an education that’s innovative and based in the real world, which is changing exponentially. The culture here at Madison models culture of change. This JMU faculty — if shown the wisdom of a new idea — will implement it. This might not sound earth-shaking, but the majority of college campuses are not like that. Nationally, many — if not most — faculties hope that tomorrow and yesterday are very much the same.

As someone wanting others to know that I have walked this Earth, I decided I wanted to invest in a place where students are central and change is constant. I decided my investment should go to the JMU Honors Program, where it can help shape
the academic culture of the entire university. I like several things about this honors program, but the thing I like the most is that it’s not elitist. When I was here as vice president, I had the honor of hiring the first Honors Program director, Joanne Gabbin. She’s a fireball, and I love her. I gave her only one instruction: “I want our honors students to have all kinds of self-confidence and opportunity, but not a sense that they are superior to others.”

What am I doing with my gift?
I’m investing in an honors student a year through my scholarship for the Hillcrest Scholarship program. The applications for these scholarships show me they will make something transformational from it. These students are fantastic. All of them deserve a scholarship. They are worth investing in.

So then we get to the naming of this thing. I think the “Russell G. Warren Honors Scholarship” sounds pretentious, I mean, really. So let me tell you about two of my former students. They taught me as much as I taught them. I want my scholarship gift, the Hinshaw-Daniel Scholarship Fund, to carry on the name of my two dear friends because they have had a profound effect on the quality of my life.

John Daniel, UR graduate
As a precocious 16-year-old undergraduate, John sat in on my Economics course at the University of Richmond instead of attending the economics course he was already enrolled in. He aced that course just by taking the tests. I made one mistake with him. I said, “John, I’ll let you in this class on one condition, and that is that you have to ask good questions just like every student.” And he hasn’t stopped asking questions since. I think he’s probably the best internal medicine practitioner in Virginia today. John and his wife, Princess, have two children. He has been my good friend since he was 16.

John Hinshaw (’92), JMU graduate
John and I met in a classroom in Harrison Hall in my Principles of Economics class. When he was a freshman back in 1988, we old folks were having a rough time trying to figure out how to use computers. I walked into Ron Carrier’s office and there were two big Mac boxes in his office. He said, ”You and I have got to learn how to use these blankety-blank computers. But we’re not going to sit in the faculty labs and make idiots out of ourselves.” John offered to teach computing to me and my executive assistant, Donna Burch. I taught him economics. He taught me computers. Thus, despite our age difference, we were peers, which made it easy to strike up a friendship.

Some time later John told me he could graduate in three years, which was an important consideration from his modest financial background. Instead I advised him to study abroad and helped him find the resources to do so. John entered an internship program with the U.S. Travel and Tourist Association in London as a junior. They liked him so much that they hired him as a GS 12 — high up in the government hierarchy. He traveled Europe setting up computers in all the Traveling and Tourism agencies. The bigger story is that — as talented as he was before — he came back a transformed person. That’s why the last criterion of the Hinshaw-Daniel Scholarship Fund is to see that the honors experiences of the recipients are transformational. Today, John and his wife, Julia, have three children. He lives in Silicon Valley and is executive vice president of Hewlett Packard, responsible for 50,000 employees, with 30,000 working directly for him and another 20,000 under contract.

You’ve got stories like his throughout JMU’s outstanding Honors Program, indeed throughout campus. I’ve met today’s students and been privy to their plans to make a difference in this world. That’s why JMU is the perfect fit for my gift and the way I wish to be remembered as having walked this Earth.

About the Author: From 1984 to 1990, Russell G. Warren served variously as provost, vice president for academic affairs and acting president for JMU. Among his posts elsewhere in higher education, Warren served as provost of Florida Southern College, executive vice president and provost of Mercer University, and president of Truman State University. Today he is principal consultant for Higher Education Leadership Inc. and lives in Kiawah Island, S.C.
A girl from Minnesota heads east pursuing her dreams of being a teacher educated at one of the best teaching colleges on the East Coast — James Madison University. Days from graduating with a Master of Arts in Teaching, she is notified that she has been selected from hundreds of applicants for a prestigious Fulbright Scholarship, which will allow her to spend the next year teaching English in South Korea.

The narrative of Kelsey Nestel’s Madison Experience reads like the script of a “dream-come-true” movie. But there’s no magic wand in the details, just discipline, focus and a concerted effort to achieve her goals.

“Teaching was always my interest,” says Nestel, “and JMU’s program lets students experience teaching in many different classrooms and levels.” Her own student-teaching experiences have run the gamut from honors students to high-risk English language learners. “There’s room for growth and development as a teacher with each student population you work with,” she adds.

A multicultural education course taught by Edward James Brantmeier, who coordinates Fulbright opportunities for JMU faculty, provided the catalyst for Nestel’s pursuit of a Fulbright Scholarship. Fulbright grants provide full support to study, research, and/or teach English abroad. Fulbrighters live and work with the people of the host country, sharing daily experiences. It’s the pinnacle of cultural exchange — a rich opportunity to gain an understanding of others’ viewpoints and beliefs.

Nestel was most attracted to opportunities in East Asia, specifically South Korea, where the cultural emphasis on education is well known. “Korea has such a commitment to education, and I wanted to experience that commitment. The Fulbright English Teaching Assistantship in South Korea provides an intensive language instruction period and then methods instruction, something I was particularly interested in with my teaching background,” she says.

“When I decided to pursue a Fulbright, I went to JMU’s international programs office and asked, ‘How do I work with international students?’”

As a result, Nestel volunteered at the JMU International Study Center, a preparation facility for international students. “My interactions with Chinese, Japanese, Korean and Vietnamese students reinforced my decision to concentrate on Fulbright opportunities in East Asia.”

Nestel also worked with the JMU Career Development Academy, helping immigrant adults in the community to develop English language skills to further their professional opportunities.

Her efforts paid off. In spite of stiff competition for Fulbright grants — recent statistics for the East Asia region reveal that only one in four applicants receive an award — Nestel earned a scholarship for South Korea.

“JMU is very student centered,” says Nestel. “The emphasis is on students creating meaning on their own, not just writing down notes as an instructor talks at the head of the classroom. I want to see where I can integrate that philosophy in my teaching, helping students think in new and different ways.”

As a Fulbrighter in South Korea, Nestel expects to reap the best of both worlds. “It’s important to realize that our approach in the U.S. is not the ‘be-all, end-all’ in education methodology. There are benefits from other systems of education. Traditionally we’ve seen great strengths in math and science in Asian countries. On the other hand, Western education has been very good at developing persons who think outside the box. U.S. students typically outscore others in problem solving and critical thinking. I am looking forward to finding ways to use elements from both approaches to provide the best education for students so they will be prepared for the changing needs and markets of our global society.”

Nestel began her new life July 4 when she headed to Seoul, South Korea. And, there’s one final bonus to her assignment. “It’s a homestay, which offers a full cultural integration,” she says. “I’m determined to learn how to cook Korean food!”

→ LEARN MORE at www.jmu.edu/stories/2014/nestel
‘It’s important to realize that our approach in the U.S. is not the be-all, end-all in education methodology.’

— KELSEY NESTEL (’12 ’14M), Fulbright Scholarship winner
BRIGHT LIGHTS

Alumnus finds his niche in online education  BY HARRY ATWOOD (’87)

For some people the words “online education” evoke negative impressions. Perhaps such impressions are rooted in the notion that teachers will one day be obsolete. Perhaps some skepticism comes from a perception that degrees from for-profit institutions with Ivy-Leagish names seem tainted with marketing stratagems and conflicts of interest and thereby must produce an inferior educational experience.

Then there are the cringe-worthy ads on television where students (often girls in pajamas) sing boastfully about bypassing the rigors of traditional education while comfortably perched on a couch with an open laptop.

For Tony Huffman (’96) founder and CEO of Approved Colleges, this trope of the indolent pajamas-all-day slacker attaining an inferior degree is a pernicious stereotype. The headquarters of Huffman’s company (an ecommerce, web-directory business specializing in online education services) is located on West Bruce Street in downtown Harrisonburg. The entrepreneur is energetic and exudes a confidence befitting a man who has launched his business and seen it through three rounds of investment. With more than 13 years experience in the online education business, Huffman feels his company is poised to capitalize on a rapidly growing market.

Founded in 2012, Approved Colleges employs 10 and offers a variety of services, including access to a database of online education products in the forms of degrees, courses and assessments. The site is host to some 2,000 online schools and features more than 15,000 online degrees.

“Ten years ago there were only a handful of schools offering online programs; now there are thousands,” Huffman says. In such a burgeoning market, customers will benefit from resources that best help them make sense of it all. Huffman believes Approved Colleges will be one of the premier resources.

Huffman acknowledges there are some misconceptions about online education and ruefully agrees that some for-profit institutions with low enrollment standards give the industry a bad name. He is quick to add, however, that more and more universities are embracing online education and much has been done to police deceptive practices.

“To be listed on Approved Colleges, schools have to be accredited by an agency recognized by the U.S. Department of Education,” he says. He also points out that there are many academic and business applications for online education. “It’s more than just online degrees,” he says. “It’s online courses, training, professional development and assessments.”

A JMU Perspective

James Shaeffer, former JMU associate vice provost for outreach and engagement, shares Huffman’s enthusiasm for distance learning, and is proud of JMU’s growing involvement in the field. “It used to be that most of JMU’s online offerings were tar-geted at students at home for the summer. That is changing.” Shaeffer is particularly proud of the online components JMU has initiated in the adult degree program. He explains, “For most students they have completed two years and have two more years to go. What we’ve done is to put enough courses online so that a student can complete the final two years online.”

One of the newest online initiatives is the R.N. to B.S.N. program offered fully online to working nurses. JMU also offers a Masters in Speech Pathology online. “The online student is, by and large, different from the traditional student,” Schaeffer adds. “There are lots of reasons someone might need online education. Think of the student who has learned a skill in a local community college to get a job and then later decides to further his degree or to pursue a new career. As a public institution we have a moral obligation to reach out to those students.”

Shaeffer talks of online education as a new and powerful tool with a wide range of potential applications. “As in any field, you want to exploit the strengths of any delivery system,” he says. Shaeffer points out that many courses at JMU are becoming hybrids (also known as flipped classrooms) with a mix of traditional classroom experiences with online lecture features. Amongst those using the flipped classroom approach are four JMU physics faculty members in the Physics 240 and 250 courses.

One of the advantages of online education is the greater control students have over the pacing of their education. “Take a content-dense class like pharmacology,” Shaeffer says. “An online course can facilitate a more thorough understanding of subjects by allowing for review time that real-time education may not.”

The Quality Question

Clearly not all online programs are equal. “As in anything, it’s buyer beware,” Shaeffer warns. “We’ve had people come to JMU, and we had to tell them the credits they attained from a certain institution do not meet our requirements.” Fortunately, the regional accreditation bodies vet online programs with the same standards used in accrediting traditional courses. JMU’s traditional and online programs fall under the auspices of The Southern Association of Colleges and Schools.

Online education is a remarkable resource; but it’s not to say that distance learning is a panacea. Even Shaeffer who talks glowingly about the value of online education notes that JMU takes a cautious approach. “JMU is not going to go after everything,” he says. Before promoting any online program JMU wants to know three things, according to Shaeffer: 1) Is there a recognized need? 2) What can JMU
‘Ten years ago there were only a handful of schools offering online programs; now there are thousands.’

— TONY HUFFMAN (’96), founder of ApprovedColleges.com

bring that is unique; and 3) Will the product be of a quality befitting the JMU brand?

It is a remarkable thing that education can be delivered at a distance (even all the way across the globe). However, distance can imply detachment. It is not misplaced fear to be concerned with the consequences of the growing detachment between students, where more and more of the collaborative discourse takes place in the sterile boxes of course message boards instead of through the visceral communication that occurs between people in the same place and same time looking each other in the eye. (Learn more about how JMU is sustaining the “humanity” of education on Page 26.)

Business Applications

Although online degree offerings are a major part of Approved College’s business model, Huffman is equally committed to corporate education, which he claims is a $150-billion industry. “We’ve dedicated half of our resources and focus to corporate education,” he says. He explains that online education can assist companies in many ways. For example, with a vast array of courses available, companies can train their employees in specific skill sets. Businesses, big and small, can screen potential employees for competence through skill assessment tests. Approved Colleges helps businesses take their own training materials and put them in an easily accessible online format.

Huffman is optimistic that the economic recovery will prove timely for Approved Colleges. “The recession caused so many businesses to eliminate corporate training and tuition reimbursement programs.” As things improve, he expects to see some bounce back.

VISIT www.approvedcolleges.com
Photographs by Mike Miriello ('09M)
Few descriptors capture the focus of American education and our nation’s public schools today better than the term “education reform” — reform that reflects a strong desire to increase students’ achievement in the basic skills as measured by outcomes on batteries of standardized tests.

There is broad acknowledgment that reform in educational practices needed to occur as assessments of the performances of American youth in mathematics and literacy/reading in recent years has revealed lower levels of achievement compared with that of youth in many other industrialized nations.
Education reform at its best facilitates teacher-guided journeys of discovery during which teachers and students alike learn to connect with their personal and shared humanity, experiencing in the process discovery of selves, of community, and of all that we survey. Through such journeys a fascination with the beckoning knowable universe is instilled, and within everyone who would dream, an endless curiosity is stirred.

While one has heard much about how the implementation of education reform efforts in many schools has led to increased levels of stress on educators and students, too little has been heard about a consequential, if unspoken, goal of effective education reform: namely, how deeply absorbed searches for that which is just beyond our intellectual and emotional understanding are central to the core of our nature as humans.

Here at JMU we encourage our students and future educators to embrace the challenge of trying to raise not just the intellectual quotient of the students whose lives they will help guide, but also the ethical, just and moral quotient of professional practice, civil discourse, and civic responsibility. We help our candidates understand that their students can get all A’s but still flunk life.

