
The success of our college owes much to the commitment and dedication of those who serve as the director of a school, the chair of a department, or the director of a center in our college. Their official duties range from mentorship to financial oversight to compliance with legal and accreditation requirements to scheduling to general administration, but they do much more. These leaders are often called upon to be the face and voice of their unit or program, as well as its greatest promoter.

Anthropology .................................................. Deana Weibel
Art and Design ........................................... Virginia Jenkins
Autism Center .................................................. Amy Matthews
Biology ....................................................... Neil MacDonald
Biomedical Sciences ................................. Dan Bergman
Cell and Molecular Biology .................... Mark Staves
Chemistry .................................................... George McBane
CLAS Academic Advising Center ............... Betty Schaner
Classics ....................................................... Peter Anderson
Communications, School of ................. Anthony Thompson
English ...................................................... Corinna McLeod
Geography and Planning ....................... Elena Lioubimtseva
Geology ....................................................... Virginia Peterson
History ....................................................... William Morison
Mathematics ............................................. Jonathan Hodge
Modern Languages and Literatures .......... Majd Al-Mallah
Movement Science ................................. Christina Beaudoin
Music and Dance ................................. Danny Phipps
Philosophy .................................................... John Uglietta
Physics ....................................................... Richard Vallery
Political Science ......................................... Mark Richards
Psychology ................................................... Robert Hendersen
Regional Math and Science Center ............ Karen Meyers
Robert B. Annis Water Resources Institute .... Alan Steinman
Sociology ..................................................... Marshall Battani
Statistics ..................................................... Paul Stephenson
Writing ....................................................... Patricia Clark
The College of Liberal Arts and Sciences (CLAS) is a student-centered and diverse learning community that engages in critical inquiry, extending knowledge to enrich and enliven individual and public life. Created in July 2004, CLAS is the largest of GVSU’s colleges and offers more than 50 bachelor degrees (and a growing number of advanced degrees) in the natural and mathematical sciences, the humanities, the fine and performing arts, and the social sciences. GVSU undergraduates in all fields build the foundation for their major studies in general education courses offered by our college.
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**MISSION, VISION, AND VALUES**

**MISSION**

The College of Liberal Arts and Sciences is a student-centered and diverse learning community that engages in critical inquiry, extending knowledge to enrich and enliven individual and public life.

**VISION**

The College of Liberal Arts and Sciences will set a standard of excellence in liberal education. We will prepare our students to be responsible citizens, productive professionals, and lifelong learners with global perspective. We will foster a diverse community of inquiry, discourse, discovery, expression, and reflection.

**VALUES**

We value

- excellence in liberal education facilitated through active student-teacher engagement and academic achievement supported by appropriate class size and a high proportion of permanent faculty;
- intellectual inquiry and discourse fostered by an engaged and diverse community of learners, which rests upon academic freedom, integrity, collaboration, and collegiality;
- access to a quality education for a broad range of students;
- excellence in a broad range of scholarly and artistic activities supported by appropriate resources;
- university and community service valued for its contribution and effectiveness; and
- student development as citizens in a democratic society and as members of the global community of the 21st century.
The key to the timeless goal of providing an extraordinary education in the arts and sciences is accepting that things change. Even disciplines that might seem to be fixed, such as studying an ancient language, are in reality informed by new discoveries and new interpretations of older discoveries. Whether microbiologists, historians, or artists, faculty members have not only their own discipline to monitor, but also an eye on its many intersections with other disciplines. Similarly, students are also on the move, shifting in their demographics and generational characteristics as a group and changing quickly as developing individuals. Not even the teaching apparatus holds still. These days you would be hard pressed to find a chalkboard, and a textbook may be partially or fully online. The time-honored lecture is delivered in many new ways and is joined by many other well-researched practices, employing everything from electronic devices for student response to reconfigurable teaching spaces to community engagement activities far from traditional classrooms.

It would be hard to overstate the difficulty of staying on target given this much motion, but the best teachers still attain that centeredness that allows for careful, effective, and on-target communication with their students. So, while innovation is a hallmark of the dynamic calling of the teacher, we keep our eyes on timeless goals.

As you read in these pages about a sampling of the teaching this year in the College of Liberal Arts and Sciences, you are likely to notice certain recurrent refrains. In liberal education, the goal is to bring forth in students the confidence to go into the world, to engage it with strong analytical faculties, to hone communication skills, to build the ability both to solve problems collaboratively or independently (depending on what the situation requires), and the creativity to design solutions for problems of great complexity. You will read about faculty members who seek to drop the reins at precisely the moment that students are able to steer their own direction.

But for good teachers, the challenge is even more than a moving target. In a sense, we are cultivating the characteristics, passing on the knowledge (and the ability to create new knowledge), and exercising the skills to support a future we cannot know with certainty — targeting a future well beyond a first job. The statisticians tell us that our college graduates go into a first job that tends to last about 18 months, so that initial job cannot serve as our true target. We aim higher to send our students further into their lives, into whatever unimagined communities and professions their lives take them.

In recent years, holding to these enduring educational values has been made even more challenging for those of us dedicated to teaching. We have challenged ourselves to expand access to education as a matter of social justice. We have been asked to go far beyond trusting our professional
judgment to providing measures of our success to appeal to audiences in the legislature and the general public in ways that were not asked of previous generations. In short, the job has become more challenging and more complex. It asks a great deal of the faculty and administration at a time when state funding is tight and competes with everything from infrastructure repair to the very real needs of other parts of the educational system. We provide an education, which is a public good and a springboard for individual potential, but we also acknowledge the need to make our case clearly and regularly.

Despite all the changes — those we've made and those imponderable ones we will have to make in the future — we keep our eye on the enduring aims of a liberal education. For the more these things change, the more, we know, they will remain the same. It's just that we must keep changing with them.

