

EBERLY COLLEGE OF ARTS AND SCIENCES  
Administration

Mary Ellen Mazey, Ph.D.  
Dean of the College

Rudolph P. Almasy, Ph.D.  
Associate Dean for Development

Joan Gorham, Ed.D.  
Associate Dean for Academic Affairs

Fred King, Ph.D.  
Associate Dean for Research and Graduate Studies

Nicholas G. Evans, Ed.D.  
Associate Dean for Undergraduate Education

Asuntina S. Levelle, J.D.  
Assistant Dean for Financial Planning and  
Management

Eberly College of Arts and Sciences  
West Virginia University  
PO Box 6286, 201 Woodburn Hall  
Morgantown, WV 26506-6286  
304-293-4611(t), 304-293-6858(f)  
[www.as.wvu.edu](http://www.as.wvu.edu)

To make sure that you don't miss the dean's monthly email letter to alumni and friends of the Eberly College, please keep us updated on new and changed email addresses. Send your information to [News@as.wvu.edu](mailto:News@as.wvu.edu). Thank you.

Jane Donovan  
Magazine Editor

Michael Winser and Nathan Jackson Tucker  
Writers

Heidi Specht  
Design

Special thanks to Greg Hunter  
Blue and Gold News

West Virginia University is governed by the Board of Trustees of the University System of West Virginia: J. Michael Mullen, Chancellor; Mary Clare Eros, Chair.

## TABLE OF CONTENTS

### 1 Reconnecting: A Letter from the Dean

#### Special Focus on Public Service:

- 2 Working Together to Understand Welfare Reform
- 4 Mapping the Past
- 5 Imaginative Teaching
- 6 Stroke Prevention and Awareness
- 8 The Security to address their higher needs

### 10 Where Can \$500 Take You?

#### To WVU and Beyond: Two Eberly College Professors collaborate around the Globe

- 12 An Extended Stay in Austria
- 13 Enjoying a Path Through Japan
- 14 Everyday Problem Solving in Later Life

### 15 Coming to Work with a Smile

### 16 Let's Bring on the Mountaineer!

### 18 Outstanding Researchers

### 20 Ryan Murphy, Goldwater Scholar

### 22 Around the College

#### Women's Studies Celebrates its 25th Anniversary

- 26 Acting Locally, Thinking Globally
- 27 The Changing Role of Women at WVU
- 28 The truth, the whole truth, and nothing but the truth
- 30 The Mark Twain Pause
- 31 English PhD placements
- 32 Dispatches from the Diaspora
- 33 A Student's Eye View: An Experience to Cherish



# New Eberly Dean Seeks to Reconnect with Alumni and Friends

Mary Ellen Mazey, Ph.D. Dean of the College

As many of you may know, I am the new Dean of the Eberly College of Arts and Sciences. It is a privilege to have been chosen for the position after an extensive national search, and it is a pleasure to be returning to my alma mater and to the great State of West Virginia. Although I have lived in Ohio for more than 30 years, West Virginia has always been the place that I called home.

My first task will be to determine how we can continue to move the College forward. Through our national deans' association and by serving for a short time on the Eberly College Advisory Board, I am fortunate to have known former Dean Duane Nellis and have great admiration for his work. I have also had the opportunity to discuss the College's state of affairs with former Dean, now Provost, Gerald Lang, and I look forward to working with him.

As a native of Greenbrier County, I often reflect on how fortunate I have been, particularly in my education. After graduating from White Sulphur High School, I came to WVU where I was taught by excellent professors who inspired me. During my undergraduate days I studied international relations with former Dean Carl Frasure, and, during my graduate studies, I learned statistics from former Dean Stanley Wearden. Both were outstanding teachers. Once I received my undergraduate degree, I realized that the desire to learn was continuing, and I entered graduate school at WVU. I completed an MA in geology because geography, which was my new-found interest, did not have a graduate degree. I am proud to say that we now offer master's and Ph.D. programs in geography.

With the encouragement of my WVU professors, I decided to pursue a Ph.D. at the University of Cincinnati and ultimately joined the faculty at Wright State University in 1979. At WSU, I had the opportunity to create a research center, now celebrating its 20th anniversary, and to create a Master of Public Administration program which is the only one accredited in southwestern Ohio. In addition, through an intergovernmental personnel assignment, I directed the Office of University Partnerships at the U.S. Department of Housing and Urban Development from 1997-98. All of these experiences were a continual learning process, as have been my past seven years as Dean of the College of Liberal Arts at Wright State. I look

forward to bringing the benefit of these experiences to the workings of the Eberly College.

I am impressed with the quality of teaching, research, and public service that is being undertaken in the Eberly College. As we in the College begin thinking about WVU's strategic plan and our strategic agenda, I have that each chair and program director identify his or her program's strengths and opportunities. What I have received looks impressive and will assist us as we work to take each of the College's units to its next level of recognition. I hope to work with the faculty, staff, and students to create a vision for the College that will result in our recognition as a leader by our peer institutions. The emphasis will be on providing students with a quality educational program while also engaging in basic, applied, and innovative research. We will continue to provide service to the state and nation.

As you read this issue you will become more familiar with the exciting outreach and engagement programs and research underway in the Eberly College. Recently, the *Washington Post* cited our Welfare Reform Task Force's work on the effects of federal welfare reform legislation in rural states, and there was much pride in the WVU Press' publication of *Child of the Appalachian Coalfields*, the autobiography of U.S. Senator Robert C. Byrd. As the school year begins we will offer a new major in criminology and investigations, our faculty are implementing capstone courses, and there is teaching through the electronic medium with WvEB Math.

We all should be proud of the faculty and students of the College. I hope you will join me in supporting this work and continuing to build the reputation of this great University and College. As my husband, Bruce, and I return to Morgantown where we began our married life 35 years ago, we plan to reach out to the Eberly College's many alumni and friends and connect you with the College's outstanding work. Whether it's on the football field, in the classroom, in the research lab, or in the many ways we serve the people of West Virginia, Let's Go, Mountaineers!

A handwritten signature in cursive script that reads "Mary Ellen Mazey".

Mary Ellen Mazey, Ph.D.  
Dean of the College

# Working Together to Understand Welfare Reform: The WVU Interdisciplinary Research Task Force on Welfare Reform

by Dr. L. Christopher Plein, Assistant Dean, School of Applied Social Sciences



**Chris Plein, Eleanor Blakely and Melissa Latimer confer at a recent Welfare Reform task force session.**

**I**t's a drizzly Wednesday morning in Morgantown as a small group of faculty from the Eberly College's School of Applied Social Sciences gathers in a Knapp Hall conference room, coffee cups in hand and ideas buzzing in our heads. This team of researchers, from the disciplines of Sociology, Social Work, and Public Administration, is coordinating the next steps of a multi-year investigation of the impact of federal welfare reform legislation in West Virginia. We've met regularly -- usually weekly -- for more than seven years. Over time, we have been joined by other faculty and graduate students in these disciplines and Political Science, as we have designed and implemented a series of studies concentrating on the effects of welfare reform on the State's citizens and public assistance system. Current Task Force members

include Dr. Eleanor Blakely (Social Work), Dr. Melissa Latimer (Sociology), Dr. Barry Locke (Social Work) and myself, representing Public Administration.