We help our students understand that along with helping their future students become accomplished in the fields of communication arts, mathematics, science, technology and the social sciences, they must also help them learn to think critically, ethically, and creatively about events and circumstances that imperil their relationships with others, with other of the planet’s inhabitants and with the planet itself.

Sixty years after the Supreme Court ruling in Brown v. Board of Education high incidences of poverty, violence, family dysfunction and social injustice serve as constant reminders in the lives of too many American children that it’s not a perfect world, and that the promise of Brown has yet to be fulfilled.

Unfortunately, not all students arrive at school every day well-rested, well-nourished, fit, emotionally secure, in good health, and ready to learn. To the critical needs of these children the foundational academic narrative of the education reform movement has yet to be sufficiently responsive.

Our message to our candidates is unambiguous: We have confidence that they will step forward — just as thousands of Madison-prepared educators before them stepped forward in their time — to provide support, guidance, and reason for hope for all children, not because it’s on some performance test — caring isn’t tested — but because it’s the right thing to do. We have faith that they will cultivate history, not be bystanders to it. It’s not about adopting values and practices that are in vogue, it’s about questioning them — and maybe, using the best that humankind has imagined and expressed, to offer alternatives.

We are committed to continuous professional improvement in the quality of our educator preparation programs, and we take great pride in holding ourselves accountable for surpassing the most rigorous state and national standards of professional excellence. As testament to the quality of our programs, we recently undertook and successfully completed a multi-year state and national accreditation and strategic planning process that resulted in reaccreditation of our programs — a distinction that we have enjoyed since national accreditation was inaugurated in 1954.

At the heart of this important exercise in self-reflection and analysis is the conviction that our programs should resonate in distinctly civil and humane ways and that we must help advance a compassionate concept of schooling and of society. We believe that our candidates should complete their programs determined to help address core issues of our time: What can educators do to help protect children from injury and societal inequity? How can educators help address the needs of communities in peril? What can educators do to contribute to attainment of a more ideal human condition among societies the world over?

It is our determination to explore deeply these and other vexing issues that animate our work here at JMU, not pursuit of acclaim or select rankings. This is our professional address: not our ZIP code, but our professional code; not where we reside, but where we stand.
What can educators do to help protect children from societal inequity, address the needs of at-risk communities and attain a more ideal human condition? In the following pages, JMU professors, alumni and students share their stories on the role of higher education — and our personal roles — in sustaining our humanity and caring throughout the educational system in an era of reforms, assessments and lack of funding. On Page 44, see ways you can make a difference in education in your community, and also find a link to share your stories with the Madison community.

**FEATURED CONTENT:**

JMU professors, alumni and students share expertise in the following:

- **EQUITY AND EDUCATION**
- **REDEFINING DIVERSITY**
- **WHAT SUSTAINS ME?**
- **THE SCIENCE OF LEARNING**
- **WHAT DOES JMU DO WELL?**
- **THE ETHICS OF LEARNING**
- **WHAT CAN I DO?**
EQUITY AND EDUCATION

The case for equity

By KENNETH WRIGHT, JMU professor in residence, George Wythe High School

Has higher education lost sight of a society in which diversity initiatives are not necessary?

‘If our society does not consider our children’s lived realities … when designing their educations, then we — American society not schools or teachers — fail to prepare many of our children for success,’” says Kenneth Wright.
For the past five years I have been a participant in JMU’s Professors in Residence program, and I have had the opportunity to assist students at a couple of under-resourced Virginia high schools. First, I have helped these students come to understand that they can indeed go to college (not a belief they all hold); and, second, with meeting the administrative requirements of the going-to-college process (through completing college applications, financial aid forms, and appropriate scholarship documentation, among other things).

Professors in Residence is one element of JMU’s efforts to increase diversity in higher education, and the program garners much good will for the university through presenting one of the many facets of JMU’s extensive community service/civic engagement ethic.

Therefore, what follows should not be construed as a criticism of JMU’s or of higher education’s diversity efforts, but rather to suggest that we — we being higher education in general — have strayed from seeking the goal which engendered diversity initiatives in the first place: a society in which diversity initiatives are not necessary.

We strayed, I think, by absorbing our diversity efforts into our traditional institutional structures, which operate on the assumption that conditions necessitating their existence will persist. Unsurprising, for if we take a familiar traditional structure as our example, say a departmental or college curriculum committee, we can easily imagine a continuing need for a mechanism that vets proposals for new and/or modified curricula. However, when we place our efforts — necessary efforts to be sure — to increase diversity at our various institutions within those same structures, we can certainly be successful from year to year at helping to increase diversity in higher education, but at the same time we leave intact the social conditions necessitating those efforts.

Public schools are the sites through which current social conditions have the most significant impact on diversity in higher education, because, of course, the vast majority of each year’s incoming college students are prepared, or not prepared, for college by our country’s public schools. Many across our country seek to address preparedness issues by seeking equality in public education, and whereas equality in educational funding is a necessary goal, curricular equality through standardization, providing every child with the same education as if every child lives in the same cultural situation, leads to our relying on culturally dominant ethnic and economic discourses that ignore the lived reality of the children not raised within those dominant discourses.

Rather than seeking equality in education, then, our society should seek equity in education, defined as “existing in a society, when its institutions (especially schools) and individuals therein (school professionals, caregivers, and community members), provide students what they need to be successful academically, linguistically, culturally, socially and psychologically,” according to the Social Justice Research Center.

Understanding the need for equity in education requires understanding that children’s experiences outside of school along with their sociocultural situations have an effect on their abilities to learn.

‘Understanding the need for equity in education requires understanding that children’s experiences outside of school along with their sociocultural situations have an effect on their abilities to learn.’

‘We can be successful at helping to increase diversity in higher education, but at the same time … leave intact the social conditions necessitating those efforts.’

ABOUT THE AUTHOR: Kenneth Wright is a professor in the JMU Department of Interdisciplinary Liberal Studies and the JMU Professor in Residence at George Wythe High School in Wythe County, Va. His article is adapted from his “Occupy Diversity” presentation delivered at the JMU Diversity Conference in May 2014.
Preventing for the 21st-century classroom

JMU program helps English Language Learners prosper in science classrooms  By JAN GILLIS (’07)

What will the classroom of the future look like?

Projections indicate that by 2040, 40 percent of the nation’s school population will be comprised of English Language Learners, ELLs — students who may struggle to communicate fluently in English.

Educators agree these students are a rich, and welcome, influence in America’s classrooms. In one survey, 78 percent of teachers said, “language minority students bring needed diversity to schools.” Yet 70 percent of those educators were not interested in ELLs in their classrooms.

Why the disparity?

In many respects, English Language Learners pose a seemingly insurmountable challenge for teachers who say they lack needed training and resources to be effective in educating ELL students.

It is a problem close to JMU’s home. One third of Harrisonburg City schools’ students are English Language Learners; there are 53 languages spoken in the city’s schools.

Kerry Cresawn, JMU biology professor, sees urgency behind these statistics. Cresawn instructs JMU’s interdisciplinary liberal studies majors who are preparing to teach science in PreK-8 classrooms. The science discipline is one of the most demanding for teachers working with English Language Learner students. Technical vocabulary, words that have different meanings in science than in spoken English, long sentences, and passive voice are rarely friendly, even to English-speaking students, and pose real challenges for students with limited English.

“I have a passion for social justice in science education. All students should have equal access to quality science education. I wanted to find a way to modify content-area instruction so that my students could be effective in teaching ELLs and confident in their abilities to help ELLs succeed,” she says.

Working with Diane Secord, a literacy specialist at Skyline Middle School, Cresawn selected five JMU interdisciplinary liberal studies students for a project funded by JMU’s Office of Diversity. Each of the IdLS students in the project had declared science as one of their concentrations.

The IdLS students were tasked with designing and implementing investigative, level-appropriate science experiences that were culturally relevant and incorporated reading, writing and speaking for ELL learners. Ten 7th- and 8th-grade ELL students whose home countries included the Dominican Republic, Iraq, Jordan, Mexico, Puerto Rico and Russia, participated. Most of these students were born in the U.S.,” says Secord, “but they were not making advancement in English skills.”

“The JMU students received a concentrated intensive experience working with one of the traditionally marginalized student populations in science — ELLs,” says Cresawn. Though small-scale, she says the project showed it was possible to “give ELL students confidence in their ability to do science, to think of science as a career, and to consider JMU as a place where they can study science.”

The preservice teachers will embark on their careers with a tool kit for cultural and literacy instruction in the science classroom. More than one JMU student praised the invaluable insight they received into strategies and techniques that could be used with ELLs as well as other students who need remedial extended attention. They expressed increased confidence in their ability to succeed.

“The reason I want to teach biology is because of the experiences I’ve had in Dr. Cresawn’s course where I was able to teach science to ELLs,” says Leisha Martin (’14, ’15M).

“Higher education can have an important impact on the ELL population. JMU professors have rich backgrounds in content areas, whether it’s science, arts, social studies or math,” says Cresawn. “While we’re not trained to work with K-12 students or ELLs, thousands of future teachers are being trained in Madison’s IdLS program. Productive collaboration between content experts, future teachers and K-12 in-service teachers is a way to bring much needed diversity into our respective disciplines and help narrow the achievement gap in our nation’s classrooms.”

This type of collaboration, a hallmark of JMU as the engaged university, could signal significant, positive developments for the classroom of the future.
‘Higher education can have an important impact on the English Language Learner population.’
— KERRY CRESAWN, JMU professor of biology

‘The reason I want to teach biology is because of the experiences I’ve had in Dr. Cresawn’s course, where I was able to teach science to English Language Learners.’
— LEISHA MARTIN (‘14, ‘15M)
Caring and humanity in education

Lawrence's story:
A celebration of teaching and humanity

By KAREN KELLISON

I must tell the story of Lawrence. He has occupied a special place in my heart and mind throughout my entire career. I met Lawrence when he entered my classroom on the first day of school and exclaimed, “My uncle got shot!” with the same excitement as if he had just found $5 on the sidewalk. This was my second year of teaching and I thought ‘we ain’t in Kansas anymore.’ Lawrence was almost 7 years old, having failed kindergarten twice. He and
his younger brother lived in a four-room house with their grandmother, father (who was in and out of jail), and an ever-rotating cadre of family members. I am not sure that anyone in Lawrence's house could read and neither could Lawrence.

So I proceeded on with my planned lessons for that first week, only to notice that Lawrence was so tired in the mornings that he could not keep his eyes open. He had a great breakfast at school, but struggled to stay awake most of the day. I was inexperienced, but I could see that my best-laid plans were not going to work. After inquiring with others in the school, I learned that this was nothing new. Lawrence just didn’t have a very good home situation. I felt like I was being told ‘you win some, you lose some.’

‘My students and I were learning other important lessons that year as well — lessons about caring and humanity.’

What now? I did not really know what to do, but I would not continue to act like I was teaching Lawrence and he just couldn’t ‘get it’ — I was not going to buy into that. I talked to him every day at lunch — he was quite a storyteller. And tell me stories he did! Many were conjured and quite exciting, later becoming the basis of most of his writing and reading instruction. I must admit, I had trouble figuring out when Lawrence was telling me a true story, simply because his life experiences of seven years were so completely different from my own. But one compelling, and sadly, true personal story made me decide to take some risks with him. He and his little brother frequently had to do, but I would not continue to act like I was teaching Lawrence and he just couldn’t ‘get it’ — I was not going to buy into that. I talked to him every day at lunch — he was quite a storyteller. And tell me stories he did! Many were conjured and quite exciting, later becoming the basis of most of his writing and reading instruction. I must admit, I had trouble figuring out when Lawrence was telling me a true story, simply because his life experiences of seven years were so completely different from my own. But one compelling, and sadly, true personal story made me decide to take some risks with him. He and his little brother frequently slept in their grandmother’s car. Later, I learned that this was her way of shielding them from the noise and whatever assorted things were happening in that house. During those times, Lawrence did not sleep and came to school exhausted — he was a tough little guy, but he was just 7 years old. My routines with Lawrence changed — based on little I had learned in my teacher preparation. I found a cot, brought in soft blankets and pillow and created a bed for Lawrence. If he had been in the car the night before, he got a hot breakfast at school and slept for a few hours in the morning. While I was lucky to have administrators with common sense and the will to do the right thing for this child — the intriguing thing for me was that the other students in the class did not bat an eye. For them, it was the right thing to be doing. No one wondered why Lawrence was napping and they were not. Lawrence learned to read that year and also gained enough headway in math to be included in the second-grade math class. Maybe my students and I were learning other important lessons that year as well — lessons about caring and humanity.

I used to joke that I had ‘magic dust’ when my colleagues asked how I was able to teach these failing students to read. I really just gave them a safe place to read and write things that had meaning to them. I believed they would be successful. I think of special teachers who inspired me and I don’t say, ‘well, Mrs. Smith was so knowledgeable in math’ but rather I say, ‘you know, Mrs. Smith was the first math teacher that ever made me believe I was good at math.’

Like Lawrence and my students then, students I teach now have come to know that our class will always be their safe haven, the place where they, and I, will take risks and learn. I have learned that there are few ‘tricks’ and there is no ‘silver bullet’ in education. I must constantly be open to the possibilities. What sustains me in this profession is both the challenge and excitement that being part of a learning community brings to my heart and soul. Even the sad stories, the children and adults for whom my best efforts just didn’t seem to be enough, have shaped me. It may be cliché, but those connections with learners are powerful. I look back on my career as an educator and I really cannot imagine doing anything else.

ABOUT THE AUTHOR: Karen Kellison served as director of the JMU M. Ed. in educational technology program from 2008 to 2012 and was awarded the 2012 Madison Distinguished Teacher Award for the College of Education. She is currently associate dean of instructional technology at Lord Fairfax Community College.

ABOUT THE ILLUSTRATOR: Margaret Riegel has been a freelance illustrator in New York City since 1991. She creates Photoshop montages for both editorial and institutional media. She has received awards from American Illustration, The Society of Publication Designers and SILA, and her work has been featured in Step by Step and HOW magazines.