Frederick J. Antczak, Ph.D.
Dean of the College of Liberal Arts and Sciences

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**COLLEGE OFFICE STAFF**

Dean of the College of Liberal Arts and Sciences ................................................................. Frederick J. Antczak, Ph.D.
Associate Dean for Faculty Resources and Scheduling ......................................................... Gretchen Galbraith, Ph.D.
Associate Dean for Students and Curriculum ................................................................. Mary C. Schutten, P.E.D.
Associate Dean for Professional Development and Administration ..................................... Shaily Menon, Ph.D.
Consulting Associate Dean ................................................................................................... Gary Stark, Ph.D.
Assistant Dean for Budget ........................................................................................................ Pat Haynes, M.A.
Director of CLAS Communications and Advancement ........................................................ Monica Johnstone, Ph.D.
Director of Lab Support .......................................................................................................... Aaron Perry
Lab Safety Specialist .............................................................................................................. Jim Seufert
Administrative Assistant for CLAS ....................................................................................... Cindy Laug
Dean's Office Assistant for CLAS ......................................................................................... Tracy McLenihan
Office Coordinator ............................................................................................................... Keesha Hardiman, M.P.A.
Office Coordinator ............................................................................................................... Roxanne Mol, M.Ed.
Database Coordinator .......................................................................................................... Heidi Nicholson
Secretary ............................................................................................................................... Cindy Driesenga
TEACHING IN CLAS BY THE NUMBERS

The faculty members of the College of Liberal Arts and Sciences can be tallied in different ways due to joint appointments in other colleges and other special circumstances. One of the most useful ways can be to look at what is known as “full-time equivalent” (FTE) numbers of faculty members. In academic year (AY) 2014-2015, CLAS had 710.5 of the university total of 1,246.2 FTE faculty members, which is about 57 percent of all GVSU faculty members.

SECTIONS AND STUDENT CREDIT HOURS TAUGHT BY CLAS FACULTY MEMBERS

In AY 2014-2015, as in most years, the colleges and central administration borrow the time of faculty members across college borders, so that expertise is shared across the university. CLAS lent 612.3 credit hours worth of faculty member time and borrowed 65 — in essence, a ‘trade surplus’ of 547.3 credit hours.

In recent years, the faculty has been involved in many emerging pedagogies and teaching platforms. For instance, some online courses and those known as hybrid courses that are taught partially online and also have some face-to-face class meetings have been added. While a small percentage of the courses taught, these courses have proven popular with students needing this flexibility and the number of sections offered has grown.
TEACHING AND LEARNING PROFILES
COMBINING PASSIONS FOR A SPECTACULAR JOURNEY

Since childhood, Professor of Music Bill Ryan has loved the outdoors and camping. He's worked to keep that love in his life around teaching, composing, recording sessions, and taking trips to play at New York's Bang on the Can festival or Carnegie Hall with the distinguished GVSU New Music Ensemble. One day it struck him that it might be possible to creatively blend his interests.

The idea grew slowly over three years into a performance tour of five national parks for 10 days in late April and early May of 2014. Around the theme of music inspired by these sublime places, the students of the New Music Ensemble helped create a singular touring experience.

“I had a particularly great group, including several seniors,” Ryan explains, “so the timing was just right.”

A trip of 4,000 miles took the eight students of the ensemble and one more for technical support through a challenging 13 concerts in the national parks and a final performance at Colorado College in conjunction with the Bode Piano Ensemble. Three minivans transported Ryan, the students, and their equipment from hotels and parks — in most cases, to places they had never seen before: Arches, Capitol Reef, Zion, Grand Canyon, and the Great Sand Dunes.

Recordings were made of the natural sounds at each park. At each subsequent venue, one of their pieces, Red Vesper, made use of these recorded sounds — becoming increasingly complex and layered until the final performance featured sounds from all five of the parks.

From early arrangement making through coiling cables after each performance, the students learned what it takes to perform on the road. Though spectacular sunrises beckoned, they also learned they needed a good night’s rest and to make some healthy food selections to stay in top form.

“Yes, taking care of yourself on the road became one of the lessons,” Ryan explains. “Musicians do often have to travel.”

The students also experienced a different sort of audience. “We encountered audiences very much outside of music, quite unlike those who come to our usual concerts. You explain things differently and are asked a different sort of question at the end — we got some great questions from them,” Ryan smiles.

There was plenty to ask about, including a not-soon-forgotten performance by the percussionist playing a barrel cactus. “This was the most well-received piece,” Ryan notes. “Solo, amplified cactus.” The instrument in question is now living happily in a pot on Ryan’s porch.

The commissioned compositions were then performed on September 13, 2014, as part of New Music Detroit’s Strange Beautiful Music VII at the Max M. Fisher Center in Detroit.

An enterprise such as this one has many to thank, including the Robert and Mary Pew Faculty Teaching and Learning Center for a teaching with technology grant that allowed the ensemble to move to iPad-based music, which in addition to being, as Ryan describes, “incredibly slick” also stands up to wind much better than sheet music and negates the need for stand lights. “Rain is a problem,” Ryan admits and tells the story of one performance outdoors that had an unscheduled

PLAYING THE CACTUS
45 minute hiatus when the students had to cover their many electronics with tarps and wait with what turned out to be a very patient audience.

“The team I put together of these mature students shows that chemistry is important.” Musicianship matters, but getting along is very important as they worked together for a year on everything from budgets to routes.

The successful tour has Ryan thinking about the rest of the national parks as venues in subsequent years. He hopes that his high level of documentation and the connections made at the five parks this summer will come in handy as he seeks funding and shows students that in the life of the contemporary musician, you have to make your own opportunities.

DELIVERING SUBSTANTIAL CONTENT AND THE ONGOING PURSUIT OF PEDAGOGY

Even as Assistant Professor Patricia Houser (geography and planning) begins talking about teaching, any presumed model of a solitary "sage on stage" explodes. From the outset, Houser is talking about narrative and a community of colleagues from whom ideas are appropriated (she says, “stolen and tweaked to suit”), books and articles that inform her practice, and conversations with her similarly pedagogically minded husband.

Her sources of teaching ideas percolate from her experience teaching high school for seven years, teaching at the Columbia Teaching College during graduate school, and wide reading such as The New York Times article by Peter Kugel of Boston College titled Why Johnny Can’t Think; Bailey White’s autobiography Mama Makes Up Her Mind: And Other Dangers of Southern Living, which reflects on teaching first grade; and The Skillful Teacher: Building Your Teaching Skills by Jon Saphier.

She sees her teaching as a work in progress in a community of teachers whose pedagogy also is under construction, but who all have insights that she’d very much like to hear. After describing her approach to grabbing students’ interest with narrative as gripping as the story of the Titanic, she immediately couples that with the necessity for providing substantive content.

Houser poses the question, to herself and anyone willing to engage, “How do people learn best?” Part of her answer involves writing down what you just learned. She also likes the technique of having students work in two-person teams to recommend to each other good answers to a question she has posed. She can then ask the students what good answer they heard, which allows even a student with a weaker initial suggestion to take on the empowering mantle of a smart answer that arose from their brief collaboration.

