HOPE FOR AUTISM
Area families discover innovative treatment programs and a network of support at JMU

BY MARTHA BELL GRAHAM
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Exploring the universe

For three weeks in July, the JMU Space Explorers summer camps inspired the next generation of scientists and engineers, allowing students in 2nd through 10th grades to utilize JMU’s unique facilities, including the John C. Wells Planetarium and Science on a Sphere, to uncover new clues about our universe.

PHOTOGRAPH BY DANIEL STEIN (‘16)
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**BY MARTHA BELL GRAHAM**

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**Future families discover innovative treatment programs and a network of support at JMU.**

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Photograph by Mike Miriello ('09M)

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JMU delivers mental health services to an underserved population.

Meaning in movement
Dance professor Kate Trammell brings pioneering performance company to Valley.

A heart for Dad and nursing
Lisa Carnago combines nursing with advocacy.
The Spring/Summer Madison article on the Trow Brothers’ entrepreneurial success prompted a number of responses letting us know about other enterprising alumni.

Growing grapes by the Bay

We heard about Jonathan Wehner ('93) and his wife Mills [Millie Perrine] ('93) from several people in the Madison community — Jon’s classmate and fellow JMU wrestler Francis Stanek Jr. ('94) and longtime JMU supporter Rick Smith. The Wehners made a “quality-of-life” decision and left Washington, D.C., environs for Virginia’s Eastern Shore where, in 1999, they planted Chatham Vineyards on a four-centuries-old working farm. Jon, a second-generation Virginia wine grower, says the unique microclimate of the area nestled between the Chesapeake Bay and the Atlantic Ocean produces wines that are “very site-expressive of this place.” Explore their operation at www.chathamvineyards.net.

The Wehner family on JMU’s campus for Jon and Mills’ 20th class reunion in 2013. (Top and clockwise: Jon, Mills, Jon Henry, Lydia Mills and William Ross.)

Documenting the Miami Heat Wheels

Wendy Lucas (’90), RN program coordinator at Sentara RMH, also contacted Madison: “My niece, Shaina Allen (’11), and Mike Esposito (’10) produced a documentary, The Rebound, which was featured in CREATIV Magazine. Their documentary follows the players of the Miami Heat Wheels, the city’s only wheelchair basketball team. Their video production company, Shaina Koren Cinematography, is located in Charlottesville, Virginia.”

Madison app feedback

Our mailroom has received a number of responses to our new Madison app, which makes Madison magazine available on tablet devices for the first time. Digital editions of the magazine let you stay up to date with all things JMU in between print issues. So when you get a chance, download the app for fresh, interactive magazine content delivered right to your tablet. And stay tuned! We plan to evolve and expand this new mode of delivery based on your feedback!

Don’t have a tablet? Read editor’s picks online at: www.jmu.edu/madisonmagazine.
News that two journalists were shot and killed on live television spread rapidly that Wednesday morning in late August. Calls from national media began streaming in to our offices to confirm that one of the victims — Alison Parker — was a graduate of JMU. If you have ever been involved in a fast-breaking national news story, you know that handling the torrent of interest is challenging. Fortunately, JMU spokesperson Bill Wyatt is unflappable. As he handled the rapid-fire requests from CNN to People magazine — and as we dealt with the university nearly going on lockdown when state police warned us that Parker’s killer was driving up Interstate 81 toward the university — Wyatt dispatched his duties admirably.

As university spokesperson, Bill works a lot with students at The Breeze. That Wednesday evening, after the day’s commotion, I received this email from Bill:

Andy, Just went through my old emails and found this. A sad day. Bill

On 1/28/13, 7:49 PM, “Parker, Alison Bailey - parke2ab” wrote:

Hi Don and Bill!

Just wanted to say hello, and hope you’re both doing well. I wanted to thank you for being so amazing to work with when I was on The Breeze. You both taught me a lot about media relations and protocol when it comes to getting in touch with the right people for stories, and it’s helped so much that I learned it early on. Having started my job, I’ve run into a lot of PIOs who are great, and others not so accommodating. Thank you so much for always being so extremely helpful, even if I asked you stupid questions about fire ants or quad cats. I’m lucky to have had such a great experience working with and learning from you both. I’ll always remember that.

Best regards, Alison Parker

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Best regards, Alison Parker

Andrew D. Perrine ('86),
executive editor

‘I believe in a well-informed society. Keeping track of current events enables everyone to make better decisions regarding politics, the economy, and culture.’

— ALISON PARKER ('12), in her application to become a Media Arts and Design major at JMU

Alison’s effervescent personality and unparalleled drive set the bar for other students. Her classmates fondly recall the time she spent three days chasing a bicyclist in a purple leotard trying to nail an interview for journalism class. Her efforts were unsuccessful. Always prepared with a backup, Alison produced an alternate story in two hours that still managed to earn the highest marks of the day.

“It’s easy to put effort into a story,” says Parkhurst, “but it’s hard to take what you’re learning in the classroom and apply it to making a good story. That’s something Alison did. And what I hope all JMU students learn from her.”
Senior Daniel Stein (’16) is a studio art major at JMU. His astrophotography prowess is behind this issue’s Full Frame. He works closely with the John C. Wells Planetarium documenting activities and events, and also works as a photographer at The Breeze. Photography of the stars and the nighttime sky is one of his many passions; he also enjoys music and working as a DJ.

Martha Bell Graham writes for JMU Communications and Marketing and coordinates the Be the Change program, highlighting JMU’s passion for positive change. Formerly, she was on the staff of the university’s centennial celebration. Although she’s a Virginia Tech graduate, three of her four children and one daughter-in-law are Dukes. Read her story, “Hope for Autism,” on Page 40.

Bill Hawk joined JMU as head of the Department of Philosophy and Religion in 2001 and was named chair of the Madison Collaborative in 2013. Hawk works directly with faculty, staff, students and administrators to build the conceptual and practical framework for ethical reasoning at JMU and beyond. Read about his collaboration with JMU alum Brian Hochheimer (‘80) and the Emmes Corp. on Page 27.

Frequent Madison contributor Jen Kulju (’04M) writes about the Stuart Pimsler Dance & Theater residency on Page 22. Kulju is the public relations coordinator for the College of Visual and Performing Arts/Forbes Center for the Performing Arts at JMU. She earned a B.S. in business from Miami University and a master’s degree in technical and scientific communication at JMU. A native of Michigan, she is an avid Detroit Tigers fan.

Kyle Kearns (’15) double-majored in writing, rhetoric and technical communication, and media arts and design at JMU, and worked as a video and writing intern with university Communications and Marketing. The Mechanicsburg, Pennsylvania, native plans to pursue a career in writing or law. His hobbies are strictly limited to reading the works of Cormac McCarthy and playing video games. You can read his interview with JMU alum John Galiani (’90) on Page 20.
This past spring, the JIN Lecture Series in Political Economy, organized annually by JMU professor of economics Barkley Rosser, brought to campus Alice Rivlin, a senior fellow in the Economic Studies Program at Brookings and founding director of the Congressional Budget Office. Rivlin delivered a lecture titled “Health and Health Care: Can We Improve on Both at Sustainable Cost?” Her question is an enormous one involving vast government programs and fundamental changes in American lifestyles.

One of the more intriguing elements of Rivlin’s lecture was the idea that health and health care are two separate topics. Why do most of the industrialized nations of the world spend less on health care than the U.S., yet their citizens are healthier? “The main difference is not in health care delivery,” Rivlin explains. “It’s that they live healthier lives.”

With that in mind, this issue of *Madison* features JMU alum John Galiani (’90), who, with his brother Kirk, helped build Gold’s Gym International into one of the largest health club chains in the world. Galiani seems to agree with Alice Rivlin. “Why we don’t incentivize preventive health care baffles me,” he says. “Currently, our system is really sick care. You get sick, then you get care.”

Building a healthy relationship with exercise for personal wellness is the mission of our University Recreation Center, which is also featured in this issue. Already known for its modern facilities, myriad programs and student-leadership model, UREC is undergoing an extensive renovation and addition that will ensure it continues to “motivate Madison into motion” for generations to come.

At the same time, JMU is delivering promising programs that are improving the health of our communities. This issue’s cover story looks at how JMU faculty and students are assisting with the needs of children with autism, a developmental disorder whose root causes remain elusive. This unique, multidisciplinary approach involves occupational therapists, speech and language pathologists, applied behavioral analysts and psychologists, all working together on behalf of these children and their families. You will also read about how JMU’s Institute for Innovation in Health and Human Services is sponsoring programs to deliver mental health services to our rural neighbors and working with at-risk new parents in these areas to give their children a healthy and safe start in life.

Such an innovative approach to health care yields not only improved health in communities, but also provides engaged learning opportunities for our students, exposing them to the gratifying rewards of deep community engagement and helping deliver thousands of change agents into the health care system. Of course, broad systemic reforms are necessary. But there is real power at the community level as well, and at JMU we are working to unleash that potential.

No discussion of health care would be complete without a consideration of ethical reasoning. Madison Collaborative Chair Bill Hawk provides a thought-provoking essay on bioethics and the recent collaboration with alumnus Brian Hochheimer (’80) of Emmes Corp. that demonstrates how the Eight Key Questions strategy can have a positive influence on medical and biological research. You will also read about the work being done by Erica Lewis in our nursing program regarding the moral distress facing health care workers dealing with issues such as end-of-life care and quality of care.

Obviously this edition of *Madison* devotes a lot of attention to the issue of health care. It is an important topic affecting all of our lives. My hope is that you will see that while debates over health care laws rage on in government and in the media, very real efforts at JMU to educate future health care leaders are making a difference now, both in their lives and in the lives of people in need of care.

I am proud to confidently claim that James Madison University, with our approach to engaged learning and spirit of Be the Change, is the kind of institution perfectly suited to confront the big challenges faced by our society today.
MU is more than a university, we are a family,” said President Jonathan R. Alger as he
acknowledged the tragic news that Madison family member and WDBJ journalist Alison
Parker ('12) was one of two news reporters shot and killed during a live broadcast on Aug. 26.
Parker earned a bachelor’s degree in media arts and design, and she was a reporter and editor
for The Breeze. JMU Assistant Professor Ryan Parkhurst talked about his former student on
MSNBC’s Andrea Mitchell Reports. “[Alison was] incredibly genuine, very smart, a wonderful reporter and even better
person if that’s possible. … I use her as an example when I teach … about the right way to be a journalist, to do your job, to be a
student.” Together with the Parker family, JMU has created a memorial fund to honor Parker.

To honor Alison’s passion for life and journalism, the Parker family has created the
ALISON PARKER MEMORIAL FUND
Give today to support future students in the School of Media Arts and Design at
www.jmu.edu/alison-parker

‘[Alison was] incredibly genuine, very smart, a wonderful reporter and even better person if that’s possible.’
— RYAN PARKHURST
On Aug. 28, Richard “Dick” Roberts came to JMU to address the faculty. He had a very special message. He came to announce a $1 million gift to establish the Shirley Hanson Roberts (’56) and Richard D. Roberts Endowment for Faculty. The gift, unprecedented in the university’s history, supports a special brand of education, where the commitment to student success by a deeply engaged faculty sets JMU apart.

The Roberts’ endowment affirms a faculty whose first commitment is to the students they teach. During a recent interview at his home in Virginia Beach, Mr. Roberts reflected on his life with his beloved Shirley and what they know to be the essence of the Madison Experience.

An investment in faculty

BY RICHARD “DICK” ROBERTS

There’s a tapestry hanging in my bedroom. It’s of my wife, Shirley Hanson Roberts. Her name should sound familiar. The university named The Shirley Hanson Roberts Center for Music Performance for her. She’s a beautiful woman. The tapestry was woven when she was 60, and it’s so fine you’d think it was a photograph. I had it framed. It’s the first thing I see in the morning and the last thing I see at night.

In a way, that tapestry represents what she and I believe we’ve seen at JMU. It’s about relationships, like ours has always been — relationships that are rich and fulfilling and that make a difference in others’ lives. Shirley, who graduated with the Class of 1956, has certainly made a difference in my life.

Shirley became a Navy wife when we were first married 58 years ago. Years later, friends told me that every time I went out on a submarine Shirley was scared to death, but she never said to me, “It’s either me or the submarine.” She never did. We could be up in European arctic waters, doing sonar signatures on the Soviet Northern Fleets … but she never said that.

After I left the Navy and went to Harvard Business School, she supported me. She taught school. I wouldn’t have made it through without her.
help. She’s always supported me. During my years with the TeleCable division of Landmark Communications, which later became an independent company, she was always by my side. Together we raised three daughters. Now we have five grandchildren, and Shirley is still by my side.

I hear people at JMU talking about student success, and I think that takes the same kind of commitment Shirley has always made to me. That’s what I see in the faculty at JMU.