MADISON VOICES

Today, with standards-driven education, the crush of new and diverse cultures, the divisive political climate that undermines education, the integration of such cultures and support for the arts, it is vital that we write our own lines and, by doing so, open ourselves and our students to the lifelines that poetry and the arts can provide.

— CHAPMAN HOOD FRAZIER, published poet and JMU professor of middle, secondary and mathematics education

My personal goal is to instill a love of science through experiential learning. With the stress that goes along with standardized testing, students can lose the joy of learning.

— CINDY KLEVICKIS, JMU professor of integrated science and technology

No teacher would ever argue against the idea that teaching is a tough job. To be exquisite, teachers need to have content knowledge, pedagogical skills, and an attitude that conveys caring and commitment every day. So, how do teachers face the demands of teaching year after year? I believe teachers are sustained by the lives they touch; teachers do make a difference.

— MICHELLE HUGHES, JMU professor of early, elementary and reading education

This journey as an educator was what I was put on earth to do and the intensity and passion are what sustain me.

— KAREN ELIASSON SANTOS, JMU professor emerita of education and founding director of the JMU Center for Faculty Innovation
It is one thing to read the text *At Risk Youth* with my students as they prepare to provide comprehensive counseling services to diverse students. It is yet another to encounter kids as fellow sojourners in this life, as human beings who may struggle but who also have colorful dreams for their lives and futures.

— MICHÈLE KIELTY, JMU professor of counseling

The spirit of adventure nurtured by my Madison anthropology professor Dr. Elmer Smith motivated me — as a teacher — to apply for *Washington Post* grants, which enabled me to bring diversity into my classroom. My students met retired Pullman porters and 102-year-old Rosina C. Tucker, the first secretary/treasurer of the Women’s Auxiliary of the Brotherhood of Sleeping Car Porters. They also met Benjamin McLaurin, who worked closely with A. Philip Randolph to organize the 1963 Civil Rights March. Because of Dr. Smith’s influence, my seventh-grade students learned history through people who made history.

I wanted my students to discover, as I had, that education is much more than a textbook. It is an adventure.

— JANE GARRETT MARSHALL (‘61), retired teacher, Fairfax County, Va., Schools

Our message to our College of Education students is unambiguous: We have confidence that they will step forward — just as thousands of Madison-prepared educators before them stepped forward in their time — to provide support, guidance, and reason for hope for all children, not because it’s on some performance test — caring isn’t tested — but because it’s the right thing to do.

— PHILLIP M. WISHON, Dean, JMU College of Education

Education is the closest thing we have to a genie in a bottle. It is the magic elixir that helps us transcend our limitations.

— DAVE PRUETT, JMU professor emeritus of mathematics and statistics

I decided to enter the teaching profession, not at the urging of anyone, but because I had come to understand that for some, such as my JMU psychology professor Virginia Andreoli Mathie, teaching was not a matter of occupation so much as it was an active vocation. I, too,
Surprising moments that inspire

By MARY DEVIER-SCOTT (’86)

Each year has brought new challenges, and not just in the form of new students. I have been here long enough to witness the swing of the proverbial pendulum from a ‘middle school’ philosophy that emphasized teaching through interdisciplinary, thematic units, allowing for flexible schedules, project-based evaluations, cooperative learning, and team teaching; for example, to what I would call a ‘junior high school’ model of rigid schedules with multiple class changes per day, departmentalized teachers, and high-stakes evaluations.

It’s not rocket science that those of us who have been called to the noble profession of teaching must believe that we can do something to positively affect a child’s life, but even after all my years of experience I am still skeptical that the little I have to offer a student in 180 days could have that much impact. So, what sustains me the most are the small, surprising moments that leave me feeling humbled and inspired. I think of these humbling moments as glimpses of realization that working with children goes much deeper than getting them to pass a test. Every once in awhile I get a glimpse into a child’s world and sometimes, if I’m lucky, the realization that I have and am somehow a part of that world.

Teaching is hard work. If we are honest with ourselves, as professionals, we don’t go home every day feeling we have saved the world, much less individual children, but what has sustained me for 31 years are the moments that leave me humbled by my students. Moments that on the surface are fleeting and maybe seem insignificant, but as a collection, give me something to hold onto. Moments that remind me that what all children need hasn’t changed that much regardless of the pendulum’s swing or what language they speak at home.

— MARY DEVIER-SCOTT (’86), sixth-grade U.S. history teacher, Harrisonburg City Public Schools
Educational neuroscientist John Almarode bridges brain science and education to accurately translate the work of neuroscientists so he and other educators can contribute their research—coupled with expertise in pedagogy—to improve student learning.
Brain trust

Who researches to improve education? By JANET L. SMITH ('81)

“My brain’s not wired to understand math.” “I’m artistic, so I can’t learn math.”

All myths, according to John Almarode, JMU interim head and professor of educational foundations and exceptionalities. Almarode is also co-author, with Ann M. Miller of Waynesboro Public Schools, of Captivate, Activate, and Invigorate the Student Brain in Science and Math, Grades 6-12.

“Everyone is capable of doing math,” Almarode says. “You’re born with certain natural abilities to process numbers, and numbers are a way we communicate.” Indeed, math is essential for survival.

“As we evolved, we had to know developmentally that there was one woolly mammoth, there are two saber-toothed tigers, there are six people in my family and I have this much food. So there are certain quantitative reasoning skills that have evolved in our brains over time,” he says. “Where it starts to become based on experience and not natural talent are the more complex quantitative reasoning skills.”

That’s where early and better education comes in. “When students say, ‘I’m not good at math,’ it’s actually that their skill set wasn’t developed,” Almarode explains.

To borrow from brain terminology, Almarode’s research can be likened to the synapse, that small distance between brain cells, which is critical to the amazing chemical and electrical process that is the main method of communication in our brains.

As an educational neuroscientist, Almarode’s role is to bridge the “cells” of brain science and education.

“My goal is to focus on how we best develop environments that optimize K-12 learning in science, technology, engineering and math. The foundation for that is brain science. That’s the mantra I operate under. What I do is take the body of neuroscience and make sure I have credible, reliable colleagues and sources on brain science. And then I try to figure out what, if anything, might apply to the K-12 classroom.”

While he does not engage in bench-level neuroscience work, Almarode depends on the expertise of specialists who conduct research with live or dead brains. He deeply studies their findings, asks follow-up questions of them and, when invited, observes in their laboratories.

With responsibility to translate accurately the work of neuroscientists and to contribute their own research from the realm of pedagogy, Almarode and other educational neuroscientists serve as important researchers in improving student learning.

“I would describe my work as figuring out what might provide some insight — such as research in the memory and learning process and the role environments play on brain development — into how we might structure our classrooms and schools.”

Almarode’s expertise in the field is well respected. So much so that he was invited to present sessions and lead preconference workshops at two Learning & the Brain conferences — one in November 2013 and one in May 2014. At the 2013 conference, Almarode concentrated on the cognitive and brain components of engagement and how teachers foster that engagement in their classrooms.

Almarode draws from a lifetime affiliation with educators and an early interest in science to achieve the professional reputation necessary for invitation to Learning & the Brain conferences. After teaching at Stuarts Draft High School, in Stuarts Draft, Va., and the Shenandoah Valley Governor’s School, Almarode earned a Ph.D. in science education at the University of Virginia. Combining classroom teaching experience and a strong educational program, Almarode shares his expertise in methods classes filled with JMU students who are a year and a half away from teaching in their own classrooms. This “coolest part” of his JMU responsibilities is paired with an extensive schedule of providing professional development sessions for teachers and administrators in various school districts, both locally and internationally.

With all his fellow educators, Almarode urges them to ask, “What does the research say works and doesn’t work? Who does it work for? What do you need to know as a teacher to make that decision?”

The understanding of attentional limitations is an important matter for all educators, one that stems from brain research.

As Almarode explains, “There are certain structures and characteristics that limit how long we can pay attention and limit how much information we can take in during one given setting. On average, we can handle about 10 to 12 minutes of new information or three to four chunks of information before we need to come up for air.”

‘On average, we can handle about 10 to 12 minutes of new information or three to four chunks of information before we need to come up for air.’
WHAT DOES JMU DO WELL?

Finding the ‘funds of knowledge’

A universal lesson in diversity By MARtha BELL GRAHAM

There’s little difference between sizing up a person or a community, a roommate or a third-grader. It’s easy to do — but our conclusions are often wrong. One education professor believes there’s a key to avoid mistaken judgments — and for education majors at JMU, it’s a critical lesson.

“The crime rates in Harlem are quite high,” Smita Mathur told her gathered students.

“Have you ever been there at night?” asked one of her African-American students.

“Oh no,” Mathur replied. “I never would go there at night, and I, in fact, make sure that my car windows are rolled up and it’s locked.”

“Walk with me,” her student challenged her.

And Mathur did.

“I was scared, but I went walking with him [in Harlem], and he knew everybody, and he was yelling out to people, saying ‘Meet my professor’ and people would say...

‘Hey professor.’ It was such a friendly context, and then I started to question. I was scared of this context, but this is home to my student, and it’s the friendliest possible thing from his lenses. And it helped me change mine, too.”

While walking in Harlem, Mathur, professor of early, elementary and reading education, was practicing a truth she teaches students in her classes. In addition to child development and a course on home and school relations, Mathur teaches a master’s level class, in which she introduces students to the concept of “Funds of Knowledge.”

Pioneered by California educators, “Funds of Knowledge” is the practice of tapping into the talents, the expertise, and the generational themes that every family owns. It is digging deeper, finding a real connection.

“It’s anything that the parents [or students] are experts in,” Mathur says.

Mathur uses an example from the Native American population: “It could be preserving foods. It’s like a chemistry experiment … learning chemical reactions, preserving food, nutrition. There’s so much of this information that mothers had in the Native American communities that they could bring to class. All of that was infused … such a rich meaningful experience as opposed to a teacher from the outside doing isolated lesson plans that didn’t resonate with the students because it didn’t connect to their lives.”

Mathur, herself, is a study in diversity.

“So I call myself a Southern, Indian, Irish girl,” she says, laughing. Mathur was born in Alabama, to Indian parents, with Irish godparents, and schooled in India, Scotland and Nigeria. So moving to Harrisonburg — a city she perceived as homogenous — to teach in JMU’s College of Education was a leap of faith.

“I was living in Florida, [in a] very homogeneous community. One of the reasons we wanted to move … was that we felt isolated. We didn’t want to jump into another place that would make us feel isolated, so we were reluctant. We met with Dean Wishon, and I expressed my concerns. He and Dr. Margaret Shaeffer and Dr. Maggie Kyger sat with me and my husband, and they talked a lot about the community and offered different suggestions. They engaged with me, looked for options and validated how we were feeling. It was so refreshing. And I said with leadership like this I can’t go wrong. So we came here, and every week I either meet a person or see something or I discover a
“Without the willingness to understand another person’s fund of knowledge,” says Smita Mathur, “knowing them on any level other than superficial stereotypes is impossible.”

Finding an individual student’s Funds of Knowledge — like discovering what a community is really like — is the lesson Mathur helps her students embrace.

Mathur cites a student she met in Florida, an immigrant from Colombia who spoke little English. She secured employment as a children’s caregiver. “One day,” Mathur says, “someone was teaching her how to do a diaper, and she felt so angry and minimized. She said ‘I’m not even trusted to change diapers.’” In her former country, Mathur learned, she had been a highly skilled emergency room nurse — and yet she was changing diapers. Once they tapped into her Funds of Knowledge, Mathur says, “The transformation was amazing.” It elevated her self-worth — an element critical to effective learning. The student went on to write a book for women in her native language about heart health.

Before teachers in training can fully embrace their students’ Funds of Knowledge, however, they must embrace their own, Mathur says. “The message doesn’t really resonate with them. There’s a certain amount of readiness that’s important … to tap into Funds of Knowledge. What I try to do in my class is to help them get ready to embrace this, so a lot of our semester is self-reflection and self-development — to reach readiness and courage. It takes courage.”

Mathur helps her students by having them create a personal genogram, which is a pictorial study of their family history. “They look into three generations of their own families, and they look at the common themes … and see how their family has made them who they are, and who they are as teachers.” It is a process of self-discovery, self-realization.

By learning about themselves, teachers understand how to create a better learning environment for their own students. This ability to look beyond the obvious or the stereotypical and to discover the Funds of Knowledge is what Mathur hopes to teach her students because, she says, “It’s critical to being a good teacher.”

CONTACT THE PROFESSOR at mathursx@jmu.edu.
The education of Dr. Woo

By MARTHA BELL GRAHAM

In an era when discussions about education swirl around “common core” and “standards” and “testing,” Isaac Woo, professor of communication studies in the College of Arts and Letters, offers some perspective on the great debate.

When Isaac Woo came to the United States as a college junior and enrolled at Illinois State University, he brought with him the experience of growing up in an education system touted as the example that the United States should emulate. That suggestion, however, makes Woo uncomfortable. “I’m a little bit worried about Obama saying that we should look to the Korean system.”

Instead, Woo has discovered a part of American education that he admires, and that he finds JMU does very, very well.

Like American parents, Korean parents want the best for their children. But in Korea, education is more about results than process, Woo explains. They want the best teachers and push children to more hours of learning. As a result, they strew in what Amanda Ripley, author of The Smartest Kids in the World — And How They Got That Way, calls a “Korean pressure cooker” of academic rigor. After school, students begin activities that can run to 10 p.m. Social pressure and parents’ desire to see children succeed create an intensive learning environment. “It is killing children,” says Woo, who holds degrees from Illinois State, Indiana State and the University of Alabama at Tuscaloosa.