She also acknowledges that, in the crucible of high school teaching, she learned classroom management skills that allow her to minimize downtime. This has made her a tight planner of her class time using “little tricks” to keep students working, while she returns assignments or performs other necessary tasks. She also checks in with students frequently with techniques as direct as soliciting from them a thumbs up or down on their understanding mid-lesson. Conveying the content is critical, and Houser seeks the best way to accomplish it.

In her Introduction to City and Regional Planning course, the content in question is planning history and theory. The class looks at what is happening in towns and cities and the effects of shaping the physical future of those cities in a way that ensures success. They look at human settlements at every scale and review trends such as American main streets in decline when all the important functions (such as a place to buy milk) have been drawn out of the center.

The students learn that gimmicky redevelopments often don’t work, but that authenticity sells — identifiable, distinct, unique personality. In the intro course, students reflect on the history, focusing on the effects of the two primary crises of our cities: the crisis of concentration in the 1800s with people flooding in to unprepared cities, followed by a crisis brought on by urban sprawl that emptied the urban centers. We are now in a time of rediscovering the center “post sprawl.” And in that, perhaps cities are like teachers.

Patricia Houser’s own research has a relationship to these phenomena. She looks at how deconcentration has an impact on water quality. She notes, “We know how to protect watersheds, but getting people to adopt policies can be hard.”

She thinks her mother’s curiosity as a reporter helps to fuel her own approach to a field of study that looks at how we shape our surroundings sustainably and promote social vigor. She sees Grand Rapids as a city doing many interesting things in this regard and considers our town planners “top notch.”

Always conscious that she is an academic, Houser wants her students to understand the field as it is practiced by professional planners who work in government, nonprofit, and even for-profit enterprises. She likes to provide successful

ENVIRONMENTAL PLANNING STUDENTS MELISSA, ROSS, AND ALYSSA PREPARE FOR AN ORIENTATION TO WHITE WATER RESTORATION
examples, such as Bryant Park in New York City, where planners successfully took a place riddled with drug dealing and turned it into a place that the public seeks out. She notes that environmental justice is a part of planning and — when done right — makes places better to live.

Patricia Houser emphasizes to her students that planners make a difference in three major ways — as urban designers, making policy (such as zoning), and through education.

She notes that, interestingly, measuring the number of women who visit a public place such as Bryant Park can be an indicator of its success. She recommends the book *Social Life of Small Urban Spaces* by William H. Whyte, which argues that watching how people use a plaza suggests ways to create lively public spaces that are then good for surrounding businesses and raise the prestige of an area. Something as simple as providing moveable seating that can be shifted as shaded areas move during the day can increase the number of people who take their lunch there. Her students soon start turning this lens on our campus and provide critiques of its spaces.

Professor Houser is also looking at our campus as part of the Facilities and Planning Committee. She enjoys working with Associate Vice President James Moyer, examining the master plan and being part of GVSU's conversation with the city of Grand Rapids. She knows that we make places safer by encouraging longer-hours business that puts additional “eyes on the street” at night, as well as encouraging mixed residential neighborhoods and walkable places.

She also enjoys the multidisciplinary discussions to which her discipline lends itself. She swaps classes with Rick Rediske of the Robert B. Annis Water Resources Institute and has been in contact with Matt Daley in the GVSU History Department to discuss urban history. She also finds it very fruitful to attend meetings of the Grand Rapids city planning commission, meetings of the East Hills tree planting group, parks talks held at the Grand Rapids Art Museum, or even discussions of Allendale sewage treatment.

These contacts help her students to secure good jobs. “I'm an academic and haven't been a professional planner — and I'm up front about that with my classes,” she states, and then goes on to bring into her class alumni who are professional planners, such as the transportation planner from Kalamazoo and the environmental impact analyst for the 48th Avenue project. Alumna Amanda Moore works for the city of Grand Rapids and led a kayak tour on the weekend for Houser's environmental planning class as background to their discussions of whitewater restoration and other river-based plans. She also brought in a representative of the bicycle coalition to take her intro class on a tour of Grand Rapids, so that they learned to spot good and poor bike racks and how to load a bike on a bus rack.

“I'll talk to anybody,” she smiles. With the planning club, the next stop is Detroit and future plans include an overnight architectural tour of Chicago.

Patricia Houser is clearly helping to put the discovery in this discovery major. This takes time and sometimes odd hours. With her students and an interested Allendale social science teacher, a conference on global cities' practice is taking shape. The students even made a proposal to the EPA in support of a stormwater/rainworks prize application. Meetings for that effort were scheduled for 7 a.m. to accommodate the variety of participants' schedules.

Even in family time, the topic is often teaching. Houser's husband teaches history, and her son is a high school teacher. They all have high aspirations for their pedagogy, see their conversations as crosspollination, and hold each other's teaching in high regard.

There is little doubt that Professor Houser is walking the walk. She has taken additional professional certification in her field to stay in touch with the requirements her students face, including the continuing educational credits required to maintain certification. In the past, she received the advice to keep working, network, and belong to a community. It resonated with her.

“I want to be a continuing resource to our alumni and know this is a two-way street,” Houser says. She also knows that the program's profile is raised by the success of our current students, such as one whose presentation was recently recognized for its quality.

Planning may seem from the outside to be about places and buildings and various kinds of infrastructure, but even a short time with Patricia Houser instills an appreciation for its vibrant human dimension.
TEACHING ANTIVIOLENCE THROUGH THEATRE
WITH ALLISON METZ

When reading the online bio about Allison Metz (assistant professor of theatre in the School of Communications) one of the phrases that leaps out as particularly telling is “she shares her passion for using theatre and drama as an educational tool.” From Russia to our own Route 50 bus line, this passion is communicated in action.

Metz’s specialty is theatre education and theatre research. At GVSU, this often sees her teaching the Music, Art, and Theatre for Elementary Education course, and directing Bard to Go (Grand Valley’s Shakespeare Festival touring company) or what is known as CTH 400 - Touring Theatre Production in its winter term iteration.

Back in 2009, the GVSU Women’s Center approached the theatre faculty based on productive previous collaborations. Metz was new to GVSU, but also the right person for the project that the Women’s Center had in mind — an application to the State Department for a grant available as part of the Violence Against Women Act. Metz’s background in peer theatre education made her a natural to team with the Women’s Center and pursue the $265,000 three-year grant, of which a theatre project would be one component of the offerings through the Campus Violence Prevention Team.