I have always told my people never to say “never.” But I’m breaking my own rule here because I have never — never — heard any student say anything other than “I love it here at JMU.” I especially listened to the boys — 18- and 19-year-olds can be cynical. And even they love it here. That’s what I’ve heard since Shirley and I have engaged with JMU after coming to her 50th reunion in 2006.

Those words “I really love it here” struck me. Then I read in Madison magazine a student saying, “I can call my professor at 8 o’clock at night, and he will talk with me.” There has to be a reason.

It has a lot to do with the commitment of the faculty at JMU. It’s a unique difference from what I have seen at other large universities. I bet there isn’t another one on the scope of JMU in this country where professors make themselves so available.

JMU has not deviated from the teaching experience that it valued when Shirley graduated with her teaching degree. That teaching experience — that closeness of the faculty and staff with students — is so unique that it deserves to be fertilized.

That’s what Shirley and I hope our gift will do — fertilize the rich relationships that develop here. It takes a special kind of person to be so committed. I learned that from Shirley.

I recognize something else, too, that’s special about JMU, and that’s something I learned in business.

I had a life-changing experience in my business when I was 50 years old. During a deep depression, I had to change my modus operandi. Instead of giving orders, as I had

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**From Page 9**

Ever since President Alger started asking students, professors, alumni and parents what makes JMU unique and superior, the response has been resounding: students’ close relationships with professors.

Group after group turned out to talk to the president on his Why Madison? Listening Tour, exhorting him to preserve and cultivate that distinctive element of the Madison Experience. Then, last summer, a national Gallup/Purdue poll reported that student engagement with superior faculty is the No. 1 factor leading to alumni success and sense of well-being later in life. As Alger quipped, “Madison had it right all along.”

Today, that faculty-student dynamic is at the heart of the Madison Plan (www.jmu.edu/jmuplans), the document that charts JMU’s strategic vision for the future.

More alumni are recognizing the profound role Madison professors have played in their lives by making private gifts to JMU for faculty support.

One of them is Sarah Miller Luck (’14, ’15M), who celebrated her graduation last spring by surprising her professor, John Almarode, with the establishment of an endowed professorship in his honor, the Sarah Miller Luck (’14, ’15) Endowed Professorship for Excellence in Education. “He has seen me throughout the program, as adviser, teacher and supervisor,” Luck said. “I hope to impact my students in these same ways. Teachers are what make the College of Education exceptional.” Another is the Brown family, including parents Mike and Susan (’84) and daughter Katherine, valedictorian of the Class of 2013. They have established the Dave Pruett Faculty Support Endowment in Teaching Excellence to recognize Katherine’s “inspirational” math and honors professor at JMU.

The generosity of Luck, the Browns and other donors provides resources to help recruit and retain top-caliber professors who care about their students.

“He has seen me throughout the program, as adviser, teacher and supervisor. I hope to impact my students in these same ways. Teachers are what make the College of Education exceptional.” — SARAH MILLER LUCK (’14, ’15M)
‘With this gift, Shirley and I can help and encourage the kind of relationship between faculty and students that has been so successful, so it will continue to produce students who are successful and happy throughout their lives.’

done for so long, I would ask my associates, “Well, what do you think, Gordon? What do you think, Jim?” I would give them plenty of time. We’d go around the table. When it was all over — when my health returned — we never changed the way we did things. We used to have a motto, ‘All wisdom does not emanate from Norfolk, Virginia.’ There was real wisdom in that change. We took everyone’s wisdom and made decisions that way. I see that happening at JMU.

Professors don’t put up a steel curtain. Instead, they offer opportunities for students to learn along with them. For instance, professors involve students in their own work. If a student is engaged with a professor’s research or contributes to a paper, the student’s name is listed along with the professor. That kind of opportunity can follow a student for 10 or 15 years.

JMU’s success is really about the success of the faculty to engage with students, just like my marriage to Shirley has been successful because of her commitment to me. Since I met Shirley on the boardwalk in Virginia Beach more than 58 years ago, we have always pulled together. Now, Shirley is battling Alzheimer’s, and we’re still pulling together. I’m pulling a little harder these days.

Relationships are the most important things in life. In the end, nothing else matters. And no one has been more important to me than Shirley. She’s why I’m here today — why she and I are making this commitment to JMU to support the faculty. We hope that through this endowment the president or the provost will be able to recognize or reward JMU’s distinctive kind of teaching.

With this gift, Shirley and I can help and encourage the kind of relationship between faculty and students that has been so successful, so JMU will continue to produce students who are successful and happy throughout their lives, as Shirley and I have been — students who “love it here.”

A banner year for Madison giving

JMU donors stepped forward with their gifts to say they believe in the university’s vision for the future, making Fiscal Year 2015 JMU’s largest giving year in history. Contributions totaled more than $18 million for the fiscal year ending June 30, 2015.

JMU’s giving success is due to the generosity of more than 17,582 alumni, parents, students, faculty and staff, friends, and organizations. Almost 100 donors made gifts of $25,000 or more.

“I want to thank our donors for believing in our vision and stepping forward to express their convictions through contributions to JMU,” says Nick Langridge, vice president of University Advancement. “We are seeing a new wave of commitment, one that shows signs that this is just the start of an even greater season of private giving to come. As all who belong to our Madison family reflect back on their relationships and the powerful student experience that exists here on campus, we hope they continue to discover purposes worth investing in.

“We have an overwhelming sense of gratitude as we remember that there are individual people, and in fact entire families, behind each of these gifts, and together, side by side, they are making an impact on the lives of JMU students and faculty for generations to come.” Last year’s upsurge in giving can be traced back to President Jonathan Alger’s Why Madison? Listening Tour, when students, employees, alumni, parents and donors offered their input about what they think makes Madison great.

“That’s where JMU’s vision for the future started,” Langridge says. “Our entire community informed the work of the 160-member-strong Madison Future Commission, who created the Madison Plan (www.jmu.edu/jmuplans). We all came together to chart our future course through the university’s strategic plan for 2014-2020.”

‘We are seeing a new wave of commitment, one that shows signs that this is just the start of an even greater season of private giving to come.’

— NICK LANGRIDGE (’00, ’07M, ’14Ph.D.), vice president of University Advancement
New jmu.edu has admissions focus

The Chronicle of Higher Education has held up the recent redesign of JMU’s website as an example of sound online marketing strategy based on research and planning. The Aug. 25 article references marketing staff’s primary consideration of jmu.edu’s target audience of prospective students and their families, as well as the use of the JMU psychology department’s eye-tracking software to learn where visitors to the home page are looking. According to the research, students were drawn to the redesign’s use of statistics (“16:1 student-faculty ratio”) embedded in large photographs, a prompt to schedule a campus visit, and a “JMYou” button that lets users create personalized accounts and request specific information about the university. So far JMU has seen a significant increase in the number of requests for information.

We can work it out

Lab offers cash incentive to stick with a treatment program

BY JIM HEFFERNAN ('96)

The Changing Activity, Substance Use and Health (CASH) lab at JMU develops and tests interventions for health risk behaviors among college students such as alcohol use, smoking and inactivity. The lab’s researchers, mostly undergraduate psychology students, employ a practice called contingency management, in which participants receive a series of rewards for adhering to a treatment program. Not surprisingly, cash is a popular incentive.

Lab founder and faculty mentor Jessica Irons, an experimental health psychologist, says, “Very often one of the barriers to changing behavior is actually initiating that first behavior change. … I may have to pay you a little bit to get you started, but as you begin to see results, that becomes your motivation, and you don’t need the incentive anymore.”

Despite its critics, contingency management works, Irons says. “And it ends up saving [society] money because the health patterns that students establish while in college tend to follow them.”

Shifting from health care to health

Concerned about the rising cost of health care in the United States? When Alice Rivlin, a senior fellow at Brookings, lectured on the subject at JMU, she cautioned the audience to “abandon the notion of an easy fix.” Americans, says Rivlin, need to shift their focus from health care to health, adopting lifestyles that lead to a leaner, more active population and healthier communities.
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FEMALE
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THE DAILY DUKE
JMU’S STUDENT LIFE BLOG
JMU.EDU/DAILYDUKE

CONNECT WITH JMU
James Madison University
JMU.ScholarlyCommons, 2013
Haley enshrined in Pro Football Hall of Fame

Dukes gridiron great is the only player in NFL history to collect five Super Bowl rings

MU Hall of Famer. Virginia Sports Hall of Famer. College Football Hall of Famer. Now Dukes great Charles Haley (’87) has taken his rightful place among the greatest players in the history of the National Football League.

The only player in NFL history to collect five Super Bowl rings, Haley was enshrined in the Pro Football Hall of Fame in Canton, Ohio, on Aug. 8, becoming the first Madison student-athlete to earn induction in a professional sports hall of fame.

Surrounded by family and friends, Haley recognized his roots as a JMU student-athlete, including the on-camera acknowledgement of his JMU head coach, Challace McMillin.

“I am truly blessed,” Haley said during his enshrinement speech. “I have played with some of the greatest players in the history of football, and I’ve learned a lot. The one thing I learned from all the guys was unselfish play. Team matters — we need to go back to that. It’s not about individuals, it’s about team, and that’s the only way we can have success.”

A four-year letterwinner for the Dukes from 1982-85, Haley was twice named an Associated Press All-American. As a senior, Haley was named the Richmond Touchdown Club’s Defensive Player of the Year and a First Team AP I-AA All-American.

JMU’s all-time leader in career tackles with 506, Haley led the Dukes in tackles twice in his career, recording 143 in 1983 and 147 in 1984. He had a career-high 22 stops at Shippensburg during the 1983 season, currently tied for the eighth-highest single-game total in Madison history. A three-time JMU Defensive MVP, he was also named the JMU Male Athlete of the Year in 1985-86. Haley graduated from JMU in 1987, and in 1999 the Athletic Department named the Defensive MVP award after him.
Haley became the first player in JMU history to be selected in the NFL Draft when the San Francisco 49ers picked him in the fourth round in 1986. He immediately made an impact with the team, playing in 16 games as a rookie and recording 12 sacks. He played 12 seasons in the NFL, seven with the 49ers in two different stints and five with the Dallas Cowboys.

A five-time Pro-Bowler and two-time First Team All-Pro selection, Haley finished his career with 100.5 career sacks, including a career-high 16 in 1990, the first year he was honored as an All-Pro. He was also a two-time NFC Defensive Player of the Year and played on 10 division championship squads.

A native of Gladys, Virginia, Haley was inducted into the JMU Hall of Fame in 1996, the Virginia Sports Hall of Fame in 2006 and the College Football Hall of Fame in 2011.

(Haley capped off his Hall of Fame induction speech by stating, “When I stepped out on the field, I was determined to be the best every play, not just some plays.”)

Ikenberry feels that JMU is the perfect place to build a winning program rooted in the basics: pitching, defense and competing for every out. Ikenberry comes to JMU from Virginia Military Institute, where he accumulated 282 wins in 12 years, more than any coach in program history. Despite recruiting challenges and a limited number of scholarships, Ikenberry built the VMI program, which had struggled for decades, into a perennial competitor and sent over 30 players into professional baseball. Prior to his head coaching job at VMI, Ikenberry spent one year as an assistant in Lexington and three years as part of the staff at William and Mary. Ikenberry began his collegiate baseball career as a four-year starting catcher for the Keydets. While playing, he developed a reputation for his excellent defensive skills and his handling of the pitching staff.

Now, with an established recruiting network, an infectious personality and a story for any occasion, Ikenberry feels that JMU is the perfect place to build a winning program rooted in the basics: pitching, defense and competing for every out.

“This is a place where you can really grow and win and do it the right way in the Valley, with the community offering its support,” Ikenberry said. “Everything is in place for us to succeed.”
YOU MADE HISTORY
Fiscal Year 2015 was JMU’s biggest fundraising year ever. Donors contributed more than $18.3 million to enhance the Madison Experience.

DONORS GAVE A RECORD $18.3 Million

17,582 TOTAL DONORS

7,359 ALUMNI DONORS

1,160 STUDENTS SUPPORTED BY SCHOLARSHIP GIVING

178 ANNUAL GIFTS TO GROW MADISON ENDOWMENT

Every time you give to JMU, you bolster the institution that touches millions of lives all over the world – in classrooms, boardrooms, in developing nations, in cities and rural areas, in locations recovering from natural disasters, and in organizations dedicated to improving lives.

Thank you, donors!
Invest in life-changing JMU innovations
November 13, 2015

A Shark Tank-like opportunity at JMU
Designed by fellow alumni Leslie Gilliam ('82) and Don Rainey ('82)

‘I’m definitely planning on attending again this November. I was so impressed by our JMU professors and staff that I invested in two projects. It was so rewarding to take a personal part in making something meaningful happen at JMU. I’d recommend it to any investor who wants to help JMU Be the Change.’