In Korea, he says, students are expected to respect teachers. While he thinks that has merit, it’s required, fostering little interaction between teachers and students. Here, especially at JMU, he has found that when students praise or thank a teacher it is very genuine. Learning that lesson was tough initially for Woo. “My first semester at JMU was brutal,” he says. He realized students could not always relate to him in his public relations and research methods classes. There was a distance he wasn’t aware of until student evaluations at the end of the semester landed on his desk. “It was really hurtful,” he says with candor.

But Woo took it as a challenge. With the help and guidance of his colleagues — whom he praises — he published his schedule on Google Docs and let students sign up for appointments — or they could drop by his office. “As a student [in Korea], I didn’t feel that kind of engagement,” he says.

“Standards” and “testing,” Isaac Woo, professor of communication studies, reads with his son, Johnny, at the Explore More Discovery Museum in downtown Harrisonburg.

While teaching at the University of Wisconsin-Stevens Point, prior to coming to JMU, Woo received much pedagogical training. “We learned how to teach,” he says. Knowing subject matter doesn’t automatically make one a good teacher.

At JMU, Woo found more help through the Center for Instructional Technology and the Center for Faculty Innovation, specifically “jmuUDESIGN,” a CFI program. During the five-day course, which emphasized creating curriculum and student objectives, he says: “What struck me was that [they] put emphasis on students.”

Educated in the Korean system where there is strong delineation of roles, Woo found JMU quite different. As a university, JMU is “very unique and engaging. I’ve found myself staying in my office all the time,” he says. “I like it.”

So much so, he wishes more native-born Korean students would consider JMU. Currently, the university has few students who enroll directly from Korea, drawn instead to universities with more storied reputations. But Woo says Korean students “would benefit more at JMU.”

As a scholar, Woo is challenged by the conflicting responsibilities of research and JMU’s commitment to stellar teaching. Woo, however, has embraced it. How does he do it? “I work more here,” he says, obviously pleased with the outcomes.

One of those outcomes stems from JMU’s penchant for community engagement and Woo’s practice of it: as a member of Public Relations Council of the Shenandoah Valley — and as a dad visiting a fire department display with his son. Woo made contacts that have benefited both the community and his students via public relations campaigns for Harrisonburg’s Explore More Discovery Museum and the Harrisonburg Police Department.

Reforming education is far more complex than enacting stricter standards for students and teachers or requiring longer school days, Woo contends. It requires understanding the education process, students and teachers in a way that draws on their strengths.

Woo likes the aspect of strong personal involvement in education and the community. “If we are connected to the community,” he says, “our students have more opportunities.”

And so does Woo, whose semester-end student evaluations are no longer hurtful — but affirming.
THE ETHICS OF LEARNING

What does it mean to do the right thing?

Master of Arts in Teaching program director answers questions on early childhood education

By JANET L. SMITH ('81)

Holly McCartney has been named a Madison Fellow for The Madison Collaborative: Ethical Reasoning in Action. A professor of early, elementary and reading education, McCartney was granted education leave for the spring 2014 semester to research What does it mean to ‘Do The Right Thing’ as an early childhood or elementary teacher? McCartney conducted focus group sessions, one-on-one interviews and an open-ended survey with educators in Virginia. She shares some preliminary findings from her continuing research, which stems from a former graduate student’s question on how prevalent is awareness of the National Association for the Education of Young Children Code of Ethical Conduct. Prior to joining the JMU faculty, McCartney was a preschool teacher working with ESL and at-risk families and children. Now, she serves as coordinator of the JMU Master of Arts in Teaching degree program in early childhood.

In the following interview Janet Smith ('81) asks McCartney about her research.

Madison: What do your initial research findings show?

Holly McCartney: I focused on determining what the typical ethical dilemmas are that teachers encounter in the classroom, with colleagues and parents.

My research aims to get the stories out of the data, and in classroom research that is very appropriate. That is also aligned with how we prepare our graduate students at JMU. We have a course in inquiry, where they learn this type of methodology so when they have a question in their own classrooms they have the tools to find an answer.

In the focus groups and the survey, we asked “How did your undergraduate or graduate program of study prepare you to handle ethical dilemmas?” The majority of them, unless they were recent graduates, did not remember reading the National Association for the Education of Young Children code of ethical conduct. But they did remember talking about ethical dilemmas throughout many of their courses.

What I think is interesting is that so many of them don’t really believe that a code is helpful on its own. When you go back and look in the literature, it confirms that finding, that the code is just a document that rests on a shelf in my teacher handbook. That tells me, if we’re going to use the code
**SUSTAINING OUR HUMANITY**

**What can you do?**

Making a difference in sustaining our humanity in education can take many forms

- Write a thank you note to a teacher who influenced, mentored or inspired you.
- Attend school board meetings and advocate for full-capacity budgets.
- Volunteer at a school and be “one more pair of adult hands to help,” with a class project or field trip.
- Run for election to your local school board.
- Be respectful of teachers — and teach your children the same — to show you value their role and work.
- Support the bake sale, gift wrap sale, magazine sale or other fundraiser at your local school.
- Share your “Professors You Love” story about your favorite JMU professor at www.jmu.edu/professoryoulove.
- Advocate for higher education.
- If you write a blog or follow a favorite blog, share your experience of how a favorite teacher inspired you.
- Make a gift in honor or memory of your favorite teacher or professor.
- If your child tells you of a classmate who is struggling: Reach out. The smallest kindness can make a huge difference.
- Ask your child’s teacher what assistance or volunteerism is needed in your local school.
- Volunteer a landscaping or other improvement project at your school. Plant a garden and teach children about the food they eat.
- Be a mentor. Offer your expertise to your child’s class. Volunteer to speak about your profession, hobby or expertise and inspire a classroom of children. Or, come back to JMU and network and inspire JMU students.

‘It doesn’t take much to put a teacher on cloud nine and sustain them there for a while.’ — PHILLIP M. WISHON, Dean, JMU College of Education

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**THE ETHICS OF LEARNING**

and have it embedded in our courses, we need to teach and practice using it. Here’s how it can help you. Probably the best way to do that is by using some case studies and actual examples and working through them with critical reflection and dialogue.

**Madison:** What are the common themes or scenarios reported by teachers?

**McCartney:** How to handle internal gossip about families of students. Teachers concerned about a student’s behavior in the classroom ask other teachers, “What can you tell me about the child’s home situation?” How teachers answer this question is important.

Sharing difficult information with parents about their child. How do you tell the truth when the truth hurts? You have to choose your words carefully, such as, “This is what I have observed and here is the evidence I have collected to support my observation.”

When parents want to know about perceived fairness situations, such as rewarding a child for doing his homework. Most teachers can explain that really well to other children: “Everybody gets what they need and everybody doesn’t need the same thing. For this child, they need something more concrete and you’ve already got it. You’re good to go.” But dealing with parents can be tricky.

**Madison:** What are the major lessons your research confirms?

**McCartney:** Having a supportive administration is critical to working through ethical dilemmas. As teachers, we really are in a position of power and it is so important that we act in ethical ways. Even when we are acting in ethical ways, if we feel like others aren’t, then we have the dilemma of do I report this other teacher?

**Madison:** What’s ahead in your ethics study?

**McCartney:** In addition to more work on my qualitative survey results from this project, I’m preparing to present at the European Early Childhood Research Conference and the NAEYC annual conference. The Madison Collaborative: Ethical Reasoning in Action has selected me as a Madison Fellow to work with JMU faculty who want to integrate ethical reasoning into their existing courses. This has become my new focus for next year.
Living life to the fullest by Shirley McKinley ('58)

“My Activities:

- Member of three golf groups, golf trips with friends, travel (cruises, river cruises, touring the U.S. and abroad).
- Accompany friends for doctor visits and run errands for shut-ins. Life is about helping others.
- Enjoying family activities and watching my grandchildren grow into adulthood.

“My Philosophy:

- Count my blessings, smile and laugh a lot.
- Help Madison.

“I’m always on the go. Here I am at my grandson’s wedding last June in Albuquerque, N.M. I’ve found a way to support Madison, plus keep up my fun active lifestyle. You can too, by creating a charitable gift annuity. The JMU Planned Giving staff helped me plan my philanthropic giving in a way that benefits me and my university. My gift also makes me a member of the Madison Founders Society. I’m happy I can help Madison create a brighter future. I hope you will, too.”

Create your legacy today

A Charitable Gift Annuity gives me:

- Fixed income payments for life
- Income payments that are partially tax-free
- Immediate charitable tax deduction for a portion of the gift
- Flexible funding (cash or appreciated stock)
- Capital gains tax liability spread over time (if you fund it with appreciated stock)
- Convenience. A Charitable Gift Annuity is easy to create with a simple contract.
- Interest rates that increase with age
- Safety and security (backed by the university)
- A Madison legacy. The remaining value passes to JMU when contract ends.

To learn how a charitable gift annuity can benefit you and Madison, call the JMU Planned Giving staff at (800) 296-6162 or use the gift calculator at www.jmu.edu/plannedgiving.

Madison then. Madison now. MADISON FOREVER
One of Madison’s oldest traditions is the candlelighting ceremony inducting graduating seniors into the alumni family. JMU candlelighting ceremonies began on campus in 1912, when, during the second commencement exercises at the State Normal and Industrial School for Women, graduating students participated in a small ceremony inducting them into the alumnae association. More than 100 years later, this simple, meaningful event celebrates the induction of nearly 4,000 students into an organization nearly as old as Madison itself. The past two years’ Madison reunion schedules have allowed the JMU Alumni Association to combine the senior candlelighting ceremony with the Bluestone Reunions candlelighting ceremony, which annually celebrates the 50th reunion class. This year seniors shared the ceremony with members of the Class of 1964.

Madison Traditions

Classes of 2014 and 1964 connect

Candlelighting ceremony unites seniors with the alumni family

Bluestone Reunions 2014

“WOW, you folks really know how to throw a great celebration!” wrote Sandra E. Dutemple, (’62) in a letter of thanks to the alumni office after participating in Bluestone Reunion Weekend, May 2–4. Approximately 130 alumni gathered on campus to reconnect with friends, talk to current students, learn about JMU and reminisce about their time at Madison College. Seventy alums from the Class of 1964 were inducted into the Bluestone Society and received medallions to commemorate the 50th anniversary of their graduation. “With the huge changes in the 50 years since my graduation, the focus seems to remain on the fostering of individual student success and each being part of the JMU family while on campus and forever,” said Dutemple.

Plans are already underway to celebrate the Classes of 1965, ’60, ’55, ’45 and ’40 at the 2015 Bluestone Reunions April 23–25, 2015.

The Class of 1964 presents a 50th reunion class gift of $208,574.
Madison Perspectives

It’s all about relationships

BY JAMIE JONES MILLER ('99), immediate past president, JMU Alumni Association

When I speak with JMU students, alumni and parents the conversation always seems to come back to the feeling that JMU is more than just a place. Parents at Spring Commencement told me that JMU was truly a home away from home for their sons and daughters and members of the Class of 2014 were already making plans to come back “home” to JMU this fall. Bluestone Reunion attendees, some of whom have not been on campus since their graduation 50 years ago, often reflect on how welcoming and friendly people on campus are.

I know that alumni who gathered on campus for the annual Madison Alumni Conference in June were eager to visit their old stomping grounds, but they were even more excited to see new facilities like University Park, JMU’s “backyard,” and the Student Success Center which has moved into the old Rockingham Memorial Hospital complex. Many conference attendees told me that despite of all the growth and physical changes to campus, JMU still feels like home to them.

Alumni representing alumni chapters, the Duke Club, Admissions Recruitment Volunteers, the Alumni Association Board of Directors and students representing the Student Alumni Association met at the Madison Alumni Conference to share ideas and plan for the future. While there was a lot of business to get done, the weekend felt more like a family reunion! Purple and gold-clad alumni and student leaders caught up with old friends, took selfies around campus and reminisced about the past during a lunch featuring JMU dining favorites like buffalo mash and chocolate peanut butter ice cream. These dedicated volunteers are working every day to help connect and engage alumni around the world to help make it happen.

JMU is working hard to extend its reach beyond the Shenandoah Valley and is counting on alumni participation to help make it happen. JMU truly is more than just a place — we are a family. It’s the people who make the Madison Experience so meaningful. We know that it’s a Madison tradition to hold the door open for those behind you. Through gifts to Madison Forever scholarships, we can help every Duke stay a Duke. And now we can recognize someone in our JMU family who made our Madison Experience special by making a gift in their honor. When you make a gift to the Madison Vision Fund in honor of someone who made an impact on you, JMU will send them a personalized card to mark the occasion. Visit www.jmu.edu/relate to see how it works and make a gift.

Forever scholarships, we can help every Duke stay a Duke. And now we can recognize someone in our JMU family who made our Madison Experience special by making a gift in their honor. When you make a gift to the Madison Vision Fund in honor of someone who made an impact on you, JMU will send them a personalized card to mark the occasion. Visit www.jmu.edu/relate to see how it works and make a gift. Send a little JMU love to someone. I know that it will make their day.

It has been a tremendous honor to serve as president of the JMU Alumni Association for the past three years. Volunteering in this role is one of the highlights of my Madison Experience, and the relationships I have built along the way are priceless. Remember that we are Dukes from Day One, but Alumni for Life. Informed, involved and invested alumni will lead JMU into the future and I can’t wait to see what lies ahead.

Home is where the heart is, and I think mine is still at JMU.

→ FOLLOW Jamie Jones Miller ('99) @JMUJamie
I made a mistake. I spent all four years of my time at JMU at JMU.
To many Dukes this may sound like sacrilege. JMU has one of the most engaged and dedicated student and alumni communities, and I am proud to be a part of that tradition. Believe me, I bleed purple. But now, almost 10 years after graduation, my current work makes me wish I had the foresight to go abroad as a student.

Today, I sit onboard Semester at Sea’s floating university, the MV Explorer, as it is docked in Portugal about to send off a new group of college students to see the world. I work for the Institute for Shipboard Education, the nonprofit organization behind the multi-country, global comparative Study Abroad program Semester at Sea. I have seen the positive impact of international experiences on JMU students.