Their charge was to raise awareness of interpersonal violence, stalking, and sexual assault.

The Women’s Center encouraged Metz to dream big, and her thoughts flew to a program run by a friend at The University of Texas called Voices Against Violence. That program was run out of their School of Social Work, was a year long, and depended heavily on graduate students — but Metz could imagine ways to make the concept work in the GVSU undergraduate setting based on training that could be delivered in a single semester.

That a course was necessary became apparent — the grant stipulated that 80 hours of training must occur. So in the pilot class during the winter term of 2011, 20 students (theatre and other majors) undertook the training and came up with the name the troupe still carries, ReACT! The training covers both violence prevention and theatre technique. When trained students join the actual ReACT! performing group, they receive payment, which aids accountability, enhances professionalism, and incentivizes the taking of the course in the first place.

For some students, the attraction of the course is to add something a little different to the mix in their theatre major. Others are actual violence survivors who want to make a difference in an area they experienced firsthand.

Adapted from what is known as the Theatre of the Oppressed championed by Brazilian Augusto Boal, this theatre technique gives voice to the disempowered. As with all kinds of awareness raising around the topic of sexual violence, victim blaming is assiduously avoided. In Metz’s interpretation, this presents something of a challenge in working with Boal’s methods, which are highly dependent on speaking up to take power back. She works hard to make sure this does not slip into any suggestion that victims in some way allowed their own victimization in the first place. She modified Boal’s methods to avoid that possibility.

In Metz’s experience, such programs tend to see best practice as intensive multiday training, but for undergrads that would be a nonstarter. She works within the 90 minutes of a class session and scales the objectives to that time frame. The focus is on raising students’ critical consciousness, so Metz works hard to avoid mere “teacher pleasing” behaviors by
keeping the focus on students coming up with answers to their own questions.

The scenarios they use are not drawn from students’ direct experience in order to keep the environment safe, but they are realistic enough that students can relate to them. Metz injects humor into the training, which she finds helps students to work in a way that is accepting of all audience answers and avoids the idea of a “right” answer. “People need to want to change,” Metz notes.

The course is team-taught by the Women’s Center and the School of Communications with lab and discussion components. The students meet four hours per week and are initially made aware of aspects of domestic violence by hearing from speakers from groups such as Eyes Wide Open and Men in Action. Then they use interactive theatre techniques drawn from what they have learned. Later in the course, students create their own pieces on interpersonal violence or other social issues that are relevant to their interests ranging from societal images of women in media to post-traumatic stress disorder (PTSD). Not all students intend to go on to work in the ReACT! performing group (due to graduation or other commitments in the following semester), so a range of topics are appropriate.

“My challenge is to do as the grant requires and cover certain content, avoid just communicating correct answers in a presentation-like format, and raise questions (which is natural to theatre), while recognizing that this can be in tension with what the grant specifies. We are all about raising questions to get the audience to come up with their own answers,” Metz explains.

At the same time, ReACT! communicates what our campus resources are, providing a degree of didactic sharing. The performers strive to get the audience to really examine issues such as, “What is nonconsensual sex?” Through the performance of live scenes by these student actors, ReACT! aims to help prevent incidents of dating and domestic violence, sexual assault, and stalking by exploring how to engage in safe and effective methods of violence prevention.

“At GVSU, we see increased reports of sexual assault, which may not seem like a good thing, but it is. Addressing under-reporting is important.” Metz notes that, “currently we are adjusting to demand for more action to be taken.

As faculty, this is really about getting students to the right resources. When someone discloses to an individual about an assault, lots of people tend to want to ‘rescue’ the survivor and give them a ‘To Do’ list that includes seeking medical attention, pressing criminal charges, etc. Although that rescuer’s intentions are good, the best and most empowering thing you can do for a survivor is simply listen to them, empathize, and support any action that the survivor wants to take.”

Similarly, Metz takes quite seriously her duty to her actors. This sort of performance can present challenges for the actors, too. The instructor balances artistic intentions, educational programming objectives, and the needs of the community of performers and the audience.

Students never play roles that are uncomfortable for them. They don’t use their own personal stories as plotlines, opting instead for more general events made realistic. Metz is very conscious that this is not drama therapy.

Starting as early as the recruiting poster for the class, Metz provides the resources on our campus and beyond:

- Ashley Schulte of the Women’s Center (1201 KC) 1-2748 schulash@gvsu.edu or womenctr@gvsu.edu
- University Counseling Center (204 STU) 1-3266 gvcounsl@gvsu.edu
- The National Domestic Violence Hotline 1 (800) 799-7233 www.thehotline.org
- The National Sexual Assault Hotline 1 (800) 656-HOPE
Most of the entities within the College of Liberal Arts and Sciences are academic units, but the college is also home to some units that function a bit differently as institutes or centers. One of these, the Regional Math and Science Center (RMSC), is one of 33 such centers in the State of Michigan. This year, the center celebrates its 25th anniversary.

For many CLAS faculty members, the RMSC is strongly associated with the running of the annual Michigan Science Olympiad or with the integrated science program that calls the center home. The RMSC also provides many special opportunities to our faculty members and serves the needs of our area’s K–12 schools by providing enrichment opportunities for teachers and programming for students.

The center puts on Super Science Saturday, teacher professional development workshops, and summer camps such as the Grandparents, Grandkids, Grand Valley (G3) Camp. The center also produces the Interchange newsletter for the math and science teacher community.

The many ways that the RMSC supports the mathematics and science community can be expressed through their six goals:

• To provide professional learning for teachers
• To support the curricula of schools through various resources
• To inform and motivate K–12 students
• To lead collaborations and promote cooperation in the community to advance science, technology, engineering, and mathematics (STEM) education
• To involve the community actively in partnerships and collaboration
• To be a resource clearinghouse

While an infectious love of STEM fields is an occupational requirement for Director Karen Meyers and her team, the center manages to support a wide access to learning that often includes many other fields in CLAS and the university. For instance, the G3 Camp has been a great platform to expose young students to history, art, classics, and culinary arts, as well as mathematics, science, and engineering.

The center’s close relationship with K–12 education also provides a window on educational trends that affect the preparation of the students who come to GVSU. Pedagogical trends that they see emerging in K–12 often show up as sessions in the Pew Faculty Teaching and Learning Center teaching conference because GVSU faculty members are also experimenting with some of these pedagogical approaches.