– RICK KUSHEL ('87), senior advisor to innovation portfolio, The Blackstone Group; founder, iLevel Solutions

‘Leslie Gilliam ('82) and I really had a ball creating this event for the first time last year. Faculty and staff from across the university pitched top-notch innovations that addressed real-world problems. The experience was intense, dynamic and inspiring. Our investors raised more than $168,000 last year, and we hope to continue that success with a new Madison Trust event each semester.’

– DON RAINEY ('82), general partner, Grotech Ventures

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Nov. 1 – Investor Sign-up Deadline
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Download the March 2015 issue of the Madison app to see what happened last year. Or see the Spring/Summer 2015 edition of Madison at www.jmu.edu/madisonmagazine.
For a young engineering student used to problem solving, her father’s sudden illness was as mysterious for its unknown origin as it was in the sense of frustration it revealed in Lisa Carnago.

In that dark time in 2003, Carnago was a freshman at North Carolina State University when the call came that her father, a carpenter who routinely worked 60-hour weeks, was inexplicably hit with severe pain that made work nearly impossible.

“My dad is the kind of person you want to help,” Carnago said. “He’s always been a hard worker – that’s just how our family was raised. Dad has always been an inspiration, much more than a hero. It was frustrating for me not to know how to help him.”

Carnago left her studies to help her father, who eventually responded to therapies used to treat rheumatoid arthritis, and felt a calling to the nursing profession. Switching her major and schools, Carnago graduated from East Carolina University in 2007 with a B.S. in nursing.

As a registered nurse, Carnago worked at hospitals and medical centers in North Carolina, Pennsylvania and Virginia before enrolling in 2014 in JMU’s family nurse practitioner M.S.N. program. She anticipates completing the master’s work in May 2016 and has already been accepted into the university’s Doctorate of Nursing Practice program.

Engineering’s loss has been nursing’s gain, as Carnago has drawn from her father’s experience in treating a chronic illness and committed to advocating for patients. She presented a paper, “Economic Aspects of Biologic Therapy and Adherence,” at The Graduate School’s first Showcase of Graduate Scholarship and Creative Activity in April.

“This is an integrative project that means something to me,” Carnago said as she told the audience about her father’s struggles to find effective therapies to treat RA. In his case, biologics have proven most useful. Biologic medications are created using human or animal proteins rather than being chemically synthesized. “They are not first-line drugs of choice,” Carnago said. “Biologics are used when traditional therapies fail,” often for chronic, inflammatory illnesses.

The high costs of biologics can make it difficult for patients to adhere to their treatments, as Carnago’s research confirmed. Her review included findings of adherence ranges from 32 percent to 91 percent among RA patients, based on research by M.A. Blum, D. Koo and J.A. Doshi in 2011.

Non-adherence to biologic therapies has personal and societal costs, according to Carnago’s paper. Not only does patient benefit decrease, but failure to adhere to treatment plans stresses health care resources by increasing disability and disease-related surgery.

Adherence research can apply to any therapies, not just the use of biologics. During her FNP clinical experience, Carnago worked with a patient to help him understand the importance of taking his medications as prescribed for various health conditions.

“We met weekly to focus on one prescription at a time, and by the end of the semester, he was diligent about taking all his medications,” she said. “He understood why he needed to take his meds as directed by his doctor because we developed a trusting relationship over the course of my clinical.”

Combining her nursing experience with her newer role in advocacy has been a gradual melding encouraged by her JMU nursing professors, especially Patty Hale and Linda Hulton. They supported Carnago in her successful application for the Virginia Nurse Advocate Health Policy Fellowship in 2014 and encouraged her to consider JMU’s doctoral program. “I wasn’t thinking about these ideas when I came to JMU,” Carnago said. “My nursing teachers encouraged me to consider the opportunities here. JMU nursing professors are tops.”

While she doesn’t know her exact career path, Carnago anticipates a broad role in nursing. “I envision continuing to be an advocate for patients and other nurses because there is much room and an increasing need for a voice for these groups,” Carnago said.
Carnago’s experience as a JMU graduate student convinced her of the value of combining nursing and advocacy.
An ounce of prevention worth pounds of cure
Fitness mogul offers tips for maintaining healthy lifestyle

BY KYLE KEARNS ('15)

In the early '90s, John Galiani ('90), a JMU graduate with a degree in finance, got a call from his brother Kirk proposing a new business venture. The lease on the gym where Kirk worked out was about to expire, and he had been unable to convince the owner to go for a new place. Maybe the Galiani brothers should go into the fitness business? The rest, as they say, is history.

Together, they created a full-service gym complete with aerobics and cardiovascular equipment. Gold's Gym was the duo's first of many successful gyms. Today, John and Kirk operate US Fitness Holdings, one of the largest health club operators in the country.

“I never had any great plans to build a big business,” says John Galiani. “I went into the fitness business because it was something I always enjoyed. I was happy to work with my brother, and I had a passion to help improve lives through fitness.”

The U.S. health care system is burdened by well over $100 billion annually in excess costs due to inactivity and obesity, he says. “Why we don’t incentivize preventive health care baffles me. Currently, our system is really sick care. You get sick, then you get care. No one would think it’s OK to not change the oil in your car and wait for a problem, then change the engine.”

Galiani's tips for getting fit and maintaining a healthy lifestyle:

- Set reasonable and attainable goals
- Start slow and build on duration and intensity later
- Make it part of your routine
- Work out time
- Find what you like to do
- Going to the gym must be something you look forward to, so choose a club that has the things you like and the support to get the results you desire.

Read more of Galiani's story at bit.ly/1LOHwd9

ILLUSTRATION BY LAURA DEBUSK ('14); GALIANI PHOTOGRAPH BY MIKE MIRIELLO ('09M)

https://commons.lib.jmu.edu/madisonmagazine/vol38/iss3/1
‘Why we don’t incentivize preventive health care baffles me. Currently, our system is really sick care. You get sick, then you get care.’

— JOHN GALIANI (’90)
Pimsler (front, left) and dance professor Ryan Corriston (back, left) work with the JMU men’s golf team.
To celebrate its 35th anniversary season, Stuart Pimsler Dance & Theater (SPDT), an internationally recognized performance company known for pioneering the arts in health care field, initiated a nationwide application process to award “one incredible community” with a weeklong residency and performance opportunity. Dance faculty member Kate Trammell in JMU’s School of Theatre and Dance was awarded the grant.

The residency included lectures, workshops and classes for students and faculty in JMU’s College of Health and Behavioral Studies and the College of Visual and Performing Arts, a class with the men’s golf team, as well as workshops for health care professionals and for stroke survivors and their caregivers at Sentara RMH Medical Center. The residency culminated with a performance by the company at the Forbes Center for the Performing Arts.

A highlight for Trammell was SPDT’s work with her Dance in Community class. “I thought it was particularly great because there was an integration of populations in the class,” says Trammell.

Pimsler particularly enjoyed working with the men’s golf team. Golf coach Jeff Forbes says the session served as a great team-building experience and “really opened up the players’ minds on how different movement techniques can help them improve their games.”

JMU students had the opportunity to attend one of two workshops at Sentara. “Caring for the Caregiver” brought together 25 area health professionals who worked with stroke survivors. The workshop placed “the wellness of the actual caregivers in the spotlight, and that caregiving role is one that so many [health and behavioral studies] graduates step into for their professional lives,” says Sharon Lovell, dean of the College of Health and Behavioral Studies. During the “Meaning in Movement” workshop, 25 stroke survivors and their caregivers interacted using expressive movement, storytelling and music to communicate. “Living life with music, movement and renewal must become a mantra of our health care system in order to build a healthier community,” says Janet Marshman, clinical effectiveness specialist for Sentara’s stroke program.

The residency had a positive impact on all participants. Kayla Bolton, a dance major with an interest in physical therapy, summed up the experience: “I learned a lot of techniques that I will tuck away for the future.”
What happens when health professionals are faced with ethical situations that they feel powerless to solve?
What is moral distress?
Moral distress is the complex response that results from a serious compromise to our moral integrity; when we choose to do an action that violates our core values.

What are the symptoms of moral distress?
This state of discomfort can easily manifest itself through emotional and physical symptoms. Individuals experiencing moral distress may feel paralyzed — unable to reason when faced with future ethical dilemmas. Moral distress can be disguised as emotional exhaustion. However, the experience is distinct from emotional exhaustion because the distress is a result of our ethical value systems being compromised.

Is moral distress a common problem?
Many health and human service professionals, dealing with issues such as end-of-life care and quality of care, have been known to experience moral distress in their careers — in fact, the occurrence of moral distress has been most widely documented in these professionals. Moral distress has been experienced by those in business, military and educational settings.

What keeps us from acting after we make moral decisions?
An array of personal, environmental and practical constraints. A timid person who works on the lower rungs of a corrupt and rigid hierarchical system, for example, may very well feel disempowered to act. If that person has to make decisions quickly or lacks resources (such as a supportive group of coworkers), it’s highly unlikely that she will be able to act — even if she recognizes an ethical solution to a moral dilemma.

Can anything be done to prevent and treat moral distress?
While there is a lack of clear evidence to guide prevention and treatment of moral distress, recommendations based on anecdotal evidence can be offered. The most important way to prevent moral distress is to design an environment aimed at encouraging moral decision-making and empowering decision-makers to act. In these environments, typical constraints that oftentimes lead to moral distress should be removed.

Are there tools that can help us develop ethical reasoning?
The James Madison University Eight Key Questions framework is one tool that can be used to guide moral reasoning. Being able to recognize an ethical dilemma and follow an established reasoning process allows for purposeful decision-making.

The Eight Key Questions (8KQs)

What are the key questions used to evaluate the ethical dimensions of a problem?

1. **Outcomes**
   What are the short-term and long-term outcomes of possible actions?

2. **Fairness**
   How can I act equitably and balance all interests?

3. **Authority**
   What do legitimate authorities (e.g., experts, law, my god(s)) expect of me?

4. **Liberty**
   What principles of freedom and personal autonomy apply?

5. **Rights**
   What rights (e.g., innate, legal, social) apply?

6. **Responsibilities**
   What duties and obligations apply?

7. **Empathy**
   How would I respond if I cared deeply about those involved?

8. **Character**
   What actions will help me become my ideal self?

Learn more at www.jmu.edu/mc or email us at mc@jmu.edu.

The Madison Collaborative has operationalized a framework for teaching ethical reasoning. The Eight Key Questions take into consideration eight vital human values: outcomes, fairness, authority, liberty, rights, responsibilities, empathy and character.
‘Many health and human services professionals, dealing with issues such as end-of-life care and quality of care, have been known to experience moral distress.’

— ERICA LEWIS

when faced with right and wrong — ethical decision-making can be nurtured with practice. Reflection before action helps eliminate retrospective regret and thoughtless action.

Meditative life practices, such as journaling, can also help us identify and solidify our moral values. Reflective practices allow us to recall, and grow from, prior experiences. Positive friends and mentors may also serve as supports to enhance resiliency during difficult times and prompt us to take moral action. If a difficult conversation is part of the ethical solution, then role-playing can help build confidence and fluency. Finally, overall well-being is important. Fatigue, in particular, can be a barrier to stepping up in difficult circumstances.

**Is there anything else we can do to cope with the problem?**

We can also help prevent moral distress in those around us. Support is important, both during and after experiencing a moral dilemma. Having someone present in the situation can make a big difference. We can offer to stand with others during their difficult time, role-play conversations in advance and ask for help using the appropriate chain of support.
Bioethics and the Eight Key Questions

BY BILL HAWK, chair, Madison Collaborative

Bioethics, the study of moral issues emerging from developments in biology and medicine, demands our very best, well-informed and highly effective ethical reasoning. This edition of Madison features health care practices and systems that touch many bioethical concerns. Huge moral controversies about abortion, surrogacy, organ transplants, euthanasia and equitable access often dominate university-based moral instruction. The vexing everyday issues of executing an advanced medical directive, having children vaccinated, alleviating medical errors, initiating hospice care and declining further medical interventions call for equally nuanced moral judgments. The Madison Collaborative: Ethical Reasoning in Action, JMU’s effort to prepare students with skill in ethical reasoning, encourages a strategy of asking Eight Key Questions to assist in working through knotty bioethical situations.

Behind the pills, prostheses and palliatives that we have come to expect from the health care system lays a seldom visible arena of ethical concern: biological and medical research. Clinical trials and biological research are necessary to developing therapeutic drugs and medical regimens, but these frequently involve extremely complex ethical decisions. To how much risk may we expose research subjects? How do we calculate the risk and inform the subjects in soliciting their consent? Are some members of our society unable to make an informed consent? Tough ethical questions surround the frequent use of placebos against which medications and medical interventions are tested. When very positive or negative results are discovered, should the research regimen be stopped early? These are but the tip of the iceberg of bioethical questions that surround the scientific research necessary to produce safe and effective medical interventions.