Before joining the Institute for Shipboard Education, I used my skills gained in the JMU School of Media and Arts and Design for a steady career in the media world. I held a number of production jobs in small shops and b-movie sets, shifted to in-house creative teams and freelance work, and then started my own creative advertising and branding agency. Later, a good friend told me about a job opportunity to sail around the world with Semester at Sea as the ship videographer. I applied in an instant and before long found myself on a plane flying to Montreal to meet the ship.

I remember thinking how lucky I was but I had no idea what kind of impact this would have on me. I sailed to 15 countries including India, Japan, South Africa and Vietnam, as the ship literally circumnavigated the globe traveling more than 24,000 nautical miles. I was introduced to cultures that I had only read about. I stood in places older than anything I had encountered. I learned about the complexity and interconnectedness of the human condition. I saw tremendous poverty and experienced human triumph. I met people who will forever impact how I view others, and I grew tremendously as a person.

That semester changed my life. I have continued working for the Semester at Sea program as the director of brand strategy to help spread the word about the virtues of international education and experiential learning.

My experience has been a unique one in that I was fortunate enough to be a part of a study abroad program later in life, but I wish someone had given me a good shake and helped guide me toward pursuing international education as a student. I have watched students transform into socially conscious and culturally engaged global citizens. I have watched them grow by pushing themselves through unfamiliar situations and sometimes scary moments when the world is not what they thought it was. I have seen them develop empathy with citizens of all nationalities, working through cultural barriers to try to understand another person’s point of view. I have seen them become empowered when taking the reins of their experience. These moments are not well-worn clichés, but pivotal experiences that shape who these students will become.

I surely hope JMU students are embracing the opportunity to engage in a study abroad program. Luckily, I get to meet JMU students every semester when they board the ship. I reconnect with my fellow Dukes and am invigorated with their passion both for JMU and their futures. But, we need more students like this, and we need to continue encouraging students to see the world outside of the Quad. JMU offers a great number of study abroad options and we, as alumni, need to help educate the next generation on why it is essential to have an international experience.

‘I think about my future as an elementary school educator and know that I need to understand this world to be a good teacher.’

— TAYLOR MCMAHAN (‘15)
Today, as we are docked in Lisbon, Portugal, I have watched students step off the ship with wide eyes and eager hearts to embrace a new culture and explore a foreign port for the first time. They will engage with locals and find a new point of view. They will have moments of fear as they push through their comfort zones and cultural barriers.

I talked with current JMU students onboard our ship and asked what they were hoping to get from this experience. College of Education student Taylor McMahan ('15) blew me away when she mentioned how important it is for her to have a global perspective. “I think about my future as an elementary school educator and know that I need to understand this world to be a good teacher. My students will be from diverse backgrounds, and it will be my job to help them understand the world they live in.”

Samantha Venables ('16), of Manasquan, N.J., says she is excited not only to bring her experience back to JMU but also to share JMU with other Semester at Sea students. “What is wonderful about this program is that there are students from all over the country, and I get to tell them about how much I love JMU,” she said.

In talking with these students I have seen the impact that studying abroad is having on each of them. I know it will enrich their JMU experience when they return.

I used to think I wouldn’t trade my time at JMU for anything in the world. Now I know the truth, I wouldn’t trade my time at JMU for anything BUT the world.

Calling all Londoners!

There’s still time to register for the Semester in London 35th Reunion!

REGISTER NOW AND MAKE PLANS TO COME BACK TO CAMPUS OCTOBER 24 – 26

Celebrate with London friends, Semester in London directors and FMIRs as you reconnect with JMU. Whether you were part of the pioneer group from fall 1979, a student in the program’s most recent semester, or a participant from any of the years in between, you’ll have a chance to muse on what your time in London meant to you and how it still informs your life.

Events include a welcome reception at the Festival Center, and a farewell brunch in the Montpelier Room. Separate ticketed events include a performance of The Comedy of Errors at Blackfriars Playhouse in Staunton and the Madison Singers and Chorale concert at the Forbes Center.

For more information on ticketed events and lodging, contact Judy Cohen at (540) 568-6979 or cohenjk@jmu.edu

To register visit alumni.jmu.edu/SILReunion2014
Rare Bird: A Memoir of Loss and Love
BY ANNA WHISTON-DONALDSON ('91)
CONVERGENT BOOKS, 2014
ISBN-10: 1601425198

Former high school English teacher Anna Whiston-Donaldson ('91) is a popular blogger at An Inch of Gray, where she shares stories of humor, motherhood and loss. She has twice been voted one of BlogHer's Voices of the Year. In 2011 her two children went out to play in the rain and only one came home. Rare Bird deals with raw, new grief and finding faith and hope in impossible circumstances. JMU alumna and New York Times best-selling author Glennon Doyle Melton ('99), founder of Momastery.com, provides the forward for Whiston-Donaldson's memoir. “Anna's storytelling is raw and real and intense and funny,” Melton writes. Whiston-Donaldson is one of the authors featured in Sunshine after the Storm: A Survival Guide for the Grieving Mother. She and her husband, Tim, and daughter, Margaret, live outside Washington, D.C.

Contact Christy at her blog: www.parentswithpain.com

Contact Whiston-Donaldson at aninchofgray@yahoo.com

Success and Failure in Limited War: Information and Strategy in the Korean, Vietnam, Persian Gulf, and Iraq Wars
BY SPENCER D. BAKICH ('96)
THE UNIVERSITY OF CHICAGO PRESS, 2014
ISBN-10: 022610771X

Spencer D. Bakich ('96) is associate professor in the Sweet Briar College Department of Government and International Affairs. Common and destructive, limited wars are significant international events that pose a number of challenges to the states involved beyond simple victory or defeat. Chief among these challenges is the risk of escalation — be it in the scale, scope, cost or duration of the conflict. An international affairs and economics major Bakich investigates a crucial and previously ignored factor in determining the nature and direction of limited war: information institutions. Bakich makes a case for the power of information in war, with crucial implications for international relations theory and statecraft.

Contact Gulledge at whoislauralee.com

Mathematical endurance
Professor Emeritus celebrates 61 years with math association
BY COLLEEN DIXON ('18P)

Bill Sanders is still busy, at a time of life when most would be content to take things easy. At 88, the JMU professor emeritus of math moves quickly between activities — mowing the grass, exercising at UREC or heading to Roop Hall for his weekly visit with students and faculty.

Sanders’ dedication to mathematics and education is evident from a look at his lengthy tenure at JMU and his membership in the JMU Faculty Emeriti Association. After teaching mathematics to thousands of Dukes for 30 years, from 1969 to 1998, Sanders still keeps in touch with professors and colleagues. He will admit, though, that “most of the ones I taught with are retired now.” One contemporary is Bob Hanson, who teaches geometry. Sanders jokes that Hanson “just cannot do retirement.”

Sanders and Hanson were able to catch up at the Mathematical Association of America Maryland-District of Columbia-Virginia Section Spring 2014 meeting at JMU on April 25-26. “The meeting had the biggest attendance in decades,” says Sanders. The two-day schedule included speakers, a lavishly catered banquet, student presentations and posters, and even a student jeopardy competition.

“The credit goes to David Carruthers, chair of the JMU Department of Math, for organizing this meeting,” Sanders says. “I really enjoyed JMU hosting this. The banquet was unbelievably good.”
Madison Alumni Conference 2014

Alumni and admissions volunteers and Duke Club members learn and lead

BY PAULA POLGLASE ('92, '96M)

Alumni volunteers from across the nation gathered on campus May 30 to June 1 to participate in the annual Madison Alumni Conference, a weekend for training volunteers, celebrating accomplishments and reconnecting with Madison. The conference is hosted by the JMU Offices of Alumni Relations, Admissions and Athletics.

The focus of the weekend is on learning, both about being an alumni volunteer and more about JMU. President Jonathan R. Alger emphasized the “both/and” concept in his plenary session with the group, saying a JMU education is both about learning and applying that knowledge. Alger also emphasized the importance of alumni staying engaged with the university. “I tell incoming freshmen, ‘You don’t have the support of just the faculty and staff but you have an extended JMU family for the rest of your life, and that includes all of the alumni across the country and across the world.’”

Sessions throughout the weekend focused on developing volunteer leadership and creating great alumni events. There were also information sessions on the Student Alumni Association, admissions and athletics. The weekend wrapped up with a tour of some of JMU’s newest facilities and renovation projects including the bioscience building, the Student Success Center and Duke Hall.

Chris Palmer ('11), who traveled from Chicago, said, “Being in the loop about new JMU happenings reignited my purple and gold pride in the best way possible.”

Award winners recognized this year for making connections in their local chapters were Volunteer of the Year Stephanie Marino ('08); Most Improved Chapter: Harrisonburg, Va.; and Chapter of the Year: Charlotte, N.C.

“Being back at JMU was a great reminder of the positive energy we all were so attracted to in our years on campus,” said Palmer. “I think it’s important to harness that energy and remind not only fellow chapter members of it, but continue to integrate the JMU spirit into our everyday lives.”

→SEE MORE PHOTOS at http://j.mp/alum-conf-2014
Beyond the pros and cons of standardized tests
JMU doctoral grads help lead Educational Testing Services

BY EMILY TAIT (‘15)

In the past couple decades, the U.S. education system has encountered numerous reform efforts, one of which being the implementation of standardized tests such as Virginia’s Standards of Learning and other college-required tests and exams.

Swirling around the good intentions that back these tests up, are also unending controversies. The debate lies in whether standardized tests provide an even playing field of education for all students, or if they are relied on too heavily by schools and have gained too much control over classroom content.

While there is no easy solution, perhaps there is more to educational testing than meets the eye. JMU’s doctoral program in assessment and measurement fosters some of the most qualified graduates, who are in high demand for researching, creating and assessing educational tests. Graduates of JMU’s program, Jillian N. Joe (‘09Ph.D), Ross Markle (‘10Ph.D.) and Javarro Russell (‘11Ph.D) are currently working with one of the leading educational organizations in the world, Educational Testing Services.

JMU works in close affiliation with Educational Testing Services and is able to supply the organization with dedicated graduates straight out of the assessment and measurement Ph.D. program. Joe and Markle came to know ETS through summer internships, when they immersed themselves in research conducted at ETS. Russell learned about ETS by an assessment and measurement program alumnus. The relationship that JMU holds with ETS presents assessment and measurement graduates with an exceptional opportunity to delve right into their field.

Joe currently serves as associate research scientist at ETS, while Russell and Markle are senior research and assessment advisers. ETS focuses on developing standardized tests for U.S. K-12 and higher education, and the organization also works internationally to create additional tests such as the Test of English as a Foreign Language (TOEFL), the Graduate Record Examination (GRE), and the Praxis series. Through extensive research and close collaboration with schools and universities, ETS aims to improve student success and mold assessments to be as efficient as possible.

Standardized tests may appear to be the “enemy” to those who have not been exposed to all the behind-the-scenes research that goes into their development. Nevertheless, dedicated staff at ETS have a genuine desire to help improve the U.S. education system. Markle says, “Although the term ‘standardized’ has gained a bad reputation, when people at organizations like ETS use that word, we simply mean to imply ‘fair.’ As a nonprofit, we don’t make tests out of a desire to make money, we make tests because they’re important to helping students and educators.”

According to these three alumni, the knowledge and experience they gained at JMU not only prepared them for their work at ETS, but also has given them the tools to employ their acquired skills in the real world. Joe says, “One of the hallmarks of the JMU doctoral program in assessment and measurement is that it is both technical and applied. Through our practicum experiences, we frequently collaborated with faculty and staff on assessment projects. We learned how to balance the clients’ wants with their needs.”

Having a connection with ETS could convey the presumption that all who are involved with the organization are advocates for the inclusion of standardized testing in the education system and that they may disregard the opposing side of the argument. However, both Russell and Markle say their opinions on standardized testing have not changed since joining ETS. Rather, they have both grown an elevated appreciation for it. Russell says, “My experience at JMU solidified my thoughts on the purpose and process of conducting assessment. At JMU, I gained a strong appreciation for the hard work and thoughtfulness that goes into creating fair and valid assessments of student learning. ... [Assessment] provides information that allows instructors to improve educational experiences, and allows students an opportunity to know what they do not know. Standardization is an element of fairness and validity in assessment. Without it we could make erroneous generalizations or decisions about what students know, think, and can do.”

→ LEARN MORE at www.jmu.edu/assessment/graduate/PhdOverview.htm
Come to Homecoming

Make plans now to be back in the ‘Burg Oct. 31 – Nov. 2

If you have questions about your reunion event, contact staff in the JMU Office of Alumni Relations at alumni@jmu.edu or (540) 568–6234.

Get your purple gear ready!

Homecoming 2014 is set for Oct. 31 – Nov. 2. Join the JMU Alumni Association and fellow Dukes and help turn campus into a tidal wave of purple. Get your Purple and Gold on at the Alumni Golf Tournament, Homecoming Headquarters alumni tailgate and at JMU vs. William and Mary. Reserve tickets for a post-game ‘80s-style party with ‘80s tribute band, The Reflex!

www.jmu.edu/homecoming
www.facebook.com/JMUHomecoming

BIg Event 2014

Alumni and students across the globe participated in the Big Event on April 12. Showing their purple pride in their Big Event T-shirts alums cleaned up the beach, played soccer with Special Olympians, stocked shelves at food banks and assisted staff at a homeless shelter. In all more than 250 alumni in 20 locations participated in the 2014 Big Event.

San Diego Alumni Chapter alumni volunteer at the Jacobs & Cushman Food Bank for the Big Event.

www.jmu.edu/alumni/calendar
www.jmu.edu/JMUArts
www.JMUSports.com

For more information on events, please call the JMU alumni office toll free 1–(888) JMU–ALUM
Bernice Goodwyn Pendleton, now 95 years old, lives in Vienna, Va. She earned her teaching certificate from Harrisonburg State Teachers College, taught in Fairfax County Schools for several years, and then worked for the federal government for 30 years. When she was able, she enjoyed ballroom dancing, was active in her church and was an avid reader.