When sweeping federal legislation drastically altered welfare policy in 1996, it soon became clear that its effects and consequences would be far-reaching. New program requirements limiting life-time eligibility for public assistance and expecting recipients to work in return for their benefits raised important questions about the fairness, feasibility, and consequences of such a bold policy shift. West Virginia was left to face some stark questions. As a rural state with a long history of economic challenges, we were not particularly well-positioned to implement the federal mandates.

In 1997, WVU President David Hardesty assembled faculty, students, and staff from across the University to explore the implications of federal welfare reform for the Mountain State. Dr. David G. Williams, Professor Emeritus of Public Administration, recalled that the panel convened by President Hardesty recommended formation of what became the WVU Interdisciplinary Research Task Force on Welfare Reform. In the years since, the Task Force has produced numerous studies for the benefit of those who have the responsibility and authority to assess, review, and improve public policy and programs. We have worked closely with the West Virginia Department of Health and Human Resources and we have shared our results with many audiences, from West Virginia's State Legislators to the readers of the *Washington Post*. In 2005, the team is still hard at work, having become a strong voice of program and policy evaluation in the State and beyond.

While our focus ostensibly is to provide applied research findings to state and national audiences, our efforts have furnished unexpected benefits as well. Each of the Task Force members has teaching responsibilities at WVU, and our experiences from the welfare reform research are shared in the classroom. Melissa Latimer, the team leader, noted that "It's been wonderful to use 'real life' examples from this research" in classes at both the graduate and undergraduate level. Ellie Blakely stated, "If someone asked me to design a perfect research project that would fit with my teaching and service activities, this would be it." The Task Force also provides valuable learning opportunities for graduate students who have assisted with study design, data collection, and analysis.

Our experience well illustrates the importance of faculty collaboration. Barry Locke has always valued this approach. "I never found the 'isolated scholar' model appealing," he said. "The welfare reform research group has exceeded my hopes as an interdisciplinary effort. I view this project as the single most important work I have been associated with in my 32 years at WVU." Latimer asserted, "I continue to be part of this

collaborative research adventure because I like the level of accountability and reciprocity that we have with each other," adding, "I love the intellectual exchanges that come from working with such a strongly committed community of scholars and professionals."

Our work has gained national attention. Team members are in demand for presentations at national academic and professional conferences, and our research has appeared in various media outlets, including as the focus of a *Washington Post* article earlier this year. Our book, *Welfare Reform in West Virginia*, was a finalist for *ForeWord Magazine's* Book of the Year Award in the category of political science. (To learn more about the book, see [www.wvupress.com](http://www.wvupress.com)).

The support of the Eberly College of Arts and Sciences has been crucial to our success. Early in the project, the College provided us with an Awards and Research Team Scholarship (ARTS) that helped get our efforts off the ground. The Institute for Public Affairs has also played a key role; much of the task force's initial leadership came from the Institute's former director, Dr. Robert Dilger. The Institute's current director, Dr. Kevin Leyden, continues to provide a crucial venue for sharing the results of our research by publishing the Task Force's reports in the *West Virginia Public Affairs Reporter*, both in print and on-line ([www.polsci.wvu.edu/ipa](http://www.polsci.wvu.edu/ipa)), and by inviting Task Force members to make presentations at conferences hosted by the Institute.

Our work continues. We recently embarked on a detailed study of the practices of front-line welfare case workers in West Virginia. We will also persist in mining the rich data that we have produced over the past seven years. The need for continuing research is clear. As Locke said, "What we have learned is having an impact on public policy and, hopefully, helping all interested parties better serve our most vulnerable citizens." As the ripple effects of welfare reform continue, there is still much work to do in tracking and assessing the consequences of this profound policy change.

# Public Service at West Virginia University

As the State University of West Virginia, WVU takes its commitment to public service seriously. This issue of the magazine highlights some of the ways in which the College's service mission is enacted. As this and the following stories clearly demonstrate, WVU's and the Eberly College's commitment to serving the people of West Virginia, throughout West Virginia, has never been greater.



# MAPPING THE PAST

by Dr. Barbara Rasmussen

Land-locked Monroe County, West Virginia, was the launch site of the Eberly College's first – and probably last – “Field School Navy” last May. The all-wet and barely afloat crew of four were letting off a little steam after a rigorous four days conducting field research into a nomination to the National Register of Historic Places. The frolic was understandable; these students had been working hard in their pursuit of graduate degrees and certificates in the management of cultural resources.

The Cultural Resources Management graduate certificate program and the master's degree in Public History, both housed in the Department of History in the Eberly College, offer an annual field experience in the first term of summer school. Eight students, Professor Gregory Good, and I went to Monroe County to study the Pence Homestead located on Route 122 near Greenville. “This is the most beautiful place I have ever seen,” echoed through all eight of their voices time and again. “The people were so nice to us,” others said.

The students worked with the staff of the Monroe County Clerk's Office, the Monroe County Historical Society, the public library, and the wait staff at the Roxie Café, all of whom charmed us with their interest in our work. At the end of our four day stint, the students had mapped the home, located an original road cut, identified the remnants of a frontier strong house, and



investigated what might turn out to be an important early school for African American children. They documented a family cemetery and made peace with a blacksnake. They also found a way to say “thank you” to that community for all the help it provided their efforts.

The place was first settled in the 1770s by Jacob and John Miller, who built the strong house we found. Most of the historic resources on the farm are significant, and the owner, Howard M. Rigg, M.D., (BA Biology 1976, WVU School of Medicine, 1980) was very willing to let us explore them. Monroe Countians know this farm as the location of the first public school for black children.

Hidden within a granary are the remnants of the log house the Miller brothers built when Native Americans resisted white settlement along the fertile shores of Little Indian Creek. Our students poured over the records in the Wise Library and the Monroe County Historical Society to find out whether the logs are in their original location or have been moved from their original site. They learned that the logs were hewn in the eighteenth century, joined with steeple-notching, and are probably the work of German settlers. We stayed in Dr. Rigg's house, cooked for ourselves, and became immersed in the resplendent beauty of late May in Monroe County. Our first day was spent in the courthouse tracing the property's deeds back to the original land grant. With minutes to spare before the courthouse closed, we found it. Robert Young, a land jobber, sold land to the Miller brothers more than twenty years before Monroe County was formed.

The next day, we explored the house and the out buildings. The house – the original part of it – was built in 1828 of bricks fired on the site. It faces north, or did until a rear extension was added some years later, which reoriented the facade to the east. In the 1850s a rear extension expanded the house. By 1870, when the folk Victorian craze was sweeping the nation, another extension was added to the west of the house, replete with board and batten siding, and a circular, nautical window that we were never able to quite figure out. Professor Good examined the old spring site, while students Atsuko Ishimine and Sarah Hoblitzell measured and documented the cemetery. The headstone rubbings the students took will help them fully document the

history of the families that rest there. Jessica Brewer made detailed floor plans of the house that will accompany the nomination. The students were beginning to appreciate the difficulty of historical research, as they persevered to learn a great deal about the settlement, agriculture, and society of this section of rural Appalachia.

By the last day, youth and enthusiasm overthrew age and wisdom, and the navy was born. Four stalwarts – Rebekah Karelis, Kelly Wilson, Chad Proudfoot, and Sarah Hoblitzell – set out to float down Indian Creek on an inflatable air mattress. There's probably not much more than a foot of water in that stream in May, so the hijinx were short lived but well documented by student photographer David Holmes. The mattress did not survive the ordeal.