Early this summer Madison Collaborative faculty members were privileged to work with a company that assists and manages medical and biological research. Brian Hochheimer (’80), chief financial officer of Emmes Corp. in Rockville, Maryland, contacted us after reading about the Eight Key Questions strategy in Madison magazine. He wanted to make it available to Emmes professionals. The company contracts with the National Institutes of Health and other government, university and private research organizations to set up and manage clinical trials and research studies. “Ethical reasoning and clinical trials are intertwined. A clinical trial must have an ethical foundation in order to advance science,” says Hochheimer. “Emmes is Hebrew for truth. Our work must be perceived to be truthful and accurate for us to be a partner in the scientific pursuit.”

Bioethical issues will only become more complex and difficult as research and technology proceed. As JMU students and alums such as Brian Hochheimer engage with those knotty problems, we want them to be change agents with a strong moral compass. Questioning our reflexive responses to complex issues with an accessible set of ethical questions, Eight Key Questions, is proving to be a useful way to clarify moral direction. As Hochheimer says, “The Eight Key Questions of the Madison Collaborative are woven into the framework of what we do at Emmes. … An ethical approach to business is at the core of the Emmes culture.”

Better ethical decision making benefits everyone. We encourage all JMU alums to adopt the practice of asking Eight Key Questions before making moral decisions.

More about Hochheimer and the 8KG at bit.ly/1JV8Mpy

Emmes’ director of human resources, Jennifer Hester, and CFO Brian Hochheimer (’80) discuss rights and responsibilities during clinical trials.

PHOTOGRAPH BY MIKE MIRELLO (’09)
Clinical mental health faculty and students provide counseling services in Page County

BY JIM HEFFERNAN ('96)
Norma Jean’s father died unexpectedly several years ago. The family buried him on a Saturday, but there was little time for grieving. The loss meant that Norma Jean’s mom, who suffered from chronic health problems, needed a new caregiver. “With daddy gone, our family did our best to take care of her,” she says. Soon after, however, the stress began to mount, and when her mother died a year later, Norma Jean could no longer cope.

Her physician, Dr. David Switzer, recognized the warning signs and recommended she see a psychologist. A group of clinical mental health faculty and advanced graduate psychology students from JMU held office hours at The Health Place in Stanley two days a week. No need to drive over the mountain to Harrisonburg or Charlottesville or Winchester. And maybe talking with someone would help.

The fact that one-on-one counseling was available in her community was enough to convince Norma Jean to go. “I can’t get over the fact that JMU comes here, to a little town like Stanley,” she says.

Therapy has not only helped Norma Jean deal with the loss of her parents, but has also resulted in her discovering new coping mechanisms and strategies for using her personal strengths to handle challenging situations.

“It has made me a better person,” she says. “I’ve really grown. I hope JMU never leaves here.”

At a time when integrating behavioral health services with primary care in rural settings is gaining momentum, JMU serves as a model. For more than a decade, the university has been providing low-cost counseling services in Page County in consultation with local physicians.

Tim Schulte, clinical professor of graduate psychology and director of Counseling and Psychological Services at JMU, began bringing his students to Page one day a week in 2004 in response to a community health needs assessment as well as some changes in the local mental health services landscape.

“The thinking was that we would open the doors, work with primary care, and see if JMU could play a role in helping deliver some of these services,” he says.

Since then the initiative has grown, thanks to a steady building of relationships with local primary-care physicians, the hospital and the community. Last year JMU faculty and students served more than 200 clients at The Health Place in Stanley, and JMU recently extended services to Page Healthcare Associates, a Valley Health physician practice in Luray.

“Now our students and faculty are out here two days a week,” Schulte says. “We are pleased to be able to help meet community-identified need while providing excellent learning opportunities for our students. Our advanced students and interns work directly with on-site licensed JMU faculty to provide high-quality services and partner with primary-care providers.”

Mental health needs in rural populations can be disproportionately large, Schulte says. Many rural communities are geographically isolated and medically underserved. There is often a high rate of suicide and depression.

“Folks in these areas are dealing with a lot of life stressors,” Schulte says, from chronic illness to unemployment to relationships.

Still, the decision to seek mental health services doesn’t come easily in rural areas. “Mental health in Page is almost taboo,” Norma Jean says. “People here say, ’Oh, that’s not going to help me, or ‘how would it look if I went to see a psychologist?’”

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Schulte and his colleagues in graduate psychology at JMU have been bringing their students to Page County since 2004 to provide mental health services to an underserved population. More than 200 clients received services last year.
Healthy Families Page County provides education, resources and support for families in Page and Shenandoah counties who have been identified as being at risk for poor parenting outcomes. In 2001, a community coalition identified the need, and JMU’s Institute for Innovation in Health and Human Services, together with faculty and students, have engaged with the community to address the need since 2002.

Page County residents are screened for participation in the program based on risk factors including whether the parent is single; was late in receiving prenatal care; has a history of mental health issues or substance abuse, insufficient employment, income, or support; and other factors. Services begin pre-natally or shortly after birth, and are offered for five years.

Healthy Families Page County is located at The Health Place in Stanley, Virginia. Emily Akerson, coordinator of clinical and interprofessional initiatives at IIHHS and a former nurse practitioner in Page, oversees the program, including grant writing.

One of Healthy Families’ signature services are home visits that provide information and guidance on child development, parent-child relationships, nutrition, health and safety, and other issues important to the child’s well being. Healthy Families also provides referrals to local health care and social services agencies as well as free supplies and materials to assist families in creating a safe, nurturing home environment.

“We’re really about helping families become more self-sufficient and empowered,” says program manager Yvonne Frazier, a Shenandoah County native who has been involved with Healthy Families Page County since 2010.

At the outset, participants receive four home visits per month, but that number decreases over time. They must go three months without a visit and without a crisis before they can “graduate” from the program.

“One of Healthy Families’ signature services are home visits that provide information and guidance on child development, parent-child relationships, nutrition, health and safety, and other issues important to the child’s well-being. Many of these families are used to being under the radar,” Frazier says. “They don’t have much education or experience beyond their home...

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Compounding the problem is a lack of providers, forcing those in need of mental health services to drive an hour or more for sessions a few times a month. The transportation costs and the time commitment can mean the difference between patients following through and going untreated.

Too often, mental health in rural areas falls to primary care. “While we [as physicians] receive some training during residency in the area of mental health, it’s certainly not to the extent that some patients require,” says Switzer, medical director at Valley Health-Page Memorial Hospital and a founding partner in the behavioral health-primary care initiative. “As much as I enjoy the patient interaction, our time with them is very limited. For those folks who truly have a counseling or therapy need, that’s not something we can provide.”

JMU is stepping in to fill that need, which allows for coordination of patient care and helps rural doctors like Switzer be more precise in their diagnoses. “That is so helpful when you’re floating out here on your own,” he says. “You want to make sure you’re doing the right thing for your patients and not doing harm.”

In addition to meeting a community need, the initiative, which receives support from JMU’s Institute for Innovation in Health and Human Services, offers a training ground for future mental health providers.

Holly Brear (‘11M), a graduate of JMU’s Clinical Mental Health Counseling program who completed her residency at The Health Place, says she enjoys the community approach to behavioral health. “It’s very hands-on, and I like the wide range of clients and situations that we see. The people here are real, and they’re remarkably resilient. … Sometimes they have to be reminded of that.”

“This is a place with some unique challenges,” adds Jeffrey Lown, a third-year graduate student in clinical mental health counseling. “There’s not a day when I don’t go home feeling really tired, but I take comfort in the fact that we’re providing access [to mental health services] for folks who may otherwise never have it. … It feels like we’re making a difference.”

Client interactions are conducted with dignity and respect in a warm, interpersonal and professional environment.

“Tim has made relationships a part of the culture here, and that helps our clients heal and our students learn and grow,” says Anne Stewart, professor of graduate psychology. That same spirit governs relationships with community partners like social services, guardian ad litems and Page County Public Schools. “It is a web of responsive, caring relationships, and the outcome, I think, is promoting the resilience and the dignity of the people who live here.”

The initiative has been a win-win for student training and for Valley Health-PMH practices, says Rhonda Zingraff, director of IIHHS. Recently there has been increased interest from hospital administrators to move the collaboration to a new level by adding some shared positions for student internships and residencies. A team of JMU faculty led by Robin Anderson, head of graduate psychology, is working to develop these initiatives.

Meanwhile, JMU will continue to be a good neighbor by lending a hand — and an ear — when needed.

“You want to make sure you’re doing the right thing for your patients and not doing harm.’

— DR. DAVID SWTIZER, medical director at Valley Health-Page Memorial Hospital
‘Our program makes them realize that somebody cares and that there are ways you can do things that will make your life better and your child’s life better.’

— YVONNE FRAZIER, program manager, Healthy Families Page County
For 20 years, the James Madison University Recreation Center has been "motivating Madison into motion."
The UREC addition and renovation will ensure that a new generation of JMU students, faculty and staff will benefit from its many programs.
Building a healthy relationship with exercise for personal wellness is the mission of the University Recreation Center at JMU. UREC encourages students to unplug and become more involved in healthy activities, to get away from screen time and reconnect with each other and their bodies, to set team and personal goals, and to see improvement through involvement in its programs.

“If students are encouraged to include fitness activities into their daily routine during college, they are much more likely to continue this after JMU,” says UREC director Eric Nickel. “We are working to develop the next generation of parents to positively influence the choices they will make for their families regarding nutrition and activities. Our high usage rate gives us the opportunity to make an impact on the lives of almost all JMU graduates.”

UREC, which opened in 1996, is currently undergoing a renovation and addition that will nearly double its size. “The original facility was constructed to meet the demands of a student body of 12,500; today’s student body is now over 20,000,” says Nickel.

The years have brought changes in students’ expectations of their campus recreation facility. Today, as students become more attuned to the wide range of possibilities for fitness and recreation, they look to UREC for a comprehensive experience, with activities that appeal to them specifically. “You have to have diverse offerings to attempt to reach 100 percent of campus,” Nickel says. Those offerings range from fitness equipment to adventure challenges to yoga classes, and include over 300 non-credit education programs in addition to credit-based courses.

“UREC’s emphasis on student-learning outcomes makes it a leader in the field of collegiate recreation,” says Nickel. In fact, UREC supports the academic mission of the university in many ways, collaborating with other areas on campus to develop new learning opportunities.

Nickel provides examples: “Our adventure program partners with Integrated Science and Technology faculty to lead classes on a canoe trip so they can travel safely while conducting water-quality testing on local rivers. Our group exercise program developed...”

‘If students are encouraged to include fitness activities into their daily routine during college, they are much more likely to continue this after JMU.’

—ERIC NICKEL, UREC director

UREC director Eric Nickel says the need for an addition and renovation has been pressing for five to 10 years.

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**WHAT?**

**THE UREC PROJECT**

will nearly double the facility’s current size with an addition of 137,815 square feet and 25,128 square feet of renovated space. Included in the project are weight and cardio spaces 2.5 times the size of the current space, six group exercise studios, a fitness/instructional pool, three new gymnasium spaces, four new meeting/instructional spaces, a demonstration kitchen, wellness center, athletic training room, and an outdoor adventure center with climbing and bouldering walls.

**WHY?**

High demand and an increasing student population, coupled with a mission to build health into the lifestyles of all JMU students.

**WHEN?**

The new portion will open in January 2016, and the complete addition/renovation of the UREC facility should be fully operational by Fall 2016.
on-location events with the libraries during finals week. We work with faculty in sports and recreation management and kinesiology to provide hands-on experiences for students who will be working with people with disabilities in the future. We partnered with Academic Affairs to create and offer the only Campus Recreation Leadership master’s degree program in the country.”

Another hallmark of UREC is a student-development model that challenges and supports student employees. One of the largest employers of students on campus, UREC creates an environment where student employees have the opportunity to learn and grow while gaining valuable work experience to complement their studies.

An often-overlooked benefit of UREC’s operations is the relationship between exercise and academic success. “We have all heard about the benefits that exercise can have on the body,” Nickel says, “but many people are not quite as familiar with the compelling evidence for the strong link between physical activity and brain function. Regular exercise, especially before academic efforts, can improve memory, increase the ability to pay attention, and help people learn.”

The newly renovated and expanded facility promises plenty of opportunities for healthier minds and bodies for JMU students, faculty and staff who benefit from its many programs.

—ERIC NICKEL
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advancement.jmu.edu/UREC96
Area families discover innovative treatment programs and a network of support at JMU

Hope for Autism

By Martha Bell Graham ('03P, '08P, '12P)

Photographs by Mike Miriello ('09M)
HOPE FOR AUTISM

When Laurie (’15M) and Robert Weese retired from the military, they expected to move. But having two sons diagnosed with autism, they considered their options carefully. “We started checking out locations — Tennessee, New Jersey, Indiana, Montana … all over the place.”