**1950s**

Music major Irene Margaret Sawyers Dempsey of Everett, Wash., writes, “I taught for 60 years and retired in 2013 because my husband had a stroke; otherwise, I would still be teaching. I taught music, theater arts, English, math, and science, and I earned four master’s degrees and a Ph.D. I have the greatest love for Madison and memories of so much happiness there in the Zeta house and practice rooms in Harrison Hall.”

Ed Broyles retired from Fairfax County, Va., Schools where he was a music teacher and band director. He says he enjoyed attending the 2014 Bluestone Reunions banquet. *On March 1, Mary Ann W. Shealy of Gilbert, S.C., represented JMU President Jonathan R. Alger and the university community at the inauguration ceremony of President Thomas Elzey at South Carolina State University.*

**1930s**

Mary Ann W. Shealy ('58) represented JMU President Jonathan R. Alger and the university at the inauguration of President Thomas Elzey at South Carolina State University.

Mary Ann W. Shealy of Gilbert, S.C., represented JMU President Jonathan R. Alger and the university community at the inauguration ceremony of President Thomas Elzey at South Carolina State University, in Orangeburg, S.C. The JMU music education major says, “The weather was beautiful and the procession that formed outside was a spectacular sight including, in the college and university division, 25 other schools. The ceremony was impressive, particularly the music.” Shealy earned her master’s and doctoral degrees in music education at the University of South Carolina. “To have JMU represented at various inaugurations and events speaks well for our university’s reputation,” she adds.

Continued on Page 56

**SCHOLARSHIP THANKS:**

Elizabeth Houser-Betty Bauserman Andrews Endowment for Scholarships in Education

*Created by Betty B. Andrews*

Dear Mrs. Andrews,

My name is Lindsey Vasko, and I received the Elizabeth Houser-Betty Bauserman Andrews Endowment for Scholarships in Education. I’m a rising junior from Calvert County, Md., right on the Chesapeake Bay. I’m studying interdisciplinary liberal studies with minors in elementary education, nonteaching special education and mathematics. I’m extremely thankful receiving this scholarship for the second time. It is truly an honor to be given this award because it reminds me that someone sees potential in me that is worth investing in. I love JMU, and I have enjoyed giving back to the Harrisonburg community by volunteering at the Explore More Discovery Museum downtown, as well as in two elementary schools, and at other events like the Harrisonburg International Festival. I really enjoy giving back, so I hope that one day I will be able to donate to a scholarship fund that will help a student in need. Thank you so much!

Lindsey M. Vasko ('16)
Calvert County, Md.
Alumni trio protects and serves
Three alumni join forces to protect residents in Prince George’s County, Va.

BY COLLEEN DIXON (’18P)

When Christina Cotterman (’99) interviewed for a media strategist position with the Prince George’s County Police Department in Maryland, she quickly discovered she had two fellow Dukes on the force. Mark Magaw (’81, ’05P) is the chief of police, and Capt. Terence Sheppard (’91) is an assistant commander at the Criminal Investigation Division.

Discovery of the Purple Pride connection was immediate. “During my interview I learned Chief Magaw attended JMU,” recalls Cotterman. “The chief is a proud JMU graduate so the topic came up while interviewing. Once I started the job, I also learned about Capt. Sheppard. They are both so dedicated to their work — I am proud to be part of the JMU circle here at the Prince George’s County Police Department.”

After graduating from JMU in 1999, Cotterman joined the News Channel 8 team in Springfield, Va., as a production assistant. She picked up experience as a writer, associate producer and reporter. In 2002 she moved to Anchorage, Alaska, to become a general assignment reporter for the local CBS and FOX affiliates to cover crime and court news. In 2004, Cotterman was a freelance journalist in the Washington, D.C., area for four years. In 2008, she was hired by FOX News Channel as a producer for its affiliate service, the Edge. While with the Edge, she traveled throughout the country, covering major national stories including the Gulf Oil Spill, the 2008 presidential debates and conventions and a Super Bowl. She returned to the freelance world in 2010 — splitting her time between the Edge and Fox News Channel’s Special Report news cast. In 2012, Cotterman joined the Prince George’s County Police Department as its media strategist — a perfect position to combine her love of media and interest in law enforcement.

Cotterman believes that growing up in a military family sparked her interest in and respect for professions dedicated to serving and protecting. “Covering the crime beat while reporting in Alaska only solidified my respect for this line of work. It is a true blessing to work at the PGPD and see firsthand the selfless nature of our officers who serve this community.”

PGPD Chief of Police Mark Magaw played JMU football for four years and was an All-American as a senior. He earned a master’s degree in management from Johns Hopkins University in 2008. He began his law enforcement career with the United States Secret Service Uniform Division, serving two years in Washington, D.C., during the Reagan administration before joining the Prince George’s County Police Department. Magaw is a 30-year veteran and has served the agency in numerous capacities including deputy chief of the Strategic Management Bureau. A highly decorated commander known for his integrity and community involvement, he was sworn in as the chief of police on July 5, 2011.

Political science major Capt. Terrence Sheppard says, “I decided after my junior year that I wanted to be a crime fighter. This decision was based off classroom visits from federal agencies such as the DEA and FBI, who spoke to our Criminal Justice class.”

After finishing the police academy in August 1993, Sheppard was assigned to the PGPD Bureau of Patrol, District III. He earned a master’s degree in management from Johns Hopkins University in 2005 and was promoted to lieutenant in 2006. He remained in District III for one year, served as commander of the Press Information Office for a year and transferred to the District II station and took command of a shift. In 2006, Sheppard was selected to attend the FBI National Academy in Quantico, Va., as a member of Session 230. He received his yellow brick from the Academy in 2007. The brick’s significance stems from the name of the final test of the FBI Academy fitness challenge — The Yellow Brick Road — which consists of a 6.1-mile grueling obstacle course through a hilly, wooded trail built by marines. When a student completes this difficult test, he or she receives an actual yellow brick.

In 2011 Sheppard was transferred to District IV as an investigative commander before being promoted to the rank of captain in 2012. His next position was with the Community Services Division, before joining the CSD as assistant commander of District IV.

“I was in Harrisonburg in spring 2011 when I brought my son on a college visit,” says Sheppard. “I attended 2010 and 2011 Homecomings, and I speak with William Walton, director of JMU track and field operations, on a yearly basis. He recruited me to come to JMU to run track.”

Magaw says, “Capt. Sheppard, Christina and I are all proud JMU graduates. We attended JMU at different times and never crossed paths on campus, so we find it remarkable that we are all now working together in PGPD leadership positions. This is the 28th largest of 18,000 police department across the country. We serve roughly 1 million residents and our county borders the nation’s capital. The three of us credit our time at JMU with instilling in us the importance of community. We took that lesson with us on graduation day, and it’s now in the forefront of how the PGPD operates.”

Mark Magaw (’81, ’05P), Terence Sheppard (’91) and Christina Cotterman (’99) work together to protect citizens in Prince George’s County, Va.
Mary Sue Whitt and Sandra S. Whitt ('62) of Richlands, Va., represented JMU President Jonathan R. Alger at the inauguration of Emory and Henry College President Jake B. Schrum. The keynote speaker for the college’s 21st presidential inauguration was James T. Laney, former U.S. Ambassador to the Republic of South Korea and president emeritus of Emory University. The Whitts said, “Emory and Henry is a United Methodist College, and as United Methodists we were delighted to see people with whom we had gone to church camp over 60 years ago. It has been over 50 years since either of us have been on campus. The last time was 60 years ago. It has been over 50 years since either of us have been on campus. It was our honor and pleasure to represent JMU.”

Dina Gayle Young Abell and her husband, Frank, celebrated their 50th wedding anniversary on June 20. The couple, who live in Charlottesville, Va., celebrated with a trip with their friends who live in Charlottesville, and made the 50th wedding anniversary on June 20. The couple, who live in Charlottesville, were delighted to see people with whom they have surrounded themselves. We felt special being a part of the academic procession. It was our honor and pleasure to represent JMU.

Elizabeth Rose Sutton Norman retired from teaching. “My husband and I moved to a wonderful retirement village,” she writes.

Mary Williams retired from private practice as an osteopathic psychiatrist in Roanoke, Va. She says she is now “a part-time zero balancing practitioner, artist and wonder aficionado.”

Cynthia Fredericks Dupski retired from teaching in Howard County, Md., in 2013.

William “Bill” Dunn has attended 40 straight JMU Homecomings! The College of Education business administration major is a member of Theta Chi and made his Purple Pride mark on JMU history. Read more about Dunn in the “Top Dawg” fan profile in Dukes’ Digest on Page 18 of this issue.

Bernard “Bernie” Dean Jr. represented JMU President Jonathan R. Alger and the university community at the inauguration of Bradley W. Bateman as the 10th president of Randolph College in Lynchburg, Va., on June 14. Dean says, “I’m glad I didn’t have to make a speech at Randolph College but I would like to speak to my fellow JMU Dukes. I’ve been involved and have participated in a family affair by bringing their daughter, Amanda Dean, (left), a JMU Class of 2000 graduate.

Bernie Dean (’78) represented JMU President Jonathan R. Alger and the university at the inauguration of Randolph College President Bradley W. Bateman, (center). Dean’s wife, Jo Ann Hutcherson Dean (’79, ‘86M) also attended the event and made the inauguration a family affair by bringing their daughter, Amanda Dean, (left), a JMU Class of 2000 graduate.

SCHOLARSHIP THANKS:
Eleanor Wright Memorial Scholarship
Created by William F. Wright to honor his sister

Dear Mr. Wright,

I wish I could show you, rather than explaining in a note, the incredible blessing that your gift of the Eleanor E. Wright Memorial Scholarship has been to me. Education is such a treasure, but its cost was nearly too much for my family because my mom has had 14 orthopedic surgeries in the last five years. Because of your scholarship and your generosity, I graduated in May, 100 percent debt-free, with a major in interdisciplinary liberal studies, and minors in special education and music. I will return this fall to earn a Master of Arts in Education and work with high-school students, specifically those challenging, exciting, beautiful exceptions to the rules — students with disabilities. My gratitude and joy for the ability to pursue this opportunity is unending. Thank you, thank you, thank you! Blessings,

Angela Suzanne “Angie” Weeks (’14, ‘15M)
Lorton, Va.
Charles Stanley served as an instructor of speech pathology at JMU from 1974 to 1981. He joined the Federal Bureau of Investigation and recently retired after 29 years of service to the FBI.

Kimberly Tate is the 2015 Lucy Simms Educator of the Year Award for Rockingham County. She has been teaching for 30 years in Rockingham County and is currently the librarian at Spotswood High School. Tate has also served at Broadway High School and other Rockingham County schools. This is her first year at Spotswood High School, and her first time serving as a school librarian.

On April 25, Sharon E. Lovell represented JMU President Jonathan R. Alger and the university community at the inauguration of Angeline D. Godwin as the third president of Patrick Henry College in Martinsville, Va. Lovell is dean of the JMU College of Health and Behavioral Studies. She says, “The campus has grown quite a bit since the time I grew up in Martinsville, and it’s a lovely setting for both an inauguration and an education. When I arrived I was met at the car by a friendly and helpful student, who asked to carry my regalia and chatted with me as he escorted me to the registration area. As it turns out, he plans to transfer to JMU upon receiving his associates degree, and the next two students we encountered also relayed their goals of coming to JMU. One is a transfer student for fall 2014. Each individual with whom I chatted mentioned JMU’s wonderful reputation. This made me proud to represent my alma mater and employer. President Godwin has immersed herself in the surrounding community, endeared herself to her colleagues and students, and energized the campus to achieve new goals.”

Prince George’s County District Court Judge John P. Morrissey was named chief judge of the District Court of Maryland on June 1. As the administrative head of the statewide court, Morrissey oversees operations of 34 locations and nearly 2,000 employees, including 116 state judges, Morrissey, a JMU College of Business management information systems major, also will manage the launch of the Maryland Electronic Courts initiative, which includes e-filing and other online capabilities, within the District Court system. The Northeastern Association of Graduate Schools chose University of Massachusetts Boston professor Amy E. Smith-Spates for its Graduate Faculty Teaching Award, which recognizes excel-
“Do you want to ride across the country with me?” One simple question that changed his life.

Eric Wagner (’12) says it began on a Tuesday in August 2012 and the person asking was his father, Ralph Wagner (’12P). The ride would be the next April—a mere eight months later.

Just as any new venture needs preparation, Wagner began preparing himself with a rigorous training regimen, and put his initial thoughts about this journey into his blog, “Leaving it on the Road” at www.leavingitontheroad.com, beginning in March 2013. His posts chronicle the final training push, the riders’ progress from west to east, and stories of people his group met along the way. Most telling of all are the things Wagner reveals that he learned about himself and about his father. “When I first started out on this cross-country trip, I didn’t know what to expect. When my father asked me in late August the month of April seemed so far away that it didn’t even seem real,” Wagner says. “I jumped at the opportunity, eager to go out and accomplish something that so few people ever get to experience. I thought to myself, ‘what a perfect way to start my journey as I search for the answers to finding that right job, maybe meeting the right girl and living the right life.’

Wagner adds, “Envisioning and anticipating what you think will happen, and the reality of what is actually happening, was an extremely difficult adjustment in the first few days. I remember sitting on my stationary bike in the basement of my house during the cold winter months, imagining the things I would see once I got on the road with the sky as my roof rather than the paneled tiles of my basement ceiling. I thought about the triumph I would feel of being able to stand in the sand of the Atlantic beach with that personal satisfaction of knowing that I had carried myself to this point. There were so many factors that I didn’t even think to consider, that the first few days were overwhelmingly difficult as both my mind and body adjusted to the rigors of the road. During those long hours of training I came to realize that in life we need to work toward those questions and concerns we all share with the same perseverance we show in our everyday choices. What really matters are the things that you do when everyone else has left the room and you have nothing to prove to anyone but yourself.”