Some of the trends that the staff of the center see are not related to pedagogical advances and actually prove retrograde and worrying, such as the stressed K–12 system that is often forced by cost constraints to adopt testing that does not involve student writing or labs. With only English language arts and mathematics being tested in the lower grades, science is often not taught until it is tested in fifth grade. Anything that is not part of the current testing regimen may find itself on the back burner.

With changing standards for schools, the RMSC sees important opportunities to provide appropriate professional development. For instance, they can show how inquiry-based approaches can deliver learning outcomes efficiently and
effectively and are easier to implement than a K–12 teacher may initially think.

The center staff notes that the public may not be familiar with effective contemporary instructional methods. New standards may reflect research on learning, but may also look unlike what parents remember from their own schooling or what legislators may believe to be effective practices. Furthermore, it is critical to remember that standards are not curriculum.

The RMSC strives to build understanding of mathematics and science without getting caught up in concurrent politics surrounding sometimes heated conversations about the Common Core. They must address themselves to the changing curricular environment, which might suddenly emphasize something such as wave theory, where once it did not. They also have a role to play in recognizing that research is available that might counter past practices, for instance, by helping educators appreciate that kids can grasp the concepts of physics earlier than we may have previously assumed.

The RMSC helps connect teachers with scaffolding instruction and better engagement with the state of the research on learning. In this work, they receive a great deal of help from our faculty. The RMSC staff is thankful for the input of GVSU faculty members such as Karen Gipson and Rich Vallery in physics who helped develop a full-day teacher workshop on inquiry-based pedagogy. The workshop was based on the kit curriculum in use by the teachers’ district. Other faculty members are part of their Math Fellows program (e.g. David Coffey and John Golden), while faculty member Dalila Kovacs has held workshops for teachers interested in green chemistry. The benefits of such help point in both directions as our university connects to K–12. Students coming to GVSU from our high schools have large concepts, the big picture, with some missing pieces. They hope that we will be in a good position to help these students make connections and turn this large conceptual frame into a less silo-by-silo way of looking at mathematics and science. With their increasing tech savvy, these students may represent a change in learning style and expect a faster style of learning that’s increasingly screen-based.

At the same time, programs such as the Science Olympiad will continue to close the confidence gap some students have. The empowerment that comes when students start to think and act like scientists will help them in college and beyond. These programs help provide students with an education that addresses that which can’t be Googled — the evaluation of their answer and the integration of multiple answers toward the solution to complex problems.

Happy anniversary, Regional Math and Science Center, and many happy returns.
RUINING KATY PERRY IN A GOOD WAY: TALKING PEDAGOGY WITH LAUREL WESTBROOK

One suspects that Assistant Professor Laurel Westbrook does not have to spend much time selling her students on the relevance of her Social Problems, Sociology of Gender, or Sociology of Sexuality classes to news headlines or the societal controversies that are trending in social media on a given day. In fact, her work on gender, sexuality, social movements, violence, and media puts her in a good position to push her students’ understanding beyond the discourse that streams into their phones and toward what she calls her bigger goal: “To teach sociology by creating active learners — for a lifetime — who can gather information, think critically, and share with others.”

To accomplish this, she finds it useful to assign reading coupled with a small assignment about it. Grappling on their own with a short quiz or a 300-word answer to a question, the students are working in a read/think/write mode that is key to Westbrook’s pedagogy. She finds that this approach frees class time to be more productive. In the first half of a class period, students learn to ask for what they need clarified; it becomes their job to discern what it is they want to know about. The second half of a class period can then be spent on real-life application.

Westbrook notes that soon, “They start to think sociologically at movies, parties, and elsewhere. They come up with neat interpretations and start to take control of their own learning.”

Conscious of the need to make these lessons accessible to all students, Westbrook often begins class with a video of a popular song. “This opens an 8:30 a.m. class well — they come in guessing what song I might pick to illustrate the concept of that day’s class.” Will it be Lady Gaga’s Born This Way to talk about essentialism? In addition to providing the students with a ready handle to use to tease ideas
apart, Westbrook finds that when they hear the song later, it reinforces the critiques they made in class that day. One student complained that she had “ruined” Katy Perry music for him “in a good way.”

In upper division courses, Westbrook likes to pair students on a video project. She finds this initially terrifies them — flying in the face of our assumptions about tech-savvy contemporary students. A big handout on how to accomplish the assignment helps to level any skill gaps, so that the end product looks quite professional. This assignment proves a very good way to help her students accomplish the “share with others” goal because these video messages convey thoughts in a manner that people will listen to. In fact, some videos receive many hits on YouTube.

Students choose social problems as topics of real importance to them — often ones that really bother them — motivating very active learning as they seek to fix them.

As a culmination of the semester's analyses, Westbrook invites proposals for social change. Students find themselves recommending structural change rather than changes in individuals. For instance, they might recommend more public transportation to reduce drunk driving rather than jailing offenders.

Hired to develop sexuality and gender courses (and not collapse the two as is sometimes done), Westbrook knows she is working in an area that is central to her discipline, noting that the American Sociological Association has a large group on gender. In her courses on these subjects, she helps students see how gender norms tend to constrain and oppress everyone. This can help men talk about their experience of violence (from the playground forward). It allows discussion of the constraints of socially constructed ideas of heterosexuality and homosexuality that are at odds with our current economic system. These and other discussions help to problematize the idea of vulnerability. Instead of defaulting to a traditional alignment of women with vulnerability, the reality of the high level of violent crime experienced by men can be more readily examined by the students. They can come to question the notion of women's bodies as inherently weak. The “opposite” sex is more clearly seen as a social construct, which has led to binary assignments of good or bad.

These discussions even spill over into closed groups on Facebook. As students develop their understanding, they can share the answers they are developing. They can work the skills they build in class to seek their own answers.

Westbrook finds that the students’ writing skills develop rapidly, and she is happy to provide a significant amount of feedback to facilitate this process. As they use their 300-word responses to hone a style that is clearer, pithier, and therefore more readable online, they discover that they are better able to share their insights.