However, the Monroe County Historical Society captured the hearts of our class, and this is where they turned their thanks. When the students found boxes of documents that had overwhelmed the local volunteers, they hatched a plan to help. Back in Morgantown, they secured a donation of metal shelving and tools and announced their plan to return to Union and help the Society get ready for its summer season. CRM added a course in collections management for the Summer II session and deployed instructor Larry Sypolt, a professional archivist, to Monroe County with tools, shelves, and students. They went back on July 11, intending to get a system in place and the shelves built and planned a few other short trips down to help out. Sypolt reported that the Society's holdings are extremely important and include a few very rare books. According to student Lynn Stasick who initiated the service project, “we found some amazing things there – including some live ammunition from World War II!” (The ammunition was quickly taken to the West Virginia State Police).

Field School 2005 was a productive exercise for our students. Their National Register nomination was completed by the end of the summer and should be presented to the Archives and History Commission at its winter meeting. They learned much about managing cultural resources and sharing their expertise with others. Probably best of all, however, is that the Monroe County Historical Society and WVU's CRM program have become fast friends.

# Imaginative. Teaching

by Nathan Jackson Tucker

Sofia Kovalevskaya, a 19th century Russian Mathematician, argued that “Many who have not had an opportunity of knowing more about mathematics confuse it with arithmetic. In reality, however, it is a science which requires a great amount of imagination.”

Laura Pyzdrowski, associate professor of mathematics, and her colleagues have used their imagination to develop an online mathematics instruction program to reach West Virginia high school students who plan to go to college but do not expect to pursue a degree in science, technology, engineering, or mathematics.

In 1999 Pyzdrowski, representing West Virginia University, was asked to collaborate with faculty members of other West Virginia state colleges to design the WvEB Math program. Six years later, seniors in fifteen West Virginia high schools have the opportunity to add Algebra 3 and Trigonometry credits to their high school transcripts while also earning up to six hours of college credit through the web-enhanced courses.

“Math is an integral part of many degree programs at WVU outside the traditional math and science realm, such as psychology, criminology and investigations, communication studies, and others,” Pyzdrowski pointed out. “Our WvEB Math program is intended to reach students who are going into these majors and who would not otherwise take higher mathematics during their senior year of high school. We want them to be ready for that statistics or calculus class when they get to WVU. If they haven’t had math since eleventh grade, they will be rusty at best and entirely forgetful at worst. If we can keep them in math through the web-enhanced program, not only will they come into WVU with college credit, but they will also come into WVU prepared for the higher mathematics their degree program requires.”

Each participating high school has its own WvEB Math facilitator. Melissa Farley is the facilitator at University High School in Morgantown, which has participated in this program since its onset. “The WvEB program is very successful because an atmosphere of respect and cooperation exists between the high school facilitators and the instructors at the University,”

Farley said. “At University High, we are very grateful to have this program. It has been a positive experience for our students.” Jefferson High School in the Eastern Panhandle will be the newest participant in the program, joining in the fall of 2006.

In the 2004-2005 academic year, students in WvEB Math were given a pre-ACT and post-ACT practice test to help the teachers and coordinators evaluate the success of the program. The students made significant gains.

Pyzdrowski and her colleagues are planning further expansion across West Virginia among high schools and other colleges. They have received funding for research to develop programs that will allow a bridging to calculus project near the end of the algebra and trigonometry courses. Pyzdrowski hopes the project will move toward offering web-enhanced courses in calculus and number theory for students who are interested in pursuing a science, technology, engineering, or math degree in college.

Pyzdrowski coordinates WVU’s Mathematics for Elementary School Teachers program and Blue Ribbon High School courses, in addition to her service as coordinator of the WvEB program. She is also the co-coordinator of the University’s college algebra and pre-calculus courses. A native of Uniontown, PA, Pyzdrowski holds four degrees from WVU: a BA in liberal arts, MA in secondary math education, MS in pure mathematics, and a doctorate in curriculum and instruction with a minor in mathematics.

“The WvEB Math program is an incredible opportunity for WVU to perform a public service for the citizens of West Virginia,” Pyzdrowski said. “It is very rewarding to work with a group of professionals from both secondary and higher education who keep student improvement as their focus. It is this collaboration that makes the project successful. By improving the mathematical abilities of our high school students, we not only better prepare those students going directly to college, but also those directly entering the workforce, potentially attracting businesses outside West Virginia to a higher-skilled workforce.”

# Prevention and Awareness

# STROKE

by Jane Donovan

A lone woman sits at her kitchen table, shucking corn, when she notices her vision is blurring. Her head begins to ache. She's had headaches before, but nothing like this – it feels like her brain is exploding. She stands, dropping the ear of corn to the floor, and lurches to the back door. She tries to call out to her husband, only a few yards away, but her words won't come. Finally, after an agonizing few minutes, he looks up and realizes that something is wrong with her. He gets her in the car, and drives her straight to the nearest hospital. They arrive at the emergency room, not long after her symptoms first appeared. A doctor examines her, diagnoses a stroke, then immediately administers a "clot-busting" drug: tissue plasminogen activator (t-PA), which dramatically improves our patient's chance of a full recovery.

Unfortunately, this story, which is played out all too often in West Virginia, rarely has such a positive ending. Although stroke is the leading cause of adult disability in the United States and the fourth leading cause of death in West Virginia, few residents of the Mountain State recognize the symptoms of stroke or know what to do at the onset of a stroke. Even if they did, access to critical medical care is rarely so easily available.

Dr. Mohamad Alkadry, assistant professor of public administration, and his colleagues Doris Nicholas (assistant professor of social work, also in the Eberly College), Christina Wilson (assistant professor of behavioral medicine in the WVU School of Medicine), and Claudette Brooks, MD (assistant professor of neurology in the WVU School of Medicine) have conducted extensive research on stroke awareness in West Virginia, with the hope that their work will be the basis of a public service campaign to educate State residents about this crucial issue.

"There is a high prevalence of risk factors for stroke in West Virginia," asserted Alkadry, "but a low awareness of risks and warning signs. If people know how to manage their risk factors, they could prevent the occurrence of a stroke. If a stroke does occur and they know the warning signs and know what to do, they can get to a hospital right away and most likely survive the stroke, and they can probably survive it without disability."

Let's go back to our sample patient for a moment. We'll call her Mrs. Jones. She exhibited all four signs of stroke: loss or blurring of vision in one or both eyes, sudden severe headache, sudden numbness (in her case, in her hands and feet), and sudden loss of speech. In a random survey of 1,114 West Virginia residents, conducted by Dr. Alkadry and his associates in November 2003, fewer than half of all respondents could identify all four warning signs of stroke. Although a high number of persons realized that

numbness and loss of speech were strong indicators of a stroke, fewer than forty percent realized that loss of vision or sudden severe headache could be as well.

"Stroke signs can hit one at a time or more than one at a time. A patient may have only one symptom, or more than one symptom, so it's important that more people know all the signs, especially persons who are in high risk groups for stroke," Alkadry said.