Wagner quickly realized that training for a ride across the country and actually dealing with the elements and the unexpected were two distinctly different things. The tone of his blog posts changed and regular readers could detect the underlying struggles Wagner wrestled with.

“No one is going to make you get on the bike, but you know in your heart that it must be done, so you do it,” he wrote. “This is an example of the truth of the phrase ‘It’s the journey, not the destination.’ I have grown so much in the past eight months and not just physically. My perseverance and focus have increased greatly. It is now my goal to show my loved ones what I have accomplished and to make a book out of it.”

Marketing major Kevin Tucker (’93), far left, receives the Entrepreneurial Excellence Award from Hampton Roads’ Inside Business. Tucker is president and Owner of SOLitude Lake Management in Virginia Beach.
realization, combined with the fact that I got to share this experience with my father, are the two driving forces that kept me getting back onto the saddle every day. But we all have a tendency to romanticize our dreams and passions, and I am no exception.

“At first I was furious. Furious at myself for being so naive to think I could accomplish something like this. Who was I to share the road with these other riders who knew so much more about riding than me? I was a novice cyclist at best; I didn’t even know how to change a tire when I started out. Then I turned my anger outwards onto my father. How could he have let me believe I could do this? As my legs and back ached and throbbed relentlessly for those first few days, I was cursing everything and everyone for getting me into this situation. How could I have imagined riding more than 100 miles per day, for four weeks straight, when I had accomplished riding a full century [100 miles] only twice before?

The hard reality of the road hit Wagner hard. “Going from riding your bike around town or the stationary bike for a few hours, to riding every-day through almost every environmental challenge short of hurricanes was something I had failed to anticipate. ... Suddenly I was at the mercy of the terrain and Mother Nature’s whims. I began to lose my anger, and stopped to really appreciate the sights and experiences around me,” he says.

“There were days when the winds swept across the empty fields of Kansas to such a degree that it felt as if we weren’t moving at all, despite our legs churning furiously beneath us. We climbed mountains that I never even would have wanted to drive up, much less take my bike up their steep slopes. I never anticipated the scorching heat of the desert near Joshua Tree, Calif., or the thunderstorms that chased us across the Midwest. Some days the last thing I wanted to do was to get up again at 5:30 a.m. and put myself through another day of relentless riding.

“But what really got me through it all were my dad and the people I was fortunate enough to share the road with. There were 26 of us who rode at least a portion of the ride, and 24 of us who finished the whole thing. Even though my father and I were the slowest of the bunch, the other cyclists never let us feel like it. There was always a word of advice, an acknowledgment of the day, or a friendly smile and greeting in the morning that would shake me out of the dark cloud of doubt.”

Wagner and his dad completed the 106-mile Gran Fondo in Morristown, N.J. on Sept. 8, 2013. Wagner wrote, “I will never forget that although the trip itself is over, the adventure never really ends. My father and I are always learning new things.”
and soul music; and an original, commissioned documentary-style interview with Robert J. Brown. Mullins was inspired to produce the dance after personal conversations with Mr. Brown about his experience serving on the board of the Southern Christian Leadership Conference and his relationship with Dr. King.

Deotis Anthony “Tony” Jordan represented JMU and President Jonathan R. Alger at the June 8 inauguration of Hebrew Union College Jewish Institute of Religion President Rabbi Aaron Panken. The ceremony took place at Cincinnati’s landmark Isaac M. Wise/K.K. B’nai Yeshurun Plum Street Temple. Rabbi Panken is the 12th president in the school’s 140-year history. “It was joy to be part of such a historical event for HUC-JIR and convey my best wishes to Dr. Panken from the JMU family,” says Jordan. Derek Rogers is a communications systems manager for New River Valley 911 Authority in Christiansburg, Va. In 2016 the NRV 911 Authority will consolidate 911 communications for Blacksburg, Christiansburg, Montgomery County and Virginia Tech.

Erik Desiderio of Los Angeles won a Global Music Award Silver Medal for Outstanding Achievement for music he wrote for THE BORGIA series, The Borgias. Lisa Kilday served as a panel member at the JMU seminar, Women in Leadership: Transitioning from College to Career. She spoke about her experiences working as a patent attorney in Afghanistan, Malaysia and Singapore. She recently published an article, “Afghanistan: The Final Frontier for Patents” in the January/February 2014 edition of Intellectual Asset Management magazine. Nicholas Kohn appeared on the CBS show Person of Interest in spring 2014.

### 2000s

**01** Kenneth F. Newbold Jr. (’14M) represented JMU President Jonathan R. Alger and the university community at the inauguration of David W. Bushman as the ninth president of Bridgewater College in Virginia. “It was an exciting day to be back on campus at Bridgewater,” Newbold says. “As a graduate of B.C., it was rewarding to join the celebration and to welcome Dr. Bushman. I enjoyed reconnecting with professors and was impressed by the student speeches and musical performances. Thank you for the opportunity to represent my alma mater, JMU, at my undergraduate institution.”

**02** The Virginia State Bar Young Lawyers Conference presented the 2013 R. Edwin Burnett Jr. Young Lawyer of the Year Award to Christopher Fortier. The award recognizes young lawyers who demonstrate dedicated service to the conference, the legal profession and the community. The award was presented at the Virginia State Bar Annual Meeting in Virginia Beach. Fortier has been chair of the Young Lawyers Conference annual Professional Development Conference for two years and in 2012 expanded that program from Richmond to a second location in Northern Virginia. He also plans to expand the program in the Hampton Roads area. The Professional Development Conference provides courses in basic substantive legal skill training for Virginia lawyers. Lt. Commander Monica Frey is earning an M.B.A. from Duke University and the Fuqua School of Business on a fully funded Department of the Navy scholarship. Recently she was selected as a 2014–15 Fuqua/Coach K Center on Leadership and Ethics Fellow and serves on the board of directors for Junior Leadership Durham.

**04** Keven Bower relocated to San Diego, Calif. Pejman D. Kharrrazian graduated from the Thomas Jefferson School of Law in May 2011 and served as a judicial clerk for one year in the Superior Court of the Northern Mariana Islands on the island of Saipan.
In October 2012 he began working at Epstein Grinnell & Howell, APC in San Diego, Calif., as an associate attorney. Kharranian manages a civil litigation caseload focusing on homeowners association, construction and other real estate matters.

Road Dawg donned his Purple and Gold tux and tails for the wedding of Nat Elliott and Kira Colvin Elliott in Loudoun County, Va., on Oct. 6, 2012. Nearly 50 alumni guests gathered for a photo with the couple and Road Dawg at Belmont Estate — a famous retreat for President James Madison during his time in office.

Integrated science and technology major Meghan Morgan-Smith earned a Ph.D. in neurobiology from the University of North Carolina at Chapel Hill. She also holds a master’s degree in biotechnology from Johns Hopkins University. She lives in Moncure, N.C., with her husband and two children, Sadie and Coleson.

In 2013 Jennifer Custer Baer established MAY-JUNE Events, a boutique event and wedding design company that focuses on personal styling, creation, planning and management of special events. She writes, “My busy and successful first year included creating beautiful moments for happy clients from Washington, D.C., to Richmond.” MAY-JUNE serves northern Virginia, Fredericksburg and surrounding locations.

Nicole Barbano Hostetter is 2014 Teacher of the Year at Bessie Weller Elementary School in Staunton, Va. She teaches fourth grade and lives in Staunton with her husband, John.

Madison magazine’s Road Dawg donned his tux and tails again for the July 5, 2013, wedding of Alyssa Mihok Barbush and Greg Barbush, both biology majors. Fourteen fellow Dukes joined in a cheer of “JMU Duuuuukes,” at the reception in Annapolis, Md. “We’re happy to share our JMU love with the rest of JMU Nation,” says Greg. Sarah Grace Delia of Birmingham, Ala., graduated from JMU with a double degrees in art history and English, concentrating in creative writing. She interned at a public radio station before her senior year, and later spent a year in New York working as an intern at WYNC’s Studio 360. In 2010, she graduated from the Salt Institute for Radio Documentary Studies, and then she worked for two years at Northeast Indiana Public Radio in Fort Wayne, Ind. She currently hosts her own radio show, “All Things Considered,” on Public Radio WBHM 90.3 FM.

Douglas Kitchin graduated from Virginia Commonwealth University Dental School in May 2014. He will complete a one-year residency at Beth Israel Medical Center in New Jersey before joining his father’s dental practice in Succasunna, N.J. History major Davy G. Leghorn of Arlington, Va., is assistant director for the National Employment and Education Division of the American Legion. This year he testified before Congress regarding the bill to improve the oversight of contracts awarded by the Secretary of the Department of Veterans Affairs to veteran-owned small businesses. History major Stephanie Weber writes, “Lexie Coulson (’14), my brother’s girlfriend, and I climbed to the top of Half Dome in Yosemite, Calif. It was a 20-mile, 5,000-foot-elevation gain and a 13-hour hike to the top with a tricky — and scary — cable ascent to the top. It was worth it, though. We were rewarded

**SCHOLARSHIP THANKS:**

**Eddy Dalton Special Education Scholarship**

*Created by Mrs. Eddwina P. Phillips*

**Dear Mrs. Phillips,**

It is with great gratitude that I am able to write you a letter of appreciation as a recipient of the Eddy Dalton Special Education Scholarship. My name is Mackenzie, and I am an interdisciplinary liberal studies major and special education minor. It is an honor to receive this prestigious award. Thank you for your support and generosity. I grew up in Williamsburg, Va., and attended Lafayette High School, where my dream of becoming a special education teacher was fostered. Being a student with a learning disability made my experiences in school difficult. The special educators in my life taught me how to use my strengths and worked with me to overcome weaknesses. Their love, compassion, and belief in my abilities made school a good place to be. I hope to do the same for children with differences and disabilities through my chosen career. JMU has prepared me for a career working with students with special needs. I feel blessed to have access to JMU’s resources and professors, and my time at JMU has reaffirmed my decision to spend my life in education. I have been recognized on the Dean’s List and President’s List throughout my time at JMU, and was recently inducted into the Honor Society of Phi Kappa Pi. After graduation, I plan on completing a Master of Education degree and initial licensure in K-12 special education. I hope to one day own a small business that specializes in employment of adults with special needs. Thank you again for the contribution you have made to help me reach my goals. Sincerely,

Mackenzie Camilla Turbeville (’14)

Williamsburg, Va.
Lexie Coulson ('14) and Stephanie Weber ('09) show off their JACards at the top of Half Dome in Yosemite, Calif., after a 13-hour hike and climb.

with amazing views; and, we didn't forget to bring our JACards along! I hope we get included in Madison magazine. I read every issue. Go Dukes!

10 Asha “Dolly” Chaniyara earned an M.B.A in international business and promotion from Liberty University. She is a communications consultant for Wells Fargo Consumer Lending Group Talent Acquisition’s Strategy and Planning Team.

11 Matthew Dixon of Manhattan, N.Y. is a full-time account executive with the New York Yankees MLB organization. He began as a part-time sales associate and has been promoted twice. *Ensign Kevin Rafter* of Kingsville, Texas, completed Navy primary flight training in January 2014 with the VT-27 Boomers at Naval Air Station Corpus Christi. He then checked in to Naval Air Station Kingsville to begin intermediate jet training with the VT-21 Redhawks. He writes, "I'm currently flying the T-45C Goshawk jet trainer, and I hope to earn my Naval Aviator wings early next year."

12 Gray Kidd is completing doctoral studies in history with a full graduate fellowship at Duke University in North Carolina.

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 through meetings, special interest groups and cultural-themed trips. For more information, please contact Faculty Emeriti President Rex Fuller at rfuller@northriver.coop or Sherry King, director of Parent and Faculty Emeriti Relations at kingsf@jmu.edu or phone at (540) 568-8064.

Professor Emeritus of History Henry Myers of Hagerstown, Md., died on March 19, 2014. The 2003 Carl Harter Distinguished Teacher Award winner taught history and political science at JMU from 1969 to 2010. He served in the U.S. Army and earned degrees from Boston University and Brandeis University. He published numerous books, most recently, The Book of Emperors (2103). Myers lived in Churchville, Va., with his wife, Nancy, where they operated Elk Run Stables.

Assistant Professor Emeritus of French and Latin Milton Perlman of Memphis, Tenn., died on Feb. 18, 2014. The professor lived in Broadway, Va., and joined the JMU faculty in 1963 and taught until 1984. Perlman earned his degrees from St. John’s College (Annapolis), University of Grenoble and the University of Virginia. He was a member of Beth El Congregation in Harrisonburg. “Professor Milton took pains to show how a language learner should write a composition in a French. I will deeply miss Mr. Perlman and will never forget his mentorship,” writes John Clem ('72), a *magna cum laude* French major from Edinburg, Va.

→ CONNECT All former professors are encouraged to submit an “Emeriti Note” at madisonmag@jmu.edu.