“If you set the bar high, they meet it. I came with high expectations, and I still have them. My job is to give them the tools,” Westbrook explains. “They say I give them heavy reading, but I find that before long ‘have to’ becomes ‘get to.’ Education as privilege.”
GIVING STUDENTS PERMISSION TO ENTER INTO AN UNCERTAIN BEAUTY

Associate Professor and Chair of Classics Peter Anderson will certainly grant that he has a lot on his plate. For instance, Anderson is teaching first-year Latin, a Capstone course, Classical World, and an independent study with four students; mentoring the thesis of 2015 Glenn A. Niemeyer Award winner Abigail DeHart; serving as department chair; and keeping up with commitments to the international baccalaureate (IB) program; not to mention releasing a new book in March 2015 (Seneca: Selected Dialogues and Consolations, Hackett Publishing Co.). Yet, Anderson somehow carries a sense of relative calm, despite the fact you’ve caught him in medias res on his 12-hour teaching day, and he is one foot out the door to leave for Cardiff.

His book aspires to help students as they make translation choices. He wants to serve both the philosophical audience that strives for consistency of terms, as well as the classicist audience seeking beauty in English despite the different structures of Latin. He seeks, “beautiful eloquence to express a hard fact.”

Some of his students note not only this characteristic generosity with his time, but also how his approach to his teaching has brought out the best in them and excited them about subjects that might otherwise seem a little difficult for modern undergraduates to engage, such as his recent course on Stoicism (CLA 365). Something rather wonderful is happening when students clearly want to infect others with their enthusiasm for Stoic philosophy.

The elixir that Anderson clearly has on tap in his classroom has something to do with technique, but perhaps even more to do with his general concept of what teaching is. Pretty much every aspect of the academic life has some relevance to teaching. He’ll tell you that even committees are relevant to teaching, that all aspects of the rich professional life of faculty are organically related to the rest. So, his work for IB serves high school teaching and helps to shape what students internationally learn about his field. “The nexus of student accomplishment and teacher accomplishment,” he notes.
At the very first CLAS Teaching Roundtables event in 2010, Peter introduced his colleagues to contemplative pedagogy, which has informed an increasing proportion of his teaching since 2006. In the description of his topic, he explained, “A growing body of research shows that the deliberate use of mindfulness and other contemplative practices in higher education can increase student engagement, focus in the classroom, and academic performance. Indeed, contemplative components or courses of study have been adopted into many programs at many institutions, from the Contemplative Studies Initiative at Brown University to mindfulness initiatives in K–12 classrooms through programs such as the Inner Kids Foundation in Los Angeles.”

In terms of his Stoics course, a secular mindfulness integrates well with the topic. To enter into it, students are mimicking Stoic practice. He estimates that 50 percent of the students really work at their own mindfulness practice, and, he reports, “80 percent wish they had done more because they saw the benefits to those who did.” These benefits come in the form of a higher degree of engagement and a higher quality of work. In addition, he sees that mindfulness practice proves to be a powerful way to let the outside noise fade away.

When he was first acquainted with this practice, Anderson used it only when it fit the course content, but he now thinks taking a moment at the beginning of just about any class to gather thoughts can work more generally toward student success.

He does encounter resistance, particularly from some young students, and makes mindfulness optional. He observes, “Students take suggestions or don’t in many areas, and this is one.” He sees it as a tool for success that will work for some.

In his language courses, one of his favorite practices is fronting knowledge. He acknowledges the long teaching tradition behind this pedagogical idea. He explains that students’ cognitive load in learning a second language is under stress. At first you need to go slowly — and slowing down increases cognitive load. The brain is busy anticipating and discarding a great deal. Managing students’ expectations is brutally hard. And in the early stages, the teacher is in control of what the students see — it is not language “in the wild.” So, Peter takes away some student expectations by saying, “Today we will only be looking at...” and therefore relieving some of the cognitive load and its attendant stress. This focused approach is not yet the full complexity of the language, of course, but allows students to learn.

He explains that when students learn Latin they can get the false impression that the language itself is schematic and a collection of rules to follow. This occurs due to the language being taught with a strong focus on the analysis of grammatical forms through the use of schematic texts. Knowing that this false impression occurs, Anderson tries to push his students toward a more productive view of Latin as a language of ideas. He tries to leverage the way the student’s brain works. “Failure is an expression of uncertainty, never a bad thing,” Anderson notes. “Latin is the language of second chances.” Recasting (asking a student to do it again after a mistake) has some utility, but even better is not making the error in the first place. The teacher creates the environment for this success through guidance such as, “Remember when we talked about...now let’s look at....” Starting from a place of comfort, he is always gently pushing outside of that comfort zone into uncertainty. He reminds us of the unavoidable fact that there is uncertainty in expressing yourself in language.

This style of working continues until the students are more comfortably reading in the language. Healthy habits are established early. “We are habit-based creatures,” Anderson says. While a more “at your own pace” style would be optimal, it is impractical for most college courses. “The uncertainty of teaching and learning should be embraced,” he smiles.

Ultimately, he hopes to reveal with his students what makes us express in certain ways and how those ways can be beautiful.
UNSTOPPABLE CLASSICISTS

Every summer over the past decade, the Department of Classics has organized informal weekly reading groups for Latin and Classical Greek, in which students, alumni, and members of the university community are invited to participate.

The Greek Summer Reading Group started in 2002, the year after Professor Charles Pazdernik came to GVSU. In 2005, Professor Peter Anderson convened the Latin Group. Always informal and flexible, the groups have ranged from six to eight participants in Greek and a dozen or more in the Latin group. Anderson notes that in the Latin group, depending on student interest and ability, “We usually read myth stories,” but have been known to slip in the Latin translation of Harry Potter or poems. Pazdernik describes the readings in the Greek group as, “Often...selections from the New Testament, but also at different times Lysias and Marcus Aurelius. Lately it’s been fun to read Plutarch’s Sayings of Spartan Women — short (indeed, laconic), pithy remarks attributed to Spartan wives and mothers of the ‘come home with your shield or on it!’ variety.”

These are truly labors of love for which the faculty members are not remunerated, but which sustain and expand their students’ language knowledge over the summer, as well as foster a strong sense of community that spills over into a thriving Facebook group, the annual Homerathon, and other events.

That sense of strong community was called upon in the summer of 2014. The Summer Greek Reading Group was interrupted when the organizer, Charles Pazdernik, sustained a debilitating spinal cord injury.

Classicists, however, are not easily deterred. On September 8, a group of Hellenists convened at Mary Free Bed Rehabilitation Hospital in downtown Grand Rapids in order to hold a special concluding meeting of the summer group.