While traveling through the Shenandoah Valley one day, they stopped at the Rockingham County School Board offices, where they met Scott Hand (’79, ’80M), director of pupil personnel services. He took them to visit county schools. What the Weeses found was a community supportive of autism and engaged with a university replete with services and opportunities to help their sons.

It’s not uncommon for parents to seek out a school district that will support their child and then move there, says Keri Bethune, coordinator of the autism certificate program at JMU, because support for children and families is essential in addressing autism and its many ramifications.

DIAGNOSIS: MYSTERY

First identified in 1911 as a subgroup of schizophrenia, Autism Spectrum Disorder is a developmental disability causing social, communicative and behavioral difficulties. It became a separate diagnosis in the 1940s, but until the 1960s parents were routinely advised to institutionalize their children. The assumption was that nothing could be done for children locked in their own minds, some without the ability to speak and many without the skills to interact socially.

Autism has been blamed on everything from a lack of mother’s love to genetics to environment to vaccines — the latter, a myth discredited by multiple scientific studies. Real progress in addressing autism began in the 1980s, when treatment options emerged and parental pressure, allied with professionals, began to unlock a diagnosis that had created more mystery and anxiety than clarity.

Gay Finlayson (’76) understood the anxiety. More than three decades ago, she and her family were living with a child they did not understand. The only diagnosis Finlayson received for her daughter, Marit, was Pervasive Developmental Disorder Not Otherwise Specified. In other words, no one really knew what was wrong.

Finlayson, though, had an advocate in her mother, Elizabeth Finlayson, founder of JMU’s Bachelor of General Studies program (now the Bachelor of Individualized Studies). “My mother’s connection to the world of higher education was important,” Finlayson says. In fact, it was her mother’s encouragement that led Finlayson to have her daughter evaluated at JMU’s Child Development Center. The diagnosis was autism.

Getting a correct diagnosis was only the beginning for Finlayson. Her insurance company dropped the family, and services were extremely limited, creating a problematic irony: “Most families had to wait for services,” she says, yet Finlayson knew the earlier the intervention, the better the outcome.

Finlayson’s answer was to advocate for her family, which would soon expand to three children, including a son also diagnosed with autism — a coincidence that is not uncommon. Her personal journey became one that thousands of parents travel in search of help for their children.

THE PROMISE OF SUCCESSFUL TREATMENTS

For many years, insurance companies refused to pay for autism services, offering a single excuse: There is no viable treatment. Parents disagreed. Research in applied behavioral analysis, along with extensive and growing anecdotal evidence, convinced them that treatment was indeed possible.

“What happened,” says Trevor Stokes, professor of graduate psychology and a licensed applied behavioral analyst, “is that the parents who were the consumers of services … could see that it was effective.” When pediatricians diagnosed autism and prescribed ABA treatments, he says, insurance companies, persuaded by research — much of it emanating from universities — were compelled to comply. Despite the acknowledgement that ABA worked, there were other limiting factors: Who, for instance, would provide the prescribed treatment, especially as the number of diagnoses skyrocketed? According to the Centers for Disease Control, today 1 in 68 children is identified with ASD, an increase due in part to greater public awareness and an expanded definition. In 2013, the American Psychiatric Association revised the Diagnostic and Statistical Manual of Mental Disorders to lump together several diagnoses, including Asperger’s, a mild form of autism, under the single Autism Spectrum Disorder.
The prevalence of autism has created a need for, if not a shortage of, ABA professionals, Stokes says. He adds that the Affordable Care Act has expanded coverage of mental illnesses in general, plus this year the Virginia General Assembly upped the age limit for required services from 6 to 10 — a change set to begin in fiscal 2016.

To address the need for more ABAs, five years ago JMU developed a collaborative program within the College of Health and Behavioral Studies that prepares graduates to become licensed ABAs. The designation, granted by the commonwealth’s Board of Medicine, requires 1,500 hours of supervised practicum work followed by a board certification exam. Steered by JMU’s three licensed ABA professionals on faculty — Stokes; Keri Bethune, who also serves on the governor’s advisory board on licensing ABAs; and Dan Holt of the psychology department — the program is an integral part of a large network of services and opportunities available to the autism community through JMU.

A NETWORK OF HELP

Every week, Garrett Weese, who first came to JMU as a nonverbal 7-year-old, visits Occupational Therapy Clinical Education Services, a clinic within the Institute for Innovation in Health and Human Services. Over the past six years, he has made slow but steady progress. He makes eye contact now, his mother says, and has an increasing vocabulary. He also dresses himself and does family chores. Garrett’s brother Nathan has benefited as well. Nathan has “only a little bit of autism,” as his mother once described to him. Nathan is now a successful high-school student with a bright future.

OTCES is one of several clinics on campus that offer autism services. These include an ABA clinic under IIHHS and a Speech-Language-Hearing Applied Laboratory, part of the Department of Communication Sciences and Disorders. Each provides a different therapeutic approach.

These different approaches converge in the university’s Interprofessional Autism Clinic. Also under the umbrella of IIHHS, IPAC offers blended autism services to the community. Stokes explains: “IPAC is very innovative because we’ve brought together people from different disciplines — from ABA, from psychology, occupational therapy, and speech and language pathology. We can do the merged treatment at one time … which is not a traditional approach, but this is the creative part of what we do.”

At the same time, IPAC provides a fertile experiential learning environment for JMU students who will eventually work with children on the spectrum. One such opportunity is JMU’s summer autism camp, which is run by occupational therapist Liz Richardson and Marsha Longerbeam, a speech and language pathologist.

While the benefits to children with autism are indisputable, there is added benefit for parents. “When [parents] come in for an appointment, they don’t just drop the child off,” Stokes says. “There’s an expectation they’ll be involved in some way. As a result, parents learn strategies and therapies to help their children that might otherwise take years of trial and error.”

What the Weeses found was a community supportive of autism and a university replete with services and opportunities to help their sons.
THE EDUCATION COMPONENT

“No child with autism is like another child with autism,” Bethune says. “It is very much a disability where educational plans, behavior plans and strategies all have to be individualized.”

Bethune, who coordinates the behavior specialist concentration within the College of Education, is a regular presence in local elementary and secondary classrooms, supervising JMU students and teachers who work with children with autism.

“It’s really, really important because we know that autism is one of those disability areas where kids could look a million different ways and be served in a variety of settings,” Bethune says. “They could be in the general education classroom, with no extra support, all the way to a separate school, depending on the level of need of the student. What we know is that getting good evidence-based interventions early makes a very big difference in the outcome for these students.”

A year ago, COE began offering a one-year course sequence leading to an autism certificate — an extension of the university’s traditionally strong exceptional education program.

“The cool thing about the autism certificate program,” says Bethune, “is that it’s not just education students.” It is open to students in all majors and is offered at both the undergraduate and graduate levels. Right now there’s a waiting list to enroll.

The upshot of this kind of collaborative education is that JMU is preparing students in ways that create a kind of autism advocacy throughout the commonwealth.

Scott Hand represents the hundreds of educational professionals coming out of JMU whose impact in local schools is significant. In Rockingham County, autism programs employ the Competent Learned Model, which is based on the principles of ABA, direct instruction and precision teaching.

Robert Weese, Garrett’s father, is especially appreciative of this impact. Before coming to the valley, he would drop by Garrett’s school and find him isolated in a classroom. “Educationally he was being left behind because the teachers were not required to learn. Here in Rockingham County, they are encouraged to learn about autism, and JMU helps that.”

TANGENTIAL OPPORTUNITIES

Beyond IPAC, the campus clinics and school systems full of JMU-educated professionals, other services and opportunities are available to families. Some are associated with Madison directly while others are tangential — like music.

Laurie Weese’s weekly calendar often includes a visit to Studio B Music for Living LLC, a private music therapy studio in Rockingham County. “Garrett loves to sing,” she says.

“Science tells us that engaging in a musical experience activates almost our entire brain,” says Brianna R. Priester, a licensed music therapist, instructor of music at JMU and owner of Studio B. “Individuals who may not be able to verbally communicate may be able to sing. The music works around the language barrier and spreads throughout the brain to activate different triggers.” Music
therapy can also help with the development of social skills, daily-living activities like chores and self-care, emotional regulation, stress and anxiety management, and self-expression, she says.

Additionally, children with autism benefit from physical and sensory experiences. That is the rationale behind JMU kinesiology professor Tom Moran’s Project Climb, an outreach program of adapted physical education for children with disabilities, including autism.

John “Jack” Martin, a utility locator in JMU Facilities Management, had a similar idea when he, along with his wife Becky ('74) and retired educators Sue ('78) and Philip ('79) Hutchison, developed a baseball program for children with disabilities in nearby Bridgewater, Virginia. Neither official nor clinical, Martin’s program nonetheless provides something extra: “It gives Garrett a chance to feel like an ordinary boy,” Robert Weese says.

A FAMILY MATTER
Ask Allison Lindsay ('16) what is wrong with her brother and you’ll get a swift answer: “Nothing. He’s just different.”

Autism has always been a part of Lindsay’s life. Her older brother Sam and younger sister Mikela both have autism. While Mikela falls on the milder end of the spectrum, Sam, who also has epilepsy and some degree of cerebral palsy, is profoundly affected. To Lindsay, though, he’s just her brother.

Lindsay knows firsthand one truism about autism: It impacts the whole family. “I remember going to kindergarten,” she says, “and I had no idea that not everybody had a brother like Sam … but I learned that that wasn’t the case. But I am so grateful to have him. Our family is a very chaotic, fast-beat family, and I think Sam gives us the opportunity to step back. He teaches us patience, and he teaches us just to be empathetic and aware. He’s my favorite person.”

Like so many people who are close to autism, Lindsay sees the disability but also the person. Autism is part-handicap, part-barrier, she says, but it can also come with astonishing talents and potential. One of those is intelligence. “You see a whole range of intellectual levels,” Stokes says, from incidences of autism with intellectual disability “to people on the spectrum whose intelligence is very high.”

Understanding the family dynamic and recognizing a need to support local autism families prompted two JMU professors, Debi Kipps-Vaughan in graduate psychology and Julie Strunk in nursing, to organize a support group for families, especially those with adolescent children on the spectrum. “Teenagers with autism have a unique set of needs,” including independence, sexuality and transition planning for when they leave high school, Kipps-Vaughan says. Now families can come together to support and learn from each other.

Another positive outcome from the support group is the benefit to JMU psychology students, who provide child care. “They get to see and interact with whole families,” Kipps-Vaughan says, “something they could never learn in a classroom.”

WHAT THE FUTURE HOLDS
Often overlooked by the media, and to some degree by public opinion, is the fact that, as Finlayson says emphatically, “little children with ASD grow up to be adults with ASD.”

For professionals like Bethune, it’s a concern. “It’s a hot topic,” she says, “because the supports for adults look very different than the supports for children. We still have to have transition services to figure out what’s going to be next for that student. … There’s no mandate for us to continue. So there are a lot of different options. For example, if the child wants to go to college, transition services should help with the application process and then the child has to go through that university’s Office of Disability Services [to] get whatever accommodations they need. They have to advocate for themselves. So self-advocacy is really, really huge.”

Self-advocacy is exactly what JMU professor of computer science Brett Tjaden encourages the dozen or so ASD students he advises every year to practice. The students are referred to him by the Office of Disability Services.

“One of their big challenges,” Tjaden says, “is social interaction. That’s hard enough for most

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**HOPE FOR AUTISM**

‘IPAC is very innovative because we’ve brought together people from different disciplines. We can do the merged treatment at one time … which is not a traditional approach, but this is the creative part of what we do.’

— TREVOR STOKES, professor of graduate psychology and a licensed applied behavioral analyst

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**CONTINUED ON PAGE 47 >>**
TED AND MICAH’S EXCELLENT ADVENTURE

Dukes with autism find success at JMU despite their disability

By any measure, Micah Hodges ('15) and Ted Aronson ('16) have been successful at JMU. Micah, a gregarious music industry major from Glen Allen, Virginia, performed with the Marching Royal Dukes, joined a social fraternity, and this fall is a FrOG — First Year Orientation Guide — helping JMU freshmen adjust to college life. Ted, a nursing major from Arlington, Virginia, competes on JMU’s archery team, participates in several Jewish social organizations, served as president of the Student Advisory Council for Nursing, and has completed an independent study that his professor calls “revolutionary.”

Both have autism.

Diagnosed as a young child, Ted benefited from early and extensive interventions that included speech and occupational therapies.

“All through elementary, middle and high school,” Ted says, “I was much more focused on academics instead of being friends with people, having peers. When I came to college, and even the last part of my senior year of high school, I thought that it would be more beneficial to shift from being purely academic to having school also be a way of learning social skills.”