Unfortunately, many West Virginians are at high risk for stroke. There are two kinds of stroke risks, Dr. Alkadry pointed out: modifiable and non-modifiable. Modifiable risks are ones that can be controlled: hypertension, smoking, obesity, heart disease, high cholesterol, alcoholism, diabetes, and physical activity. Far too many State residents fall into one or more of these risk categories. West Virginia ranks first among the states in prevalence of high cholesterol and second in prevalence of diabetes. With the exception of alcohol consumption, West Virginians rank high in all other preventable risk categories.

Non-modifiable risks are those that cannot be managed or controlled by the patient: family medical history, age, race, and, especially, history of stroke. A first stroke makes subsequent strokes much more likely.

"Stroke awareness and behavior modification to prevent stroke are important for the rest of the United States, but crucial to us here in West Virginia," Alkadry stated. "There were 1,200 stroke deaths in West Virginia last year. In 2001, 5,786 West Virginians who suffered a stroke were discharged from the hospital with some disability. We didn't get to them in time."

Our fictional Mrs. Jones's story contains one more key component. It was essential that her husband recognized the symptoms of stroke and took her to the hospital immediately. But she had an advantage that many West Virginians do not: quick access to medical care. "Imagine us in West Virginia," Alkadry said. "There are many people in rural counties who live an hour, two hours from the nearest hospital, and some of those rural hospitals are not able to handle stroke patients and must send them elsewhere. It is crucial that you get medical care within three hours of the onset of a stroke. The clot-busting drugs are excellent, but you must receive them in time."

The study co-authored by Alkadry, Wilson, and Nicholas has been accepted for publication in the scholarly journal *Social Work in Health Care*. "This is exciting for us, but it's not enough. Our work won't have much impact unless we are able to target West Virginia policy makers," said Dr. Alkadry. "I want to tell them:



You're either going to spend money on preventing stroke or you will have to spend money on hospitalization, disability, and lost productivity. West Virginia spent \$49 million last year on stroke hospitalizations. The costs of raising public awareness are marginal in comparison." Kevin Leyden, director of WVU's Institute for Public Affairs, accepted Alkadry's study for publication in the *West Virginia Public Affairs Reporter*. "His article will be in print this fall and distributed to more than 2,500 public officials around the state," Leyden said. "Dr. Alkadry has produced an excellent article on an important health problem in West Virginia."

Dr. Christopher Plein, Assistant Dean for the Eberly College's School of Applied Social Sciences – which houses both Dr. Alkadry in public administration and Dr. Nicholas in social work – noted, "In so many ways, Dr. Alkadry's work with the stroke awareness project exemplifies the mission of the School of Applied Social Sciences. As a research effort, this work is broadening knowledge across fields of inquiry. As an outreach effort, it is serving the needs of West Virginians."

## **Alkadry asserted that, "WVU is uniquely positioned to do this kind of research because we have all the specialists here: public policy, public health, neurology, and social work.**

I may have been the lead methodologist, but without Doris Nicholas's social work experience, Christina Wilson's and Claudette Brooks's expertise in stroke, this would have been a far less thoughtful and comprehensive project." Plein agreed: "Dr. Alkadry's work illustrates the important contributions that

can be made through interdisciplinary collaboration across the WVU campus."

Their work is not finished. Alkadry's team has already extended their research into the disparities in stroke awareness between African Americans and non-African Americans in West Virginia. "Actually, our project started out hoping to look at the disparity issue, but our first survey did not gain many African American participants," Dr. Alkadry recalled. There is a deep mistrust of institutional research in the African American community. Episodes of abuse, as in the infamous Tuskegee syphilis experiments, make people wary. Others are frustrated by the history of African American communities being studied without any implementation of recommendations. "We found we had to dig deeper to get good data," he said.

With a \$3,000 grant from the Eberly College's Faculty Development Grants program, a matching \$2,500 grant from WVU's School of Social Work, and then two grants totaling just over \$75,000 from the West Virginia Department of Health and Human Resources, Alkadry's team was able to travel to ten counties around the state and conduct in-person interviews. "We went to African American churches, festivals, business meetings, in the Eastern Panhandle, southern West Virginia, northcentral West Virginia," he smiled. "Anywhere they'd have us. We got a good representative sample. We're not finished with stroke awareness yet. We have an article ready to submit on the racial disparity issue. Stroke is preventable," Alkadry reminds us. "Imagine how many lives we could save if we can teach people how to prevent a stroke, and then how to reduce its impact through early recognition of stroke signs."

**Mohamed Alkadry,**  
*Assistant Professor of Public Administration*





# The Security to Address Their

**T**he stability of their food supply is one of the most crucial issues for the poor, in the United States and around the world,” asserted Dr. Virginia Majewski, Chair of the Division of Social Work. “I have often been dismayed that the social work profession hasn’t had more of a commitment to this issue.”

Majewski’s commitment to the study of food security – a community’s ability to meet the nutritional needs of its members in a self-sustainable manner – has been the focus of her research throughout her academic career, despite taking on the responsibilities of administering WVU’s Social Work program.

**“Combining research as a participant-observer with a teaching style that provides students with service-learning opportunities has provided a natural means of meeting the demands of research and teaching while serving as a program administrator,” she said.**

Majewski’s interest in hunger began in the 1980s when she managed a student research project at Carnegie Mellon University that looked at hunger in Allegheny County and the growing number of food pantries and soup kitchens in the economically-depressed Pittsburgh region. Later, in the early 1990s, she helped organize a research committee at the Greater Pittsburgh Community Food Bank that was awarded a \$100,000 grant to further study the extent of hunger and the capacity of local organizations to meet the needs of families.

In the mid-1990s, as a faculty member and chair of the social work department at California University of Pennsylvania, her interest in food security issues expanded to consideration of the special challenges and situations of Native Americans in the western states. For three consecutive years, she took students to the Cheyenne River Lakota Reservation in South Dakota for a service-learning course. While students

participated in community service and research projects of most interest to them, Dr. Majewski began her inquiry into the multi-dimensional issue of food security in reservation communities. At the same time, she worked with members of Lakota communities to start a national organization, Canku Luta (Red Road), whose initial purpose was to bring healthy foods to impoverished community members. From 2000-02, she took a position with the University of Wyoming in order to be closer to this work.

“Studying an issue as an outsider in a community of a different culture requires patience and acceptance of community members’ distrust of one’s motives,” Majewski noted. “This is particularly true when one is a member of the dominant culture working in a community that has a long history of mistrust of and even oppression from that dominant culture.”

In American Indian reservation communities, food issues are tied to larger issues of cultural sustainability. For example, it is well documented that killing off the vast buffalo herds of the Plains effectively subdued and nearly annihilated the Sioux (Lakota).

Although treaties promised cattle and means for food production on reservation lands, treaty obligations frequently went unmet or were compromised by unethical government agents. This history is not forgotten among Native Americans who remain suspicious about the safety of government-issued commodity foods, and perhaps rightfully so. Canned foods, in particular, are high in salt, sugar, starch and fat, and may play a role in the current epidemic of adult-onset diabetes and other health problems among Native Americans.

Part of Majewski’s research has been to consider why government food programs such as food stamps; the Women, Infants, and Children Program; and the Food Distribution Program on Indian Reservations have not been successful in promoting food security. She also suggests that there is a cultural lens through which we must observe the impact of these programs. “Cultural issues must also be considered

# Higher Needs

when we look at the impact of efforts by voluntary organizations and community development initiatives in these communities," she pointed out. Cultural issues that impact food and nutrition among American Indians include food preferences and traditions as well as the trade-offs involved in addressing other basic necessities and cultural activities that divert resources from food purchasing.