(LEFT TO RIGHT) KENDALL FARKAS; KATHERINE BOYLE; JACLYN BINDER, ‘08; PROFESSOR PAZDERNIK; ABIGAIL DEHART; PROFESSOR CHARLES HAM, ‘06; MARK TEN HAAF; JUSTIN EBERT.
LEARNING HOW TO LEARN

An alumna of the GVSU Art and Design Department, Julie Upmeyer lives in Istanbul. She shares her thoughts on her liberal education.

“Observing educational philosophies here in Turkey, as well as in other countries throughout the world, I have a new respect for the American concept of a liberal arts education. I am grateful that, in addition to my fine arts courses at GVSU, I was also able to study such diverse topics as geology, tae kwon do, ethics, marketing, and the scientific revolution. This has greatly benefited my practice as an artist, as well as my life as a human being. I believe experiences from one field are certainly applicable and greatly beneficial to any other, especially for an artist.

“As a sculptor and creator of three-dimensional things, I’m often frustrated that my work is generally viewed as a two-dimensional photograph, or as a zero-dimensional digital image. My current body of work is exploring just that, the mathematical and physical relationships between one, two, and three dimensions. My ability to digest math books and apply them to the creation of sculptures and other art works is a direct result of my diverse and general education. I have learned how to learn, which enables me to continue doing so now and far into the future, in whichever country I choose to live.”

Excerpted from the Padnos International Center newsletter https://padnosinternationalcenter.wordpress.com/2015/03/10/art-community-for-an-expat-in-istanbul/
OPENING DOORS THROUGH COGNITIVE PSYCHOLOGY WITH JENNIFER GROSS

Though you hear more about classrooms that are flipped, hybrid, interactive, engaged with the community, hands-on, inquiry-based, or in other words not merely the “sage on stage,” there are also a few faculty members who will admit that they retain a deep admiration for the lecture-done-well. Psychology’s Jennifer Gross is one of these faculty members. As a past winner of a Pew Teaching with Technology Award and a cognitive psychologist with a research interest in how we learn, you can hardly get to the follow-up question fast enough — to her mind, what sort of lecture would that be?

The metaphors and adjectives fly. Gross wants to give students “their money’s worth,” “capture them with enthusiasm,” and “shape their mental muscle.” It means she must be highly informed, highly energized, and ready to adjust based on the students’ reactions to her material. The picture that emerges is not in the least one of passive vessels being filled by their professor, nor is it one that assumes students have to accept what is explained to them. In fact, she counts on the tension between their operating assumptions and what she knows the evidence will show them. Even as she is describing the empirical processes that have led psychologists to their conclusions, she knows students will perform virtual laboratories in which they will experience these conclusions first hand.

So, what are these virtual labs? They are, Gross explains, like psychology itself, the scientific approach without the scientific trappings, such as lab coats and benches. Students may think that psychology is simply what we learn about human behavior through introspection, but Gross shows them through online demonstrations that their own responses, when gathered in the form of scientific evidence, tend to mimic what the psychology researchers have found. For instance, in an Internet-based, publicly available self-test, students are able to investigate whether people really can drive and talk on the phone at the same time. For many, their own behavior suggests that they think they can do this at least well enough to continue doing so. But after a series of tests that measure their performance at an attention task while distracted, they see their performance measurably deteriorate. They have the opportunity to feel the phenomenon. Their results can be aggregated by this system, so Gross is able to use this data set for examination in class.

Her Introductory Psychology class has 15 such labs and her Psychology of Language course has 21 labs. In addition to their very low cost and frequently “public service announcement” benefit, her favorite aspect of the labs is that she does not have to rely on anecdotes — which would be anathema to the standards of evidence in psychology and would give her students the wrong impression. Instead, she sees her students making a critical evaluation of their beliefs, and they use these critical-thinking skills on themselves.

In her Social Psychology class, her students examine bias. They come to see how we all tap into associations, creating judgments between harmless objects and harmful objects alike. She has students demonstrate to themselves topics she lectures on. For example, research about the speed at
which we make judgments. They see how quickly a cultural association with a “hoodie,” for instance, can influence behavior. They also see that the exaggerations and distortions of stereotypes are something we can work against.

For this, Gross likes to look at campaign ads during her lectures to illustrate some of the associations we make (and are actively asked to make) in our culture. Then students test their biases and, by exposing them quite consciously to their own view, are able to question their beliefs and start to overcome these biases. “Students decide which cultural notions they do not endorse,” she notes.

Another area of inquiry that works well with her students is memory. While they care what it means to be an effective learner, students arrive with many questionable assumptions about what works, such as writing out answers. They can be shown that the act of copying may not be the optimal kind of studying. This also becomes an opportunity to problematize things they may have heard about learning styles for which she sees no compelling evidence. She steers them toward cognitive psychology research that shows how re-reading a textbook is not as efficient a way to learn as a read/recite/review process is. Since durable memory is not just about spending more time, but rather about finding the semantic hook to general knowledge of the real world and the episodic link to what is personally relevant, Gross shows her students that they can plug into two of the mind’s memory systems and provide themselves with effective retrieval cues.

As their teacher, Gross also wants to check the precision of their knowledge and finds that quizzing is a very powerful tool even when the stakes are low. Correcting misunderstanding is important to learning what is right, rather than giving or collecting scores.

In her course, the students learn that working memory in humans is largely verbally encoded, a kind of speech-based storage. There is a progression from visual to spatial to verbal. Longer-term memory is more semantic, it looks for meaning and relation to life. The lab makes this tangible for students, while teaching scientific process at the same time.

At the root of Gross’ teaching is a desire to remove impediments to seeing the truth. Her own work in industry designing interfaces and looking at the human factors in military applications informs the way she navigates the world. For instance, she points out to her students the poor design of the Mackinac Hall doors closest to Einstein’s Bagels. The first set of doors opens in one direction, but the next ones open the opposite way — and this is in no way signaled by the type of push-bar on these doors. This leads to pushing on the hinge side of the door and back-ups into the hallway. Reality and our assumptions are in bad alignment which points to poor design and leads to suboptimal results.

Perhaps when students enter her class they expect cases and anecdotes about abnormal psychology or have other erroneous expectations that were formed in less substantial high school psychology courses. What they get will be akin to rehanging the doors in their own mental house, aligning themselves with the evidence, learning how to identify and reconstruct their biases, and thinking critically and studying effectively by their own design.
THE BIOCHEMISTRY (AND REAL FUN) OF CONTAGIOUS CRITICAL THINKING

Associate Professor of Chemistry Brad Wallar has plenty of biochemistry content to cover in his classes, but never takes his eye off the larger educational objective. “The overall goal for teaching,” he explains, “is to make well-rounded critical thinkers.”