Micah’s experience with autism is similar, although his diagnosis came much later. As a high-school student, he knew something was wrong, but he didn’t know what. Once he discovered it was autism, he says, “I was devastated. How do I have autism?” Eventually, though, Micah accepted the diagnosis. “Truthfully,” he says, “I do have to live with Asperger’s for the rest of my life, but the thing is, how you cope with it.”

For Micah, real progress occurred when he came to JMU. “My first challenges were trying to make a group of friends. I found myself very isolated, lonely as a freshman. I would sit alone at lunch every single day. I would always have my head down. It was very difficult to talk to [others]… especially for me, as a minority student as well.”

That changed in the spring of Micah’s freshman year. “I had rushed a fraternity called Phi Mu Alpha Sinfonia, which is a men’s social fraternity, and I had gotten a bid. … I became a brother at the end of spring.”

Both Micah Hodges ('15) and Ted Aronson ('16) know their strengths and weaknesses, and when barriers present themselves, they figure out how to navigate.
‘We want all students to succeed at JMU, and that includes students with ASD.’
— MATT TRYBUS, assistant director of the Office of Disability Services

Both Micah and Ted credit JMU’s friendly and open community for helping them carve out successful college experiences despite their disability. Ted chose Madison in part because JMU “embraces being a whole person, like having that social aspect, going to football games, but also being academic,” he says.

Nevertheless, college life can present social challenges for students with autism. “There are still times when I’m talking to people and I’m thinking of what to say, and I don’t know the correct response when someone says something — what’s socially acceptable, what’s not,” Ted says. “There are still small blurred lines in there, but I try to calculate it as best I can … For someone with Asperger’s, we don’t understand the social dynamics of a situation, but if we can understand the people — hence their motives, their view of the world — we can have a better understanding of it, so surrounding yourself with different sorts of people would help accomplish that.”

CREATING SUCCESS
Matt Trybus, assistant director of the Office of Disability Services at JMU, says that Ted and Micah’s experiences are not atypical. During high school and before, he says, the responsibility for accommodating any disability rests with schools, often with significant parental involvement. When a student enrolls in college, however, managing and seeking accommodations for a disability like autism becomes the student’s responsibility. It can create a barrier: How do you get a student who has trouble communicating to do this, including disclosing their disability?

“The system asks people to do something they may not be ready to do,” Trybus says. The solution, “is trying to move the student toward more independence as they’re coming [to college] because they’re going to have to self-disclose in order to receive accommodations and navigate college.”

Trybus says the students who are most successful have meta-cognitive awareness — they know their strengths and weaknesses, accepting both, and when barriers present themselves, they figure out how to navigate.

“They’ve integrated their disability into their identity,” he says. “That’s not the definitive quality of who they are, but it’s who they are. Those with visible disabilities don’t have any of the integration issues because everyone sees it. … You can’t hide it.” Autism, on the other hand, is often an unseen disability.

One pattern Trybus sees is a conflict in students who do not seek help initially. They face a conundrum: Do I suffer the perceived stigma of autism or do I seize the opportunity to re-invent myself? It often comes down to the question of how much a student wants to succeed.

Trybus is aware of about a dozen JMU students who self-identify as having autism. Among the accommodations he can provide these students are additional time and better surroundings to help with test taking. “My advice [to students with autism] is more to know what their strengths are … what they like, what they are passionate about — and where their limitations are,” Trybus says. It’s also helpful, he says, “to know what things, what people and what strategies have been helpful [in the past] … and know what their obstacles are to asking for help.”

“We want all students to succeed at JMU, and that includes students with ASD.”

Hope FROM PAGE 45
people entering college. But for people with that disability, it’s a lot harder. … Getting along with roommates is certainly one of them. Interacting with teachers is another.”

Tjaden has a special empathy for these students because he understands how much potential they have. “With most differences, there are strengths and weaknesses,” he says. “Very often we tend to focus on the weaknesses that come with a particular disability and not enough on the strengths.”

THE GIFT OF AUTISM
Until the mysteries of autism are unlocked, families affected by the disorder will continue to focus on the positives. “It bothers me when people kind of pity me: ‘Oh, I’m so sorry you have an autistic son,’” Laurie Weese says. “But I say, ‘He’s great. He’s just different. He doesn’t talk … but he’s a great kid.’”

Siblings of children on the spectrum exhibit a special empathy. “I am not a naturally patient person,” Lindsay admits. “But Sam has taught me that everybody has setbacks, whether it is an experience or a disability, and he makes me so much more aware of that. I just love him so much.” Lindsay has told her parents unequivocally that she intends to take care of her brother for the rest of his life.

The same is true of Garrett Weese’s brother Connor. “Connor is a wonderful kid,” Robert Weese says. “He’s the youngest, but at the same time he has big shoulders. He’s had to help a lot, especially with Garrett. It’s easy for Laurie and me to forget he’s the youngest because we rely on him to help. I thought it would be a problem, but now he’s enthusiastic. If we go roller skating, he says, ‘I’ll go with Garrett,’ and he loves doing it.”

Families like the Weeses and the Finlaysons would agree that there is a certain joy in embracing ASD individuals for who they are and what they can offer. Perhaps that is a lesson autism can teach us all.
By the time this update arrives, students will be a few weeks into the 2015–16 school year and settling into their newly devised routines. The excitement of a new academic year and the hope of new possibilities accompanying it are palpable to anyone walking around our campus.

This feeling of a new beginning transcends the limits of Harrisonburg and extends to our alumni and is evident as we make our Madison plans for the fall. Actually, planning by many of our alumni and friends who volunteer their time, treasures and talents to the university began back in early June at the Madison Alumni Conference. For over 10 years, MAC (no sports fans, not that MAC) has become an educational event where engaged alumni are treated to an in-depth view of the university’s inner workings and its long-range plans. More importantly, however, it is a celebration during which the university expresses its gratitude to those who are engaged with their alma mater at the highest levels.
This year, approximately 75 volunteers from the Duke Club, Admissions, the Alumni Association and many of its chapters (including the Black Alumni Chapter, Boston, Charlotte, Cheerleading, Dallas, Hampton Roads, Harrisonburg, Marching Royal Dukes, MetroDukes, Nashville and Richmond), attended MAC June 5–7. The highlights of the weekend included a question-and-answer session with President Alger, Provost Jerry Benson, Vice President Donna Harper and Vice President Nick Langridge and an in-depth view into significant capital improvements planned for campus, which Senior Vice President of Administration and Finance Charlie King and Associate Vice President for Business Services Towana Moore provided.

The capital improvements presentation gave MAC volunteers a bird’s-eye view of the Grace Street Apartments, which will house upperclassmen this fall; the UREC renovation and addition currently underway that will nearly double the size of the existing facility; the new Convocation Center, which will serve not only as a first-class basketball venue, but a gem of the Valley, capable of accommodating large conventions and attracting top performers; and the vision of the new breathtaking College of Business that will finally bring the physical assets of the COB to a level equal to the reputation it has earned.

MAC weekend officially concluded with the ever-popular MAC Awards Dinner, which was held in the Bridgeforth Stadium Club Room. Many, however, stuck around for the Sunday morning continental breakfast and the even more popular Bookstore spree, where volunteers received 20 percent off their purchases. For me, the true excitement of the conference came from hearing from the most active alumni and friends about their never-ending list of reasons they invest in Madison. Get involved volunteering and representing JMU this year to be part of MAC 2016.

Your Alumni Association Board of Directors spent the summer planning for the upcoming year and welcoming its newest members: Jeremy Brown (’94), Cathy Dotter (’89), Lt. Gen. Ray Mason (’78), Tom Rogowski (’84), Frank Smith (’03), Pratt Templeton (’14) and Kim Turner (’00). We are thankful for their willingness to serve the JMUAA and look forward to benefitting from the many diverse talents they bring to the board. One of the most exciting projects we have for the upcoming year is the addition of a “Visit Madison” portal on the alumni website so alums seeking to return to campus can plan their visits. The website will include information about campus and ongoing events, and point to local lodging and meal options as well as other places of interest to visit while in the Valley. You should begin looking for this feature in the spring.

As we embark upon a new school year, consider how you might elevate your involvement with Madison. Groups and clubs with which you were associated while a student at JMU are in need of alumni sponsorship and guidance. Register with the Alumni Online Community on the JMUAA website, which will connect you with classmates and friends. Consider signing up with JMU Love, which is a resource for matching you with volunteer opportunities. Come back to campus and help sell out Bridgeforth and the Conv or attend a performance at the Forbes Center for the Performing Arts. And, as always, be an ambassador for JMU by wearing your Dukes gear and talking to prospective students and their parents about attending Madison. Go Dukes!

‘Madison Alumni Conference ... is a celebration during which the university expresses its gratitude to those who are engaged with their alma mater at the highest levels.’

— LARRY CAUDLE JR. (’82)
for the last 25 years WXJM, 88.7 FM has broadcast a diversity of music and talk shows, all produced by JMU students. WXJM is now on the air 24 hours a day, featuring music as diverse as classic rock, reggae, jazz, heavy metal, classical, folk music, progressive, hip-hop, urban and punk, and talk shows covering sports, comedy or DJ’s choice.

WXJM alumni will gather on campus during MacRock weekend, April 1–3, 2016, or a reunion to celebrate 25 years of the station. The reunion weekend will include tours, as well as a potluck dinner, visit to the station and late-night live broadcast. In anticipation of the reunion, Madison checked in with WXJM champion and original general manager, John Pezzulla ('86).

**Madison: What are your memories of the process of starting WXJM?** It was truly like starting a new business — definitely challenging, a lot of work, but absolutely rewarding and well worth the effort. It was a great experience and one that is consistent with JMU’s entrepreneurial spirit. JMU’s current theme, “Be The Change,” certainly was relevant to this effort back then and really applies to WXJM today.

**Madison: What challenges did you face?** The biggest challenge initially was convincing both the JMU administration and students that there was a need to establish a student-run, student-operated radio station as an alternative to WMRA and explaining why they were different. WMRA was, and is today, a terrific NPR station serving the community. WXJM was an independent voice for students and an opportunity to share music with students that was not available on WMRA or any other FM or AM outlet in the Shenandoah Valley.

**Madison: How long did it take to get the station up and running?** Formal discussion of the radio station began when I was a sophomore in October 1983. At that point it was myself, along with nine others on a subcommittee of the Student Services Committee of the SGA. From there, a separate committee was developed that I chaired. We completed a constitution and submitted it to the administration for approval. Full approval came in September 1984. By the rules of the constitution, I was chosen as the station’s first general manager. The effort really started gaining traction and moving forward on March 11, 1985, with a signed letter of intent to the university. In April of 1986, 96 percent of the 1,500 students who voted said yes to a referendum question asking students if they supported WXJM. The working first name for the station was WJMU, then WJMR, finally settling on WXJM. Over the next four and a half years, it took a dedicated group of students working very hard, along with a supportive administration to make it happen.
The WXJM website fills in the next few years, as follows: It was decided the station would be broadcast on an FM signal instead of any other type of radio broadcast. The 88.7 frequency was selected after about a yearlong search in May 1987, the FCC application was submitted in 1988, and was finally approved in November 1989. To go along with our newfound FCC approval, WXJM moved into a new station in Anthony-Seeger Hall in 1990.

Madison: WXJM went on the air Oct. 1, 1990. What are your memories of that day? Seeing the station that so many worked hard on for six years go on the air was tremendously rewarding and a very proud moment for everyone involved. There were certainly some nerves as we went on the air, hoping everything was working right and making sure we delivered the right message and programming from the start. Since I already had graduated and was just invited back to be the first person on the air, I only played music for the first hour … but I have always been interested in local music and supporting it, including JMU bands as well as bands from Baltimore and Washington, D.C.

The WXJM December 1990 alumni newsletter captures the spirit of the station the day it went on the air: “WXJM made its worldwide debut on Monday, Oct. 1, 1990. On that historic day, John Pezzulla, our first General Manager, came back to the ‘Burg and went down in history as being the very first person ever to go on the air on WXJM. We blasted onto the airwaves at noon with Jimi Hendrix’s “Star Spangled Banner” performance from the Woodstock soundtrack. We set up a booth just outside the Warren Campus Center and blared our newborn signal through two life-size amplifiers for all the ‘Burg to hear. Mike McElligott and Scott Clarke grabbed our homemade, cloth WXJM banner and ran all over campus with it, proudly waving it high into the sky with frenzied, maniacal, twisted looks on their faces. It was quite a touching moment, like when Marcia first falls in love with Harvey Klinger on ‘The Brady Bunch.’”

Madison: What did you learn from starting WXJM that you still use today? I gained extremely valuable experience that applied to my career through building relationships, leadership and working closely with both JMU administration and a group of students passionate about starting a student-run, student-operated radio station at JMU.