Her trip to South Dakota during the summer of 2005 was the first she had made in more than three years. What she found was an increased grassroots response to providing healthy diets and related lifestyles. On the Yankton reservation, for example, she discovered a new women's organization that promotes community gardens and efforts to cultivate native foods that were originally gathered on the open plains. Those plains have been seriously compromised by long-term use of pesticides and fertilizers, and Indians have begun engaging in environmental advocacy to change such practices by large agricultural enterprises. On the Cheyenne River Reservation, she found that the new Si Tanka University provides an agricultural management program that encourages students to help with the cultivation of gardens for elders and other community members. On that reservation, as on many others, a health center is proactively engaged in educating residents about diabetes, heart disease, cancer and their prevention through maintaining a healthy lifestyle. The U.S. Department of Agriculture has begun to respond to community needs for more nutritional options, such as fresh fruit and vegetables, but its programs have not yet reached all Native American families and communities in the western states. "What is evident, however, is an increasing awareness among community members about healthy eating and the capacity to engage in advocacy," Majewski reported. "On the not so bright side, years of diets high in refined sugars and saturated fats have now made it difficult for younger persons to find leaner buffalo meat or fresh vegetables palatable."



Virginia Majewski, PhD

Majewski believes that her experience with issues around hunger and community food security can be helpful in dealing with food and nutrition issues in rural West Virginia. She anticipates working with the WVU Extension Service's Food and Nutrition Task Force to expand her research interests in the state and hopes to initiate service learning opportunities related to community food security for WVU students both in West Virginia and in reservation communities in the West.

"There is a small but growing interest among social work educators to engage in research and advocacy related to food insecurity," Majewski said. "Many of the vulnerable populations with whom social workers engage have daily struggles with basic human needs (food, shelter, clothing, and safety). I wonder to what extent many of our other services as social workers would be necessary if communities had stable and adequate resources to sustain all their members' most basic needs and if their members, in turn, had the security to address their higher needs of education, employability, and civic engagement."



# Where can \$500 take you

by Michael A. Winsler

**Zion Godfrey**

Mark Twain once famously quipped, “I have never let my schooling interfere with my education.” The meaning of this phrase has been examined in countless essay contests, but general consensus points to the notion that books and classrooms may not be enough for a fulsome education. What is needed is application, a real life use of knowledge through experience in the “real world.” The Eberly College understands that fact, and does its best to encourage and support educational experiences outside the classroom.

The Undergraduate Academic Enrichment Program (AEP) was created to provide undergraduate students in the College the opportunity to participate in “activities that complement, extend, and enhance their academic experiences at WVU,” as the application reads.

Students can receive up to \$500 of financial support for going on field trips, completing internships, attending workshops, studying abroad, working with faculty or career mentors, performing public service, traveling to academic meetings and conferences, conducting research projects, completing a directed study, or pursuing other projects that advance academic and/or career goals.

Following are five accounts of recent recipients of assistance through the Academic Enrichment Program.

**Holly Jo Wilson**, a recent graduate in psychology, used an Academic Enrichment grant to help pay for an internship with the Adventure Aquarium in Camden, New Jersey, last winter.

Holly recalls, “I was hired as the trainer intern in the mammal and bird departments for December and January 2005. While there, I worked alongside the animal trainers in all aspects of seal care: food preparation, exhibit maintenance, collecting animal behavior



**Holly Wilson**

data, and participating in training sessions. I also assisted in the bird department with penguins and other exotic birds.” She was also required to complete readings and assignments to further her knowledge of animal training.

Holly’s experiences have provided her with invaluable hands-on skills and training that will greatly enhance her competitiveness in obtaining future jobs.

Holly used the \$500 she received from the Eberly College to help pay for transportation and other necessities while staying with a relative in Philadelphia. Holly’s ultimate career goal is to become a marine mammal trainer.

**William Zion Godfrey**, a junior English major from Charleston, received support to go on a mountaineering trip in the Himalayas.

Through the National Outdoor Leadership School (NOLS), Zion spent 35 days of April and May in the mountains of Uttaranchal, a state in northeastern India. During the ascent to 19,000 feet, Zion traversed 3 glaciers and had classes on subjects ranging from Rope Management to Glacier Navigation.

The goal of the trip was to learn the mountaineering and leadership skills necessary to lead others into the wilderness on one’s own. Zion comments, “I definitely learned a lot about group dynamics and leadership. When you spend this much time in such close quarters, you really learn a lot about other people as well as yourself. This experience has given me a whole new level of self confidence.”

The group spent a week at 12,000 feet, in order to acclimatize themselves to the thin atmosphere and wild temperatures which could vary from 100° F during the day to -15° F at night. In the end, participants had carried their 70-80 pound packs 55 miles, all while avoiding avalanches, icefalls, rockfalls, crevasses, sunstroke, heatstroke, and frostbite.

Zion used his \$500 to help pay tuition for the classes as well as for specialized equipment, such as insulated water bottles that keep water from freezing. He says, “I am very grateful to the Eberly College for its help in funding such an influential experience in my life.”

**Rebecca Dover**, a senior psychology major, is using her grant to fund an independent research project to determine whether there is evidence of age stereotyping behavior for everyday problem solving in today’s young adults.



A member of Dr. Jennifer Margrett's Cognition and Memory lab, Rebecca worked last summer on all aspects of doing her own research. From creating the questionnaires to designing the study and from recruiting the participants to analyzing the data, Rebecca has been tackling all the intricacies involved in performing an academic research study.

According to Dr. Margrett, "In collaboration with Brian Ayotte, we have created a measure to assess preferences in several everyday domains (e.g., interpersonal, technological, healthcare). It is our expectation that Rebecca will submit her study findings for presentation at a regional or national conference."

Rebecca's questionnaire describes three different people, equivalent in every way except for age. Then the questionnaire describes certain problems and asks which person you would most likely go to for help with solving the problem.

Rebecca received \$375, with which she purchased supplies for the study and for a poster she will create to present at conferences.

"After graduation, I plan on going to graduate school for psychology with a focus on research, so having a 'from-scratch' project like this in my background will greatly enhance my vita Rebecca said. "I've learned first-hand how to do research on my own, solving the unexpected problems that inevitably come up, and I've realized that you don't have to be a graduate student to do effective research."

**Garett Michaels**, a junior from Nazareth PA who is majoring in criminology and investigations, participated in the Bataan Memorial Death March near White Sands Missile Range in New Mexico.

Michaels, along with six others from the Eberly College, competed in the 26.2 march, which honors the estimated 11,000 World War II veterans who lost their lives in April 1942 when approximately 76,000 American and Filipino soldiers taken captive by Japanese forces were forced to march to a POW camp 60 miles away with no food, water, or rest.

The students, all members of the WVU Army ROTC, competed in three different divisions. A team of five competed in the Military Heavy Division, in which each racer carried a 40 pound pack. Two WVU students ran in the



**The Bataan Memorial March**

Military Light Division, wearing Army fatigues but carrying no weight and one ran in the Civilian Light Division wearing regular running clothes.

Garett's team, in the Military Heavy Division, finished in fifth place overall with a final time of 7 hours. He comments on the march, "This was a great experience. When you run in the desert for 26.2 miles, you learn a lot about what you are made of. As we marched, there were survivors of the actual march at checkpoints along the way. Seeing them reminds you of all that they went through and motivates you to continue."