Ultimately, he wants his students to put together concepts and information to solve problems, be creative, and take an active role in creating “bridges between the bits” so that the result is bigger and better than the mere parts. In practice, this is not just a matter of how he teaches the class, but also how he designs the exams and other assessments.

He feels blessed, having subject matter as exciting as biochemistry, because it is not hard to interest students in how human beings work on the cellular level. While students may not remember every detail of the content they are taught, Wallar says that is okay, so long as they are getting the concepts, becoming better critical thinkers and problem solvers, and achieving the goal of learning how to learn.

Reflecting on his own graduate education in biochemistry, molecular biology, and biophysics at the University of Minnesota, he describes it as a period of learning to solve problems. He uses this memory to steer students away from rote memorization, which may have resulted in good grades in some classes, but is not a way to truly learn in the sense he means. To help students experience the difference, Wallar designs tests that present students with a challenge, so that they see over time that they are becoming better problem solvers.

“It’s fun to see them get confidence,” Wallar adds “I’m still in the process myself — I wish I had gotten it earlier.”

He sees this confidence building in their own critical thinking as the best investment students make in themselves and the best one he makes in them. “I tell them, ‘don’t overestimate my role in your education,’” he smiles.

In fact, Brad Wallar likes seeing this transformation in confidence and problem-solving ability as an especially big benefit of undergraduate teaching. “To try to do undergrad, grad, and postdoc education is pretty hard,” he notes. “I’d rather concentrate on undergrads because I really like the process. Everybody is different. The fun part is seeing them work through this difficult process. Undergraduate mentoring allows you to spend more time in that part of the process.
work takes you into rather specific problems to solve that no one else yet has. The goal is the same, but in the lab the time is more focused."

Wallar also enjoys working with students on their professional development, including their writing, presentation, and organizational skills. He helps them to know their audience. “I find that this part of mentoring allows you to help students clear up any misconceptions they have about what the job is. They come to see that learning the subject at a high level is part of it, but it is a well-rounded liberal arts education that makes you good.”

Illustrating from his CHM 462 course, Wallar points out that revisions are key to the sort of writing he wants from the students. He explains to them that “you are telling a story” when writing a proposal. He tells them that what they are doing is also what others are doing in art — creating something to bridge the gap in knowledge.

As a student, one of his favorite courses was Greek and Roman Poetry, taught by an English professor who wondered why Wallar was in his class. “Because you are awesome,” came the answer. Wallar credits a particular analysis of Catullus with some of the best critical thinking he did in his undergraduate classes. “I miss that little British guy in the bow tie. He was contagious!”

Wallar was honored to be asked to write a letter of recommendation for an award in praise of that contagious professor who he knows influenced his own desire to teach undergraduates.

This undergraduate focus makes GVSU a keeper for Wallar. “I know I’ll end up here,” he says as he casts his mind forward.

A moment later, he is back to talking about teaching his students how to navigate the process of submitting papers for publication. “I remind them to put reviewers in a happy mood; when you give one a bad product it is human to be annoyed.” Likening reviewers to professors, he reminds his students that the faculty know they have taught their students to produce a higher level of work and that students should fix all the glitches that are within their power to revise.

“In CHM 462, they go through quite a revision process for writing a scientific paper. When you read a good one — wow, that’s fun. It’s good for them to be better than we were at that stage,” he says with well-earned pride. “I didn’t get this kind of professional development. I didn’t know I was writing a story. Reflecting on my student self helps me. I ask myself what I expected of myself back then. My liberal arts experiences opened my eyes. I’m glad I didn’t go to a technical school and instead took that English class.”

He also acknowledges that since science is an international collaboration, students really need to move beyond their small town beginnings. “You have to know you don’t know everything — sometimes you need further data.”

Wallar is happy to surprise his students that their professor does not know everything and that they need to “do science” to find answers. “Those who go off to do just that, to do great things, after your big investment in them — it’s really great,” Wallar explains and goes on to illustrate with the trajectories of various former students who are now doctors and professors.

He is also deeply appreciative of his colleagues and loves the informal conversations with them about everything from dealing with student situations and challenges to how to be a better mentor. “Your department allows you to ask a lot of questions, to be influenced by your colleagues in your teaching, GVSU provides a fantastic environment for that with support for mentors and through the Robert and Mary Pew Faculty Teaching and Learning Center, yet does not make you teach a certain way. You grow into your role, into the kind of professor you want to be. The teaching bar is high and that really motivates me. It is supportive here. Everybody cheers for you — but when you see the level at which people do their job — that provides the pressure to do well.” His list of those who have provided this support and set the bar so high is considerable, including but not limited to Tom Pentecost (“a brilliant teacher”), Dave Leonard (“my official first-year mentor”), Debbie Herrington, Bob Smart, Steve Matchett, Laurie Witucki... — “they always had my back.”

This winner of the University Outstanding Teaching Award, Pew Teaching Excellence Award, Distinguished Undergraduate Mentor Award, and Professor of the Year from the GVSU Educational Support Program concludes that positive student results provide the most important positive reinforcement. “You do it to do right by the students.”
CLAS RECIPIENTS OF TEACHING AWARDS, AY 2014-2015

UNIVERSITY OUTSTANDING TEACHER AWARD
Darren Walhof (political science)

PEW TEACHING WITH TECHNOLOGY AWARD
Robert Talbert (mathematics)

PEW TEACHING EXCELLENCE AWARD
Lisa Kasmer (mathematics)
Thomas Pentecost (chemistry)
Jason Yancey (Spanish)

PEW TEACHING EXCELLENCE AWARD FOR PART-TIME FACULTY
Michael Braid (movement science)

OUTSTANDING EDUCATOR AWARD (ALUMNI AWARDS)
Brad Wallar (chemistry)

2015 PROFESSOR OF THE YEAR AWARD (TRIO STUDENT SUPPORT SERVICES)
Stephen Matchett (chemistry)

2015 COLLEGE SCIENCE TEACHER OF THE YEAR (MICHIGAN SCIENCE TEACHERS ASSOCIATION)
Brad Ambrose (physics)

STUDENT AWARD FOR FACULTY EXCELLENCE (GVSU STUDENT SENATE)
David Eick (modern languages and literatures)

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