I would like to acknowledge all of the hard work from WXJM alumni that got the station to the finish line and on the air after I graduated … and the many WXJM alumni who have kept it on the air for 25 years strong despite challenges along the way and the progression into the digital age with numerous online music options. College radio at JMU with WXJM has survived and continues to get stronger and continues to be relevant, a true testament to the many dedicated staff members involved over the years, the JMU administration and the many listeners who have supported the station.

LEARN MORE
Alumni can listen to WXJM outside of the Shenandoah Valley through the app “TuneIn” radio: search WXJM.
Mixed Media

BOOKS, MUSIC & FILM

SCANDALOUS SON: THE ELUSIVE SEARCH FOR DOLLY MADISON’S SON, JOHN PAYNE TOTT

BY PHILIP BIGLER (’74, ’76M)
APPLE RIDGE PUBLISHERS, 2015

Scandalous Son is the latest book from historian and former director of the James Madison Center Philip Bigler, who is already the author of several top-sellers. In this expositive work, Bigler covers the life of the seldom-remembered John Payne Todd, Dolley Madison’s only surviving child and James Madison’s heir. Bigler examines Todd’s struggle to cope with the psychological pressure he faced while never quite meeting the expectations of his mother, stepfather or the public. Todd earned himself the reputation of an alcoholic and degenerate gambler who would disappear for months on end, but, according to Bigler, children of prominent politicians failing to live up to their parents’ aspirations was hardly unheard of or inexplicable.

BLUESTONE REUNIONS 2015

Alumni from the Madison College era returned for the Alumni Association’s Bluestone Reunions in April. The Classes of 1965, 1960, 1955, 1950, 1945 and 1940 enjoyed the chance to meet current JMU students and campus leaders. This year, musical theatre major and honors student Caitlin McAvoy (’15) spoke about her experience traveling to Romania as a Hillcrest Scholarship recipient to introduce dance as therapy for girls from abusive homes. She said JMU changed the course of her life, something that alumni could relate to from their own college days. Alumni who graduated 50 or more years ago were given a medallion and inducted into the Bluestone Society, while the Class of 1965 continued the tradition of making a 50th reunion gift by presenting a check of $115,019.65.

Family Weekend is Oct. 2–4

Fall into the Madison Experience amidst the excitement and energy of Family Weekend! Delve into JMU’s notable spirit by attending any of the more than 50 campus events.

For more information, and to register, visit www.jmu.edu/parents/events/family-weekend.shtml.
Anticipation was high in the Great Room of the Leeolou Alumni Center, filled to capacity with members of the Alumni Board of Directors, members of the Board of Visitors, President Jonathan Alger and senior staff members, all focused on the large black-draped portrait at the front of the room. “The Alumni Association Board has worked for several years on this project to honor Dr. Rose,” said Ashley Privott, executive director of the JMU Alumni Association. “It will be an important piece of JMU history.”

Dr. Linwood H. Rose, JMU’s fifth president, retired in 2012. His 14-year tenure as president was marked by astounding growth, including the addition of more than 20 academic programs, 25 new major buildings and an enrollment increase of 35 percent. Having served JMU in various roles since 1975, Rose continues to serve in retirement as the vice president of strategic planning for the JMU Foundation.

Addressing Rose just before the portrait was unveiled, Larry Caudle (’82), president of the JMU Alumni Association, said, “On behalf of the JMU Alumni Association, and its 124,000 members all over the world, I would like to thank you for your leadership, guidance and service to our beloved alma mater.” With that, Caudle and Privott removed the black draping to reveal the presidential portrait. Artist Steve Craighead’s work was met with overwhelming applause from alumni, friends and colleagues.

Craighead had an important job in capturing the likeness of Dr. Rose. He chose the setting by a large window and spent hours photographing and then sketching Rose. Craighead said he spent approximately 60 to 80 hours on the finished painting.

Calling the artist to the front of the room, Rose pointed to the portrait, saying, “I know it’s me, but I do think he did a wonderful job.” The portrait will be hung in Carrier Library with the other presidential portraits, but the long-term plan is to move all the portraits to Gibbons Dining Hall once construction is completed.

Rose did admit that he took awhile to get the process started. “I understand I was Old Business on the Alumni Board’s agenda for a few years,” he joked. Craighead said he was not surprised by Rose’s resistance. “Even though portraiture is a part of Virginia’s history and tradition going back to Colonial times, it’s often difficult to get contemporary Virginians of accomplishment to agree to pose for a portrait,” said Craighead. “I’m glad, after much prodding, he finally agreed; and I hope that the JMU community is pleased with the result.”

Rose concluded his remarks, saying, “I want to thank the Alumni Board and the Alumni Association for this gift to the university; it is something that memorializes the history of this institution. I think as the years pass it will mean more and more that the Alumni Association did this.”

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Portrait of a president

BY PAULA HARAHAN POLGLASE (’92, ’96M)

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(Above): The Roses with former Virginia Lt. Gov. Bill Bolling at the June portrait unveiling in the Leeolou Alumni Center Great Room.

(Top L–R): Dr. Linwood H. Rose, Judith Rose and artist Steve Craighead with the Rose presidential portrait.
Madison Events

**FALL 2015**

**Football Game Watch Parties**
[alumni.jmu.edu/gamewatchparty](http://alumni.jmu.edu/gamewatchparty)

**OCT. 2 – 4**

Family Weekend 2015
[www.jmu.edu/parents](http://www.jmu.edu/parents)

**OCT. 4**

Pittsburgh: Pirates Game
[alumni.jmu.edu/events](http://alumni.jmu.edu/events)

**OCT. 17**

MetroDukes: Crabfest 2015
[alumni.jmu.edu/MetroDukesCrabfest](http://alumni.jmu.edu/MetroDukesCrabfest)

**OCT. 23 – 25**

Homecoming 2015
[alumni.jmu.edu/homecoming](http://alumni.jmu.edu/homecoming)

**NOV. 15**

Away Game Tailgate at Richmond
[jmusports.com](http://jmusports.com)

**NOV. 21**

Charlotte, North Carolina: Second Harvest Volunteer Day
[alumni.jmu.edu/events](http://alumni.jmu.edu/events)

**DEC. 5**

SoCal Dukes: Santa Monica Venice Christmas Run
[alumni.jmu.edu/events](http://alumni.jmu.edu/events)

[alumni.jmu.edu/events](http://alumni.jmu.edu/events)

[JMUArts](http://JMUArts)

[JMUSports.com](http://JMUSports.com)

For more information on events, please call the JMU alumni office toll free 1–(888) JMU–ALUM

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You are invited to the 2015 Alumni Awards

**Celebrate the accomplishments of our alumni, recognize career achievement and service to the university**

**FRIDAY, MARCH 18, 7 P.M.**

**FESTIVAL STUDENT AND CONFERENCE CENTER**

**$40/PER PERSON  $280/PER TABLE**

Distinguished Alumni Awards (by college)

Roop Alumni Service Award

Ronald E. Carrier Distinguished Alumni Achievement Award

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**Make plans now to be back in the ’Burg Oct. 23 – 25**

**Get ready to purple out!**

Homecoming 2015 is set for Oct. 23 – 25. 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, an a cappella concert, Homecoming Headquarters alumni tailgate and the JMU Dukes vs. Richmond Spiders football game.

[alumni.jmu.edu/homecoming](http://alumni.jmu.edu/homecoming)

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If you have questions about your reunion event, contact Stephanie Whitson in the JMU Office of Alumni Relations at whitson@jmu.edu or (540) 568–8821.
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.

HEALING HANDS
In 1918 during World War I, State Normal School for Women students learned first aid in a class taught by the Rockingham Memorial Hospital superintendent of nurses.
Geoff LeSueur retired from Chesterfield County Schools after 34 years as a physical education teacher. He finished his track-and-field coaching career with 58 straight dual-meet wins.

BSG Financial Group, based in Louisville, Kentucky, has announced the promotion of Jeffrey A. Harper to company president. Harper previously served as executive vice president of sales and channel partner development for the company. He is an active member of the Leukemia & Lymphoma Society of Kentucky, Northeast Christian Church and the James Madison University Alumni Association.

Kimberly Furst addressed the crowds during the special two-day screening of her documentary feature, “Flying the Feathered Edge,” at the National Museum of the United States Air Force in Dayton, Ohio, in April. The documentary’s subject, Robert Hoover, one of the most renowned aerobatic pilots in aviation history, spoke at the event. Both screenings were full to capacity.

SunTrust Banks Inc. has appointed Kevin Blair to the position of corporate treasurer. Blair will oversee the company’s liquidity, capital management, investment portfolio and balance-sheet strategy. Outside of his work with SunTrust over the past 17 years, Blair has been a director on the Georgia Chamber of Commerce Board, volunteers on the board of America’s Second Harvest for the Coastal Region and is active in a number of civic and community activities. On April 14, Virginia Secretary of Administration Nancy Rodrigues and Secretary of Health and Human Resources Dr. Bill Hazel joined Gov. Terry McAuliffe in recognizing Woodrow Wilson Rehabilitation Center’s PERT director, Rusty Eddins (’92M), as the agency wellness champion. Eddins has inspired many staff members to exercise, eat healthy and participate in fitness opportunities by creating an after-work exercise program and organizing community fitness activities. He continues to lead fitness classes and help coworkers discover the importance of moving for health. Eddins was among a handful of state agency employees recognized as agency wellness champions at the April meeting of CommonHealth, the state employee wellness program.

Melvin Brown was named deputy superintendent of Cuyahoga Falls Three Dukes strike a pose aboard the USS Carl Vinson, a U.S. Navy Nimitz class supercarrier. (L–R): Cmdr. Brennan Sweeney (’97), Naval Criminal Investigation Service Special Agent Hanna Porterfield (’07) and Lt. Casey Smith (’08) recently completed a deployment together on the aircraft carrier.
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Facing Ebola in Liberia: My experience in the Peace Corps

BY DANE SOSNIECKI ('10, '14M)

In May 2014, I said my last goodbye to JMU and my adopted home of Harrisonburg, Virginia. I achieved Double Duke status and graduated with a Master’s Degree in Public Administration. I intended to put my hard-fought, yet rewarding degree to good use as a Peace Corps volunteer. My assignment: teach students and work with local officials to improve educational opportunity and equality in the West African country of Liberia.

In June, I arrived in Liberia. Although naturally beautiful, Liberia is a boisterous, dirty and dangerous country. It remains in shambles after a generation of armed conflict and civil strife. But for what Liberia lacks in basic infrastructure and rule of law, its people make up for in compassion, curiosity and resilience. I knew from very early on that it would be the people who define my experience in Liberia.

By mid-July, it became apparent that an Ebola flare-up afflicting Liberia was not subsiding. However, its impact remained relatively small and was not impeding our efforts. In fact, its effects were hardly noticeable. At most, the last week we were in the country we had to start washing our hands in public places. Only after the virus spread to the capital, and later to two American

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Facing Ebola

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aid workers, was the decision made to pull all Peace Corps volunteers out of the affected countries.

Because things still seemed so normal, it was difficult for our host families and our students (much less us) to understand why we were leaving. At the time, I assumed we would return in a month or two, and I told my host family as much. Our last day together was full of sadness yet cautious optimism that the situation would quickly resolve itself. Eventually, I came to the unfortunate realization that my hosts, while saddened by my untimely departure, were accustomed to such letdowns and that this was nothing new to them. For me, this situation was the worst possible thing. For them, this was life in Liberia.

Of course, after we left on July 31, the situation quickly deteriorated. Infection rates jumped, schools shut down and rights were curtailed. I soon realized I would not be going back. Two months later, I received the worst possible news: my host mother had contracted Ebola and succumbed to the virus. Not once did I think my host family, living in a country of 4 million people, would contract Ebola. I was devastated. Fortunately, I was able to help raise over $2,700 for a funeral and to help my host family get back on their feet. Although they still face an uphill battle, my Liberian family members are ambitious and resilient.

Suffice it to say, this experience has been staggering, and yet also humanizing. It took me out of my comfort zone and made me conscious of things I had not before contemplated. I am returning to the Peace Corps in June 2016, this time to the West African country of Benin. While I hope to do some good there, I know Liberia will not be far from my thoughts.

‘For what Liberia lacks in basic infrastructure and rule of law, its people make up for in compassion, curiosity and resilience.’

— DANE SOSNIECKI (’10,’14M)
Two generations of Dukes enjoying Orientation 2015, Trish Laitinen ('94) and Brandon Laitinen ('19).

Criminal Investigation Service Special Agent Hanna Porterfield ('07) and Lt. Casey Smith ('08) of the Navy recently completed a deployment together on the USS Carl Vinson. Sweeney and Smith fly F/A-18E Super Hornets for the Strike Fighter Squadron 81 stationed at Naval Air Station Oceana and recently supported combat operations as part of Operation Inherent Resolve. Porterfield served as the NCIS special agent afloat for the USS Carl Vinson and Carrier Strike Group One during the deployment.