This was the 15th year of the Bataan Memorial Death March, and Garett is already planning to attend next year's event. Each participant received \$350 through the AEP to help pay for transportation and registration fees.

**Matthew Duval**, a senior sociology major, and three others from the Eberly College, received \$500 each to travel to central France where they participated in an archaeological dig.

Students volunteered at Arcy-sur-Cure. The focus of the dig was particularly on one cave, "Grotte du Bison," which contains artifacts that date to approximately 36,000 BCE.

Although none of them had previously participated in an excavation, all had completed Dr. Patricia Rice's archaeology laboratory course, and in so doing

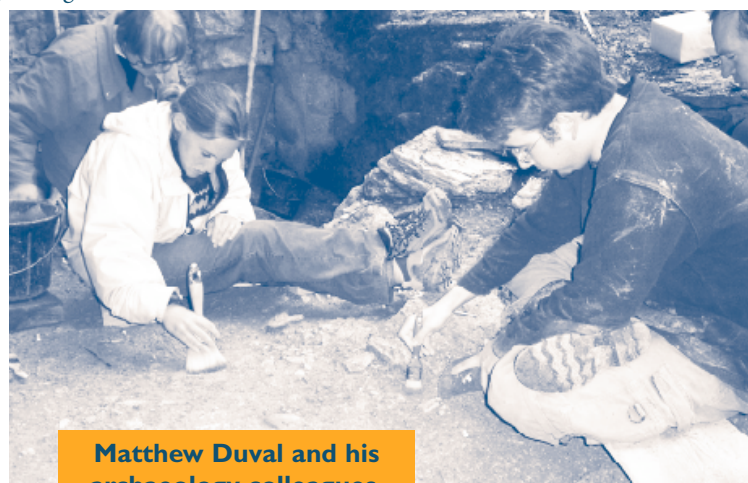
learned a variety of excavation methods that they eventually implemented in the field.

The students worked in exchange for a place to sleep, food to eat, and, of course, the experience. The work was not easy; everyone worked 10 hours a day, and 6 days a week, digging, excavating, scraping, sieving, and cleaning.

Despite its strenuousness, Duval found that the work was extremely rewarding, "Uncovering mammoth tusks and artifacts in the field could never be paralleled in a classroom or laboratory experience. Learning how to do a job and doing a job are more often than not two very different things. I am truly grateful to the Eberly College, not only for financial support, but also for the knowledge and opportunity that have been provided for me to pursue my educational interests."

Duval is a native of Morgantown, WV and plans to pursue graduate studies in biosocial anthropology.

Somewhere between a lab in Morgantown and a 19,000 foot peak in the Himalayas, between mountaineering and volunteering, something special happened. Some studied young adults and some studied 38,000 year old artifacts, some acclimatized altitudes, while others analyzed attitudes, but students from across the College curriculum all had a profound learning experience. Whether it happened on a glacier, in a desert or an aquarium, all received an education that could never be reproduced in a schoolbook. What they learned will last a lifetime.



**Matthew Duval and his archaeology colleagues.**



Teaching, research, and service conducted by faculty members of the Eberly College does not end at the boundaries of West Virginia, nor even at the water's edge. Every year, a number of persons travel abroad, to study, conduct research, and teach. Among this year's travelers were Dr. Mark Koepke, Robert C. Byrd Professor of Physics, who collaborated with researchers in Japan, and Dr. Donald Hall, Jackson Family Professor of English, who served as Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Austria.

## AN EXTENDED STAY IN AUSTRIA

*Dr. Donald Hall, Jackson Family Chair of English, served as Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, from March through June 2005. The Distinguished Chair awards are considered among the most prestigious appointments in the Fulbright Scholar Program.*

The value of extended study and teaching visits abroad can be inestimable. Even as tourists, if we are sensitive and eager learners, the sanctity of our worldviews and parochial perspectives is challenged. But in spending a semester or year, as an exchange student or professor, we have the opportunity not only to observe cultural difference and social diversity, but to live it, try it on, and bring it into continuous engagement with our core senses of selfhood. This does not mean that we become the "other," but it certainly means that if we are eager to learn and responsive to difference, we are not the same as we were before.

My spring 2005 assignment as Fulbright Distinguished Chair in Cultural Studies at Karl Franzens University in Graz, Austria, afforded rich opportunities for reflection and transformation. It had been 20 years since I had last spent substantial time teaching abroad, when, under very different circumstances, I served as Visiting Professor of English at the National University of Rwanda. The cuisines, the urban landscapes, and the challenges of daily life were of course quite different in Europe compared to Africa, but the strangeness of living and teaching in a different language and different institutional culture was similarly unsettling and highly educational.

What did I learn from my five months in Austria? Many things, of course, but some of the most important new knowledge that I acquired was added to the base I draw upon as a writer on American higher education and university life. Although there are many ways that we can improve our performance in the U.S. system of higher education, we serve our students well here in ways that I had not recognized before. That does not mean that we should be complacent or smug, but it does mean that we should appreciate our successes, so we can focus more intently on those aspects that warrant critical attention.

As an example, we in English departments across the U.S. often complain that our students' writing skills are inadequate, that they don't write enough, in a wide enough variety of classes, and with a clear sense of purpose and honed set of analytical skills. Certainly, we can always improve, but we should also appreciate that our students write more and with greater intellectual energy than any of the students I encountered in Austria or met in

lecture visits to Sweden, the Netherlands, Switzerland, Italy, or Finland. Speaking to professors from European universities, the consensus was that European students almost never write during their 3-5 years as undergraduates; they only take exams. My graduate students in Graz had the basic composition skills of our freshmen in the United States. I learned that we teach writing well at WVU and in American universities generally.

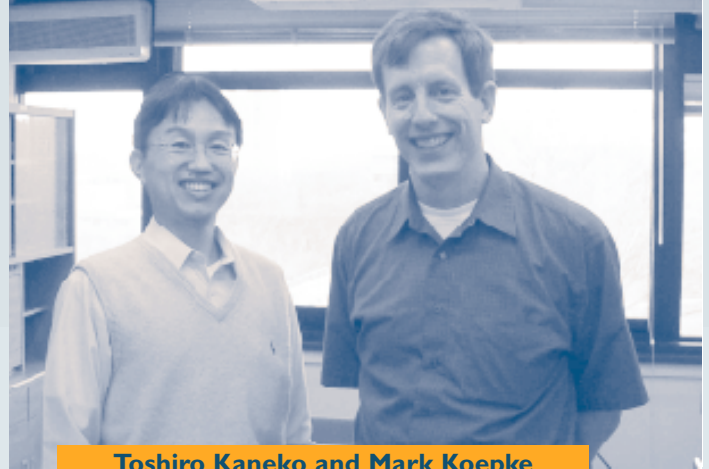
Similarly, we often worry about our incomplete ability to assess the knowledge and skills with which students are exiting the University. I agree that more rigorous assessment will allow us to change our curriculum to meet student needs and address deficiencies. However, at least we care deeply enough to make assessment a priority. European institutions of higher education have not begun to address assessment. Professors are expected to profess in any way they see fit, and it is up to the students to absorb or not absorb the knowledge handed down from the lectern. No one checks to see if exiting students have acquired any coherent body of knowledge. We at WVU and elsewhere across the U.S. assess the outcomes of our programs very effectively in comparison to systems abroad.