Ensign Kevin Rafter ('11) completed Navy primary flight training.
Weddings

1990s

Joseph Robertson (*98) to Meredith Stewart Young, 11/9/13 ★ Kyle Wesson (*98) to Justyn Makarewycz, 8/29/13

2000s

Heather McKenzie (*00) to Sean Krom, 9/21/13 ★ Shannon Smith (*10) to Jacob Melcher (*10), 3/8/14 ★ Michelle Kristen Bruce (*11) to Jacob Sommerville, 6/14/13

FutureDukes

1990s

Karen Rule Darden (*94) and Scott, a daughter, Caroline Elizabeth, 5/1/13 ★ Melissa Schafer Reusch (*96) and Ed, a daughter, Lillian Sophia, 11/20/2013 ★ Courtney Weeks Dimpsey (*99, ’04M) and Leon, twins, Sarah Anne Leona and Michael Charles Edwin, 05/29/2013

2000s

Jenny Hill Buffa (*01) and Matt, a son, Philip Matthew on 2/15/14 ★ Michelle Kady Gay (*01) and Chip (*01), a daughter, Mary Virginia, 12/10/13 ★ Melinda Butner Heflin (*01) and Scott (*01), a son, Brayden Edward, 9/6/13 ★ Amanda Coyle Jaska (*03) and Keith (*02), a son, Keith Alexander, 1/2/14 ★ Katherine DeLuca Lippert (*04) and Joshua, a son, William Michael, 1/30/14 ★ Jessica Steinhoff Sorem (*04) and Justin (*03), a daughter, Ava Elizabeth, 4/9/2014 ★ Meghan Barr Bennett (*05) and Michael, a son, Chase Thomas, 5/5/14 ★ Maryn Norton Massell (*05) and Eric (*05), a daughter, Reese Hannah, 1/30/14 ★ Laura Pitrelli Continetti (*06) and Nicholas (*06), a son, Nathan George, 2/14/14 ★ Kelly Ross Adams (*06, ’07M) and Justin, twin sons, Corey Michael and Landon Ross, 3/31/14 ★ Amanda Bochneak Ogg (*06) and Jameson, a son, Jackson Welton, 12/28/10, joining Kearsley Reagan, 11/16/13 ★ Stephanie Saltzberg DeBoer (*06) and David (*07), a daughter, Leah Vivian, 6/25/13 ★ Chrissy Wishmyer Waite (*06, ’07M) and Will (*06), a son, Liam Scott, 1/4/14 ★ Emily Karell (*07) and Colin Delaney-Karell (*06), a son, Henry Leif, 1/30/14 ★ Sara Borsari Nutt (*07) and David, a son, Samuel George, 4/4/14 ★ Sarah Shrenk (*07) and Jeb, a daughter, Lucy Frances, 1/14

In Memoriam

Elizabeth Zimmerman Chrisman (*’32) of Christiansburg, Va., 5/15/14
Virginia Graves Jones Porterfield (*’34) of Raleigh, N.C., 02/14/14
Sylvia Kamsky Roth (*’36) of Washington, D.C., 4/12/14
Katherine Isabelle Buckley (*’39) of Wallace, N.C., 3/11/14
Mary Shuford Dobbie (*’42) of New Albany, Ohio, 3/11/14
Josephine Donald Ogden (*’42) of Petersburg, Va., 5/2/13
Jean Brewer McCurdy (*’44) of Rockville, Va., 3/27/14
Myra Kathryn Robertson (*’44) of Baltimore, Md., 6/22/12
Ellen May Stout (*’45) of Paltmouth, Va., 7/17/13
Sallie Scott Carnahan (*’46) of Roanoke, Va., 3/18/14
Constance Morris Hardy (*’46) of Victoria, Va., 3/19/14
Frances Grimes Rea (*’46) of Suffolk, Va., 10/03/14
Rachel Sutton Will (*’47) of Lynchburg, Va., 3/19/09
Betty Wilson Lambert (*’48) of Harrisonburg, Va., 2/17/14
Mozelle Robertson Oakes (*’49) of Danville, Va., 3/21/12
Emily Pierce Whitt (*’49) of Atlanta, Ga., 2/27/14
Patricia Black Spilman (*’52) of Waynesboro, Va., 2/22/14
Eleanor P. Dillon (*’54) of Williamsburg, Va., 4/12/14
Esther Ann Rust Rodgers (*’56) of Ashburn, Va., 11/29/12
Suzanne Baldwin Kesler (*’57) of Poquoson, Va., 3/26/14
Richard E. Barnes (*’60) of Portsmouth, Va., 3/30/14
Alice Southard Shull (*’63, ’70M) of Charlotte, N.C., 8/16/14
Patricia Winfree Hamner (*’64) of Richmond, Va., 8/15/07
Patsy Baker Cox (*’65) of Richmond, Va., 3/21/14
Dorothy Noffsinger Etzler (*’65) of Troutville, Va., 4/16/14
Penny Henley George (*’66) of Richmond, Va., 3/18/14
Mary Ann West (*’66) of Chesapeake, Va., 7/04/13
Susan McCray Cain (*’69) of Lexington, Va., 5/14/14
Mary Rogers Stout (*’69) of Staunton, Va., 3/31/14
K. Evelyn Marlowe Capar (*’71) of Winchester, Va., 3/07/14
Jennifer Dean Keyser (*’72) of Staunton, Va., 3/14/14
Susan Fitz McCray (*’72) of Staunton, Va., 4/19/14
Maureen B. Dunne (*’73) of Alexandria, Va., 4/13/14
Douglas J. Pendrell (*’73) of Wellsboro, Pa., 10/28/12
Norma Christensen Conner (*’75) of Waynesboro, Va., 3/25/14
Glenda Ramona Stone (*’77) of Basset, Va., 3/09/14
William H. Gentry Jr., (*’78) of Charlotteville, Va., 3/12/14
Karen Ann Kittilstad (*’79) of Herndon, Va., 4/21/14
Elizabeth Wood Doerken (*’80) of Montross, Va., 3/22/14
Gregory A. Mosten Jr. (*’85) of Harrisburg, Pa., 5/15/14
John E. Chadwick (*’96) of Locust Grove, Va., 11/13/13
Deane A. Hennett (*’96) of Virginia Beach, Va., 5/22/14
Curtis V. Joyce (*’05) of Roanoke, Va., 03/18/14
Daniel E. Swanson (*’08) of Warrenston, Va., 4/05/14
Addison James Kaylid (*’11) of Raleigh, N.C., 3/29/14
JMU student-athletes hit a home run with service during the last academic year.

Team members from volleyball, track and field, soccer, field hockey and swimming and diving contributed to a “Passing the Torch, Blazing the Trail” day for local elementary and middle school girls on Jan. 12. The national day encourages female participation in sports.

And, everything from tug-of-war and races to bubble gum chewing was on slate for Harrisonburg’s Stone Spring Elementary School annual end-of-the-year field day in June. Football student-athletes joined in the day, and for offensive lineman Austin Lane it was all about being a 5-year-old again. Lane said, “It’s nice. [The team] worked out this morning at 7 a.m. The hard part of my day is actually done, so now I get to hang out with the kids and just enjoy myself and ... be a 5-year old again.”

Stone Spring Principal Lynn Sprouse explained the field day was a celebration for the school’s students, who had completed weeks of Standards of Learning and literacy testing. “We’re all about community and partnerships. A lot of our kids come from tough situations, and we’re always looking for positive role models.”

LEARN MORE at the new www.JMUSports.com/cr

Schooled on the playground

Student-athletes put the spotlight on service by serving as “fun ambassadors” to local youth
The Forbes Center is the premier destination for performing arts in the Shenandoah Valley and gives JMU a unique opportunity 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, theater 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.

Community Calendar

Curious, ambitious or adventurous? JMU offers something for everyone.

Lifelong Learning Institute
The Lifelong Learning Institute hosts Brown Bag Lunchehs from 11:30 a.m. to 12:45 p.m. that are open to the public. There is no registration required, nor any fee. Bring your lunch! Come and enjoy fun and fellowship while having the opportunity to enhance your knowledge.

The Appalachian Mountain Dulcimer and Old Time Music
Sept. 16, Brown Bag Lunch, Ice House, 127 W. Bruce St.

Museum of the Confederacy, White House of the Confederacy and Hollywood Cemetery
Sept. 17, Richmond, Va.

ED-Venture Tantalizing Fall Tour

Cracking India

Colin Mochrie and Brad Sherwood: Two Man Group
Oct. 10, An Evening on the Town, Taste of India restaurant

In Full Bloom – Let’s Hear it for the Girls
Oct. 21, Brown Bag Lunch, Ice House, 127 W. Bruce St.

La Boheme
Nov. 7, An Evening on the Town, Beyond restaurant

Storytelling with Garrison Keillor
Nov. 10, An Evening on the Town, Oriental Café restaurant

Going Once, Going Twice – You’re the Winner!
Nov. 12, ED-Venture, Jeffrey S. Evans and Assoc.

Deck the Halls
Nov. 18, Brown Bag Lunch, Ice House, 127 W. Bruce St.

Waterford Fair

What’s the Buzz on Beekeeping

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 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.

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.

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Waterford Fair

What’s the Buzz on Beekeeping

For a complete list of programs, visit www.jmu.edu/outreach/programs/all/lli
International Week | Sept. 22 to 27

2014 International week. This year’s theme, “One World, Many Stories,” is inclusive of cultures, countries and systems that encompass our global community. Noteworthy events include:

International Bazaar: Sept. 22, 11 a.m. to 3 p.m., The Commons
Public Debate: Sept. 22, 7 p.m., Grafton-Stovall Theatre
Concert: Sept. 23, 8 p.m., Forbes Center for the Performing Arts

Comedy: I’d Like to Buy an Enemy by Ted and Co., Sept. 24, 7:30 p.m., Court Square Theater

To learn more, visit www.jmu.edu/international/get-involved/iweek/index.shtml

Edith J. Carrier Arboretum Fall Highlights

Annual Remarkable Trees Tour
Saturday, Sept. 13.
See remarkable trees in the region. Visit the Lesesne State Forest in Nelson County, a site where American Chestnut restoration research is ongoing. See hybrid and breeding orchards of chestnuts. Learn how forestry scientists are dealing with hypovirulence in American Chestnut surviving trees.

Fall Plant Sale
Friday and Saturday, Sept. 26 and 27, 9 a.m. to 3 p.m. held near the Frances Plecker Education Center parking lot. Shop a huge inventory of Virginia native wildflowers and cultivar perennials, shrubs and trees at just the right time for fall planting.

Fall Bulb Sale
Friday and Saturday, Oct. 10 and 11, 9 a.m. to 3 p.m. in the Frances Plecker Education Center, and Saturday, Oct. 11, on Godwin Field. Choose the JMU Color Bulb Collection or shop from a selection of extraordinary bulbs for spring beauty in home or business landscapes.

Children’s Harvest Festival
Saturday, Oct. 18, 1 to 5 p.m. Dance exhibitions, crafts, music performances and demonstrations, story time with Gus Bus, guided tours, snacks, seed collecting trail activity and much more are offered at this free educational fall family festival. Horse-drawn wagon rides are available for the whole family with ticket purchase from Classic Carriage.

Bonsai Workshop
Wednesday, Oct. 22 and 29, noon to 1 p.m. $35 fee for each session includes all supplies needed. Arboretum certified arborist and bonsai master, Mike Hott, shows how to create a “wee-tree” in the Frances Plecker Education Center.

JMU Dukes Home Football Schedule

St. Francis at JMU
Sept. 13 (home opener)

Delaware at JMU
Sept. 27

Towson at JMU
Oct. 11 (Family Weekend)

William and Mary at JMU
Nov. 1 (Homecoming)

Elon at JMU – Nov. 22

Outreach and Engagement Courses and Programs

Paralegal Studies Certificate
Sept. 15, 2014 to March 11, 2015
Mondays and Wednesdays, 6:30 to 8:30 p.m.
$4,995

Project Management
Oct. 21 to 30
$2,200

Lean Six Sigma Green Belt
Oct. 27 to Nov. 21
$2,995

College For Kids
Jan. 17 to Feb. 21, 2015 (six Saturdays)
9 a.m. to noon, and 3 p.m. to 5 p.m.

Saturday Morning Physics
Jan. 24 to Feb. 28, 2015 (six Saturdays)
9 a.m. to noon

SHRM Essentials of HR Management
Sept. 15 to 29
Mondays and Wednesdays, 6 to 9 p.m.
$549 ($499 for SHRM members and JMU alumni)

SHRM Learning Systems Certification Preparation
Oct. 6 to Nov. 12
Mondays and Wednesdays, 6 to 9 p.m.
$1099 ($999 for SHRM members and JMU alumni)

GRE, LSAT and GMAT Test Preparation and Information Sessions
GRE: Sept. 30 to Oct. 23
Tuesdays and Thursdays, 6 to 9 p.m.
$799

LSAT: Aug. 26 to Sept. 23
Tuesdays and Thursdays, 6 to 9:20 p.m.
$899

LSAT: Oct. 23 to Dec. 2
Tuesdays and Thursdays, 6 to 9 p.m.
$899

GMAT Online: Sept. 18 to Oct. 21
Tuesdays and Thursdays, 8 to 10:30 p.m.
$899

GMAT Online: Oct. 29 to Nov. 24
Mondays and Wednesdays 7 to 10 p.m.
$899

Passport to Retirement
Dates and times to be announced

To learn more about these and many other programs, visit www.jmu.edu/outreach

Admissions Open Houses

Saturday, Oct. 18 and Saturday, Nov. 15. Fall academic open houses are valuable opportunities for prospective students and their families to get an up-close-and-personal view of life as a JMU student.

To learn more, visit www.jmu.edu/admissions/openhouses
JMU students get a lot of freedom to choose their own paths. It's one of the hallmarks that sets JMU apart from other schools.

Common traits among members of the JMU Nation? Smart people who value hard work, take full advantage of the flexibility afforded them, and use the care and support they get and give to make success a reality.

Know a high school junior or senior who could benefit from this?
Please share: [www.jmu.edu/viewbook](http://www.jmu.edu/viewbook)
Get connected!
Join the Alumni Online Community
alumni.jmu.edu/howtosignup

JM_ Al_mni All that’s missing is u!
You’re invited to the Alumni Online Community.

Join the Alumni Online Community, an exclusive benefit for JMU alumni. Sign up to gain access to the alumni directory, make registering for events even easier, keep your contact information current and share your news and accomplishments with Class Notes.

It’s easy to sign up. Go to alumni.jmu.edu/howtosignup to learn more.

You’ll need your alumni identification code to register. The code is the 10-digit number located above your name on the mailing label. Or, check your email inbox for an email invitation from JMU to join the online community that includes the code. You can also email alumni@jmu.edu or call (540) 568–6234 for more information.