Heather Lodovico has won the Beach Kids Foundation's Golden Coconut Award for outstanding teacher of the 2014–2015 school year at Beach Elementary School in Fort Myers Beach, Florida. A former member of the JMU women's soccer team, Lodovico has taught at Beach Elementary School since 2012. Originally hired to teach physical education, “Coach” Lodovico now also teaches music and leads anti-bullying programs. In addition to her work at Beach Elementary, Lodovico is pursuing a master's degree at the University of South Florida.

Todd Davis became the associate general counsel at the University of North Carolina at Greensboro after serving for four years in the U.S. Department of Education’s Office of the General Counsel.

Lauren Mastrapanzi Liess is releasing her first book, Habitas: The Field Guide to Decorating, this fall through ABRAMS Books. Liess is a nationally known decorator working out of Great Falls, Virginia. She was named one of the South’s most stylish Southerners by Southern Living magazine. She has also been featured in Better Homes and Garden, Country Living, Washingtonian, Garden & Gun, the Washington Post and NBC’s “Open House” to name a few. She will attend the Luxe Beverly Hills Showhouse at Greystone Manor this fall. She is married to her JMU sweetheart, David Liess ('03).

Willie Giacofci is a 2015 fellow of Immigrant Justice Corps, the country’s first fellowship program.

Sara Lewis graduated from the DLVE-SLP – Distance Learning in Virginia Educating Speech Language Pathologists program at JMU in December 2013. She discusses her unique academic and personal journey with Madison magazine.

What led to your writing your book? In 1977, during my senior year at the College of William and Mary, I was in a car crash. Doctors stitched up my bleeding head and after a five-week hospital stay, I was released with no follow-up. I tried to get on with my life, but all sorts of things went wrong including depression, irritability, impulsivity, motor disabilities and central auditory processing disorder. It wasn’t until 2004 that a neuropsychologist connected my symptoms to brain injury due to the accident.

Why did you decide to study communication sciences and disorders at JMU? In 2009, my father had a stroke. I saw an echo of my cognitive communication problems in him. During his therapy sessions with a speech-language pathologist, I was amazed to discover that there was a profession that understood and worked with individuals with communication difficulties. I decided to go back to school to study the profession. JMU’s online graduate program had the best reputation. Also, my son Lewis S. Flanary ('11) was a senior at JMU the year that I started the program. His JMU experience was superior.

How has your work in earning a master’s degree helped you with your personal experience with brain injury? My education was the therapy I needed long ago and never received. In the end, it changed my life to one that is less frustrating and more hopeful. I finally accepted that I will live with the residuals of brain injury for the rest of my life. I am a better advocate for my own needs and the needs of others with brain injury. My book is just the first step. I hope to speak to groups about undiagnosed brain injury and encourage persons with brain injury symptoms to get help. I'm also working on a book for SLPs who work with persons with brain injury.

Can you offer advice to others who may have similar experiences? The field is advancing rapidly, and there is greater hope for the development of evidence-based therapies and procedures to alleviate the bewildering combination of physical and emotional symptoms after brain injury. By educating yourself, it is possible to rehabilitate what can be rehabilitated, learn new compensatory skills, and get on with a meaningful life. Brain injury is a disease process, but it is possible to live with it and thrive.

ABOUT THE BOOK: Not What I Expected: My Life with a Brain Injury (I didn’t know I had!) by Sara E. Lewis

Published by JMU Scholarly Commons, 2015
The JMU Faculty 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 Faculty Emeriti Association through meetings, special interest groups and cultural-themed trips. For more information, please contact Faculty Emeriti President Violet Allain at allainvk@jmu.edu or Sherry King, director of Parent and Faculty Emeriti Relations at kingsf@jmu.edu or phone at (540) 568-8064.

Professor Emeritus of Accounting Joseph Hollis of Harrisonburg, Virginia, was recently interviewed by the Daily News-Record for the article “From Scrawny To A Man,” detailing his Korean War experiences in counterintelligence. To capture his war memories, Hollis contracted RR Donnelley to print “Korea 1953–1954: U.S. Army Counter Intelligence Corps Color Pictures and Dialogue.” The book includes short vignettes and photographs documenting his experiences.

Professor Emeritus Cecil D. Bradfield of Bridgewater, Virginia, died on May 1, 2015. He was a professor at James Madison University from 1992 until 2000 and was instrumental in the creation of the College of Integrated Science and Technology with President Ronald Carriker. Embracing the ideals of engaged learning, he worked closely with students at all levels to ensure that they had high-impact learning experiences and understood the discipline outside of the classroom. His Maurice Wolla Endowed Scholarship Fund supports an annually awarded scholarship for an outstanding undergraduate student scholar who is majoring in the Integrated Science and Technology program.

“JMU didn’t just give me my degree and start my career, it gave me a group of friends who I am thankful for on a daily basis. On a recent weekend we were able to reunite on campus including our children,” says Amanda VanHorn Brown (’04). (L-R): Melissa Snoddy Ruliffson (’04, ’05M), Carolyn Greco Chestman (’04), Corbin Thomas Shoup (’04), Megan Salser Perrin (’04, ’05M), Brown, and Kathleen Schoewler Jacoby (’04).

Professor Emeritus of Integrated Science and Technology Maurice Wolla of Appomattox, Virginia, died on May 1, 2015. He was a professor at James Madison University from 1992 until 2000 and was instrumental in the creation of the College of Integrated Science and Technology with President Ronald Carriker. Embracing the ideals of engaged learning, he worked closely with students at all levels to ensure that they had high-impact learning experiences and understood the discipline outside of the classroom. His Maurice Wolla Endowed Scholarship Fund supports an annually awarded scholarship for an outstanding undergraduate student scholar who is majoring in the Integrated Science and Technology program.


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

“I am constantly reminded of my years in the College of Education at JMU. Each time I am back on my experiences and am so grateful for the solid practical experiences I had at JMU. The College of Education prepared me not only to be an educator of young children, but also to be a leader and a mentor, encouraging others to join the field and constantly seek knowledge. I still see the value in every component of my schooling and use most of what I learned almost daily in one way or another,” she says.

Rebecca Hilgar graduated from Seton Hall University School of Law in May. Hilgar will begin her legal career practicing intellectual property law at a firm in Manhattan.

Ted Goshorn completed and received the Master of Divinity degree from Emory University, Candler School of Theology.

Ally Kachman Levine earned a certified meeting professional designation from the Convention Industry Council in February 2014. The CMP certification is recognized globally as the badge of excellence in the meeting, convention, exhibition and event industry.

When Cody Clifton was hired as sports informa-
Awards and celebrations

(Clockwise from top left): Jordan Davidson ('15M), (left with other prize winners) won second prize in the 2015 Lotte Lenya Competition. The New Yorker is pursuing a D.M.A. in vocal performance, pedagogy and literature at JMU. John ('09) and Jacqueline Knight Naparlo ('05) were married at Westover Plantation in Charles City, Virginia. At JMU, Jacqueline played women’s club basketball and John played men’s varsity basketball. Included in the photo are John’s former teammates David Cooper, Ulrich Kossepka and Michael Sheridan. Willie Giacofci ('06) a 2015 Fellow of Immigrant Justice Corps, studied international affairs at JMU. He worked in Togo as a natural resource management volunteer with the Peace Corps, and he taught English for a year in Thailand and South Korea. Amanda Cramer ('11) and Mike Allshouse ('08) met at JMU in 2009 when Mike was visiting friends. “It was literally love at first sight,” says Amanda. “We go back and visit JMU periodically and reminisce where it all began!” Road Dawg joined the celebration at Emily ('09) and Daniel Fanning’s ('10) nuptials in Keswick, Virginia.

tion director for Virginia Wesleyan College in May, he was the youngest sports information director in the state of Virginia and is still the youngest head SID in the Old Dominion Athletic Conference. Filmmakers Shaina Allen ('11) and Michael Esposito ('10) of Charlottesville-based production company Shaina Koren Cinematography are producing the upcoming documentary “The Rebound,” which follows the players of the Miami Heat Wheels, the city’s only wheelchair basketball team. CREATIVE Magazine featured an article on the pair in March, and Emmy winners Nick Nanton and J.W. Dicks have joined on as executive producers. In addition to producing, Allen is also the film’s director. Robin Brown Orndorff ('12M) was in her first year as the Instructional Technology Resource Coach and Science, Technology, Reading, Arts, and Mathematics Coordinator at Ashby Lee Elementary School in Quicksburg, Virginia, where she worked two previous years as a fifth grade teacher. Earlier this school year, Orndorff was one of three teachers in the state of Virginia to be awarded the VOYA Unsung Heroes grant in the amount of $2,000. She has also won grants from the Dollar General Literacy Foundation to go toward the Books Encouraging Education program, and the Moore Educational Foundation to assist in the purchase of supplies and materials for Ashby Lee Elementary School’s STREAM Engineering Lab.

Allison Clark ('14M), of Pulaski, Virginia, has
been accepted into the Peace Corps and will serve in South Africa teaching English in primary schools and training local teachers. “Over the past few years, I’ve felt very motivated to find a way to make a meaningful impact on our world. Also, I have always been eager to travel as much as possible. The Peace Corps has given me the perfect opportunity to combine those two goals,” says Clark. Her projects will include teaching English to students ages 10 to 14 and providing teacher training with a focus on classroom management techniques and student-centered teaching methods. Margaret Miller ('13M) received the National Art Education Association Special Needs Issues Group’s Peter J. Geisser Special Needs Art Education of the Year Award.

Margaret Miller ('13M) (right) received the National Art Education Association Special Needs Issues Group’s Peter J. Geisser Special Needs Art Education of the Year Award.

14 Briar Dunn, an alumnus of JMU’s Florence-based M.A. program in political science, was selected as a Presidential Management Fellowship finalist for 2015. Administered by the Office of Personnel Management, the program has a lengthy and selective application process; of this year’s 7,800 original applicants, only 600 finalists were selected. The program is a two-year training and development path for U.S. citizens with recent graduate degrees.

15 James Brady received a Fulbright U.S. Student Program grant to Mexico for an English Teaching Assistantship. Jordan Davidson ('15M) won second prize in the 2015 Lotte Lenya Competition for young musical actors. Brett Voeltz is serving in the Peace Corps in Kosovo as an English education volunteer. “I hope to expand my cultural awareness and provide sustainable development in English education to my local Kosovar school,” Voeltz says. “I’d like to leave knowing that the work that I accomplished during my service won’t be forgotten.” Prior to joining the Peace Corps, Voeltz worked as a Peace Corps campus ambassador at JMU to raise the Peace Corps’ profile on campus and introduce the Peace Corps to new and diverse student groups.
Building meaning
Furious Flower Children’s Poetry Camp gives area kids the chance to create

PHOTOGRAPHS BY HOLLY DONAHUE

The poetry camp’s mission to offer an integrated arts experience that excludes no one and cultivates, honors and promotes diverse voices is reflected in the fact that of the 77 children attending this year’s camp Aug. 3-7, 40 percent participated at no cost to their families and more than 60 percent came from immigrant families or are members of a racial or ethnic minority. Participants worked together, using their creativity to build meaning in words, movement, painting, sculpture and rhythm making.
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.

You're invited to the Alumni Online Community.

MADISON SCHOLAR
JOURNAL OF SCHOLARSHIP

HAVE YOU TAKEN A LOOK?

MADISON SCHOLAR PROVIDES A NEW WINDOW INTO THE BROAD RANGE OF RESEARCH AND SCHOLARSHIP AT JMU.

VOICES OF SCHOLARSHIP
Dr. Christy Ludlow discusses her research on swallowing and swallowing disorders. (via https://www.youtube.com/watch?v=T2TmSYnbL6I)

SUMMER RESEARCH
Dr. Ray Enke, assistant professor of biology, and his summer research students, rising seniors Nicholas Dunham and Annamarie Mennon, recently visited Eastern Mennonite High School to talk about Enke's research program.

RESEARCH ABROAD
JMU junior biology major Heather Maher did herpetology research in Thailand this summer. She works in the lab of JMU biologist Dr. David McLeod. Learn more online.

LEARN MORE ABOUT MADISON SCHOLAR AT MADISONScholar.TUMBLR.COM/
Problem solvers
Caring for teenagers with autism

When Julie Strunk, JMU nursing professor, saw that area families with autism needed extra support, she called Debi Kipps-Vaughan, a licensed clinical counselor and associate professor of graduate psychology at JMU. Together Strunk and Kipps-Vaughan organized a monthly support group for families caring for individuals with autism, specifically adolescents. Many services are available for children with autism, but the fact is that they grow up. “Teenagers with autism have a unique set of needs,” Kipps-Vaughan says. The support group provides an important opportunity for families to meet, learn and help each other.