However, there is one aspect of student life where European society succeeds and we in the U.S. still have big problems. Austrian students are mature adults, even in their teen years. They drink alcohol responsibly because it is not taboo for them as it is for young adults in the US. They are more matter-of-fact about birth control and HIV prevention than American students, because sexuality is also treated matter-of-factly by European society as a whole (the Janet Jackson "wardrobe malfunction" scandal remains a source of incredulity in Europe). Austrian students handle their finances responsibly and they juggle work lives and school lives adeptly. It is hardly surprising that they are shocked by the behavior of some American exchange students who travel to Europe to "study," but really only to party with other American students and to drink irresponsibly. We have to start treating young adults like adults and give them the knowledge and skills necessary to make more mature choices.

That is an aspect of American society that we in the university cannot remedy easily. But the most important outcome of an extended stay abroad is that a professor or an observant and mature exchange student can come back and be a spokesperson for change: in perspective, in social attitude, and even in policy. In this way, the dynamism of a Fulbright or other occasion for travel, study, or work abroad can be exponential far beyond the individual professor or student. Ideally, she or he is the beginning of a ripple that will wash far and wide.



Donald Hall



Toshiro Kaneko and Mark Koepe

## ENJOYING A PATH THROUGH JAPAN

*Dr. Mark Koepe, Robert C. Byrd Professor of Physics, was named 2005-2006 Fellow of the Japanese Society for the Promotion of Science (JSPS), an entity comparable to the National Science Foundation. As a JSPS Fellow, he was invited to spend up to three months in Japan and encouraged to supervise Japanese physics students who receive JSPS travel grants for research-abroad experiences in the United States.*

Consider the word “travel.” Its broad meaning resolves into distinct images when associated with specific methods. An *interstate*, a symbol of American activity, is efficiently impersonal. The *highway*, a connector of towns and cities, carries growth at the maximum speed limit. *Streets*, pieces of the front yard, shape the suburbs. A *road*, an open direction, points to some destiny. The *trail*, an access through forest and field, has a distinct beginning and end. But your *path*, a handmade companion, never pushes, only beckons, and often changes with each visit. Along your path lies exploration, introspection, and sensation. A berry bush, a time-worn boulder, a dignified oak, all offer different stimuli.

My travel through Japan this year began in Sendai, 300 miles north of Tokyo, where I spent four weeks of my Japanese Society for the Promotion of Science (JSPS) Fellowship. At Tohoku University, I participated in Professor Riziko Hatakeyama’s research program, working closely with Associate Professor Toshiro Kaneko and postdoctoral researcher Ryuta Ichiki. I gave several invited lectures, a group of which were designated as the annual short course in the School of Interdisciplinary, International, and Industry-academic Interchanges, a Japanese Center of Excellence at Tohoku University. My path really began through those lectures because of the links I forged in the following days with the graduate students in the audience.

Graduate school in Japan is more business-like and more directly business-oriented than in the U.S. Most science and engineering students fulfill requirements for the master’s degree within two years and begin jobs in industry. Professors assign graduating students to open positions in companies, taking into account preferences of the students and requests of company representatives. An analogous procedure is used for the doctorate. Typically, a professor’s proposal-writing, professional-service, and lecture responsibilities overwhelm his or her weekly schedule and supervising graduate research is delegated to an associate professor or research associate in the senior professor’s group. By taking advantage of my foreign status, I was able to transcend the psychological barriers between student and professor and reach the students on a more personal level.

For the students, my lectures established the practicality of my knowledge. For me, lunchtime allowed the opportunity to special-deliver this information on an individual basis. My advance request for assistance in maneuvering through the campus cafeteria guaranteed me a trail of student volunteers, especially ones who were interested in hearing or practicing English conversation. Sprinkled among cuisine questions, I inserted inquiries about Japanese culture and plasma physics. With the professor-student barrier dissolved, the students opened up and we batted ideas to and fro. The resistance that the language barrier imposed served to energize, rather than dampen, the dialogue. Depending on who had just stuffed a chopstick full of noodles into his mouth, different lunch buddies came to the rescue for every translation roadblock.

Back in the lab, students bravely described their research projects to me. Some were significantly less skilled in English than others, but they were encouraged and assisted by older labmates. Advanced students sought my assistance with manuscripts or presentations they were preparing in English. A few asked about opportunities to visit American research laboratories. We exchanged perspectives on families, hobbies, careers, and international interactions.

Naturally, these students dream that international interaction in science is motivated purely by the quest for improved physics understanding. Eventually, they will realize that both small (university) and large (national) projects are usually cultivated by a government to establish an expert base to help combat problems of security, health, and technological development. Someday, the students may learn that international scientific research is increasingly being perceived as a key factor in economic growth, business competitiveness, and employment. A transition is underway, from government investment in the national expert base as part of a country’s infrastructure to government investment in the global expert base as the driver of innovation and the knowledge-based economy. For now, the Japanese students are amazed that an outsider shows interest in the details of their projects and offers practical suggestions.

The list of participants in my foreign collaborations has evolved as we have aged. Twenty years ago, as a young assistant professor starting the WVU Plasma Physics Laboratory, I worked with senior Japanese scientists who are now retired. Today’s collaborators were yesterday’s graduate students. Tomorrow’s Japanese collaborators may include some of the young graduate students with whom I had the privilege to connect this Spring. I look forward to crossing paths with them in the future.



# Everyday Problem Solving *in Later Life*

by Jane Donovan

The usual twinkle in her eye dimmed for a few moments when she began to discuss her recent move from home to apartment in a retirement community. “The most difficult part of growing older has been dealing with the hard decisions I’ve had to make. It became clear that my husband was failing and couldn’t manage our stairs or garden anymore. It was up to me to decide to move to a situation where Francis could get the care he needs, to sell the house, to deal with a houseful of accumulated furniture, clothing, and so many little items that held happy memories. Divide them among my children? Give things away? Ask dear friends if they’d like a vase or a tie that they’d admired, to remember us? Some of each? Our daughter has been a big help, but some of these decisions aren’t hers to make. They’re mine.”

This elegant older woman clearly articulated one of the most crucial issues of aging: decision-making. Older Americans – and older West Virginians – face a wide variety of complex questions, from health care to clutter reduction, and everything in between. Often it’s without the aid and comfort of a life partner who has died or become incapacitated. Given the realities of an aging population and the complicated issues with which they must deal, faculty members in WVU’s Department of Psychology are engaged in studies of everyday problem solving among older adults.

“We have several studies underway,” said Dr. JoNell Strough, associate professor of psychology and coordinator of the Lifespan Developmental Psychology Program.



Dr. JoNell Strough

Strough’s own work on collaborative everyday problem solving is supported by \$131,400 in grants from the National Institute on Aging, one of the National Institutes of Health. “Our goal is to understand what makes for successful aging. What resources do people need to draw on in order to age successfully?”

A common problem has to do with clutter reduction. “The longer you live in one place, the more possessions you accumulate. Our WVU college students know all about that problem, when they clean out their dorm rooms or apartments at the end of the school year. But for those who have lived in one place for 40 or even 50 years, it’s traumatic to leave that residence for an apartment in a senior community. Much of that clutter has sentimental value.”

One question which interests Strough is whether older adults and younger adults have different strategies for divesting themselves of clutter. A younger adult may have a garage sale, make donations to Goodwill, put things in storage, or even find a bigger house. But for an older adult, clutter may not be just clutter; it may be the souvenirs of a lifetime’s emotions. “For some people, it is necessary to focus on those emotional aspects,” Strough related. “There are solutions, even when the inevitable parting must occur, that help people deal with the emotional aspects of the situation. Perhaps the items can be photographed and stored in a scrapbook or memory album. For other people, it may be important to pass certain items along to family members who will cherish them.”

A second type of problem has to do with interpersonal relations. “In day-to-day life, both older and younger persons may be inflicted with extraneous, unnecessary,

unnecessary advice,” Strough said. “They need to be able to respond to such advice wisely, in ways that respect the good intentions of the adviser and help maintain the relationship while solving the conflict embedded in the unwanted advice.”

Not all advice is undesired, though. Strough and her research assistants, Kelly Snyder of Moundsville, Jennifer Flinn of Bethel Park, Pa., and Claire Mehta of Swindon, England, are also studying the benefits of friendship in decision-making. “Are two heads better than one? Are older adults able to draw from interpersonal relationships to a greater degree or to better effect than younger adult friendships? Does a long shared history between friends make a difference in how those friends draw support and advice for decision-making from that friendship? Does their greater life experience give older adults a special advantage in terms of expertise or wisdom?” Strough asked.

“We’re hoping to determine whether there are benefits to social interaction and interventions. There may be qualities of a two-person interaction that lead to effective outcomes,” she asserted. “What kind of friendship, what quality of interaction, leads to effective decision-making strategies?”

Eventually, Strough and her associates hope to develop guidelines to help older adults and their families deal with these issues. “These problems are relevant for us all,” she said. “Eventually, every single one of us will have to help an elderly parent or neighbor into the later stages of their lives. We ourselves will face these issues as well. If we understand the problems and pitfalls, and have some guidance about how to face them more productively, hopefully we can indeed age gracefully and graciously.”



# Coming to Work with a Smile

by Ben LaPoe



"I can say without hesitation that there has never been a day that I did not enjoy working in the Department of Political Science at West Virginia University," said Allan Hammock. "I've enjoyed working with my colleagues, who have been very supportive of me and made it very easy to be chair."

Imagine for a moment working at a job where there is never a day where you don't want to go to work. Few people are granted that type of harmonic longevity. After 22 years as chairman of WVU's Department of Political Science, Hammock has decided to step down, in preparation for retirement from a program he has served for 37 years.

Since 1968, Hammock has helped strengthen the department while at the same time teaching countless students. He joined the political science faculty that year, after receiving his doctorate from the University of Virginia.

A native of Front Royal, Virginia, Hammock chose WVU based on the department's strong reputation and WVU's standing as a major state university. After seven years of teaching, he began his association with the department's administration, a relationship that would last 30 years. From 1975 to 1977, he was assistant chair; from 1977 to 1982 he served as associate chair; and from 1983 to 2005 he held the position of chair.

"The department has changed dramatically during that time, from one that emphasized only teaching to one that focuses on both teaching and research. Faculty in the department have been expected to excel in teaching and research. We've been very successful at doing just that," said Hammock.

During Hammock's term, the department has been recognized on many levels for research. For instance, the department's research program in political science was recently ranked 124th among the world's 200 elite

programs. In 1999, it was ranked 18th in the nation in the area of public law, according to a study published by the Law and Courts Section of the American Political Science Association. In that same year, the department was ranked 50th in general research published in the top journals of the profession.

"It is a significant achievement and a high honor to be ranked among some of the best departments in colleges and universities not only in the United States but also throughout the world. These are outstanding achievements. It speaks very well for the quality of our faculty," said Hammock.

Aside from leading the department into national prominence, Hammock has also savored the opportunity to connect with so many students. Many of the students that he taught at WVU are first generation college students. The opportunity to influence so many of them has been a pleasurable bonus.

"One of the most rewarding aspects I've encountered is the connection with the students," said Hammock. "For most people, coming to college is an eye-opening experience and it has been gratifying for me to be able to play some small part in opening up the world of bigger things to these students."

So, after stepping down as chair, but remaining as an instructor, what will Dr. Hammock do with his extra time?

"I plan on devoting considerable time to teaching, but I will also dedicate much more time to my family. I have children and grandchildren living in the D.C. area and I want to spend more time with them."

The grandchildren's gain will be WVU's loss, as the Eberly College, WVU, and thousands of students and former students can attest.



## Joe Hagan: New Chair of the Political Science Department

By Nathan Jackson Tucker

Dr. Joe Hagan is the new chair of the Department of Political Science. He succeeds Dr. Allan Hammock, the well-known and highly-regarded administrator who has led Political Science since 1983.

"It is an honor to succeed Allan Hammock, and to be trusted with the leadership of one of West Virginia University's leading academic programs," said Hagan, who holds a BA from Drew University and both MA and PhD degrees from the University of Kentucky.

He will continue directing the International Studies Program and teaching and researching on the topic of foreign policy analysis and international relations. He is the author of *Political Opposition and Foreign Policy in Comparative Perspective* (1993) and co-editor of *Leaders, Groups, and Coalitions: Understanding the People and Processes in Foreign Policy* (2001) and *Foreign Policy Restructuring: How Governments Respond to Global Change* (1994).

Hagan's articles have appeared in numerous scholarly journals, including *Cooperation and Conflict*, *Foreign Policy*, and *Mershon International Studies Review*.

Hagan has taught at West Virginia University since 1991. Since that time he has received the WVU Foundation Outstanding Teaching Award and the Benedum Distinguished Scholar Award, the top two awards at WVU for teaching and research.



# Let's Bring on the MOUNTAINEER!

by Michael A. Winsler

As the smoke wafts from the corner of Mountaineer Field, the stadium announcer makes the introduction the capacity crowd has been anxiously awaiting: "And now, LET'S BRING ON THE MOUNTAINEERS!!!" 60,000 fans scream as one, in a deafening roar. A bead of sweat rolls down your forehead and your heart rate jumps. The smoke makes your throat scratchy even before you've begun to lead the crowd in the well-loved chant, "Let's Go, Mountaineers!" In this moment, this second's pause, every fan in the stadium is waiting. Every cheerleader and every band member and every football player is waiting — waiting for you to fire the musket and lead the team onto the field.

Your finger twitches, the rifle kicks. Your heart pumps even harder with an adrenaline rush as you burst into the sunlight that beams down on Milan Puskar Stadium. All around you, the stands are a haze of blue and gold. The band blasts into the opening strains of "Hail to West Virginia," and the cheerleaders run out behind you with flags raised high. Then, out of the smoke, come the blue-helmeted WVU Mountaineers, following your lead.

How many die-hard Mountaineer fans have fantasized about this moment? To rush the field in buckskin, advancing the beloved Gold and Blue onto the gridiron, is a dream of many, but only 59 have experienced it. Mountaineer Derek Fincham, a 2005 graduate of the Eberly College of Arts and Sciences with a BA in Religious Studies, is one of those elite.

Fincham understands that as the Mountaineer he is more than just a school mascot, "I am an emblem, a symbol and a liaison for the state," he said. "I take the role and responsibilities seriously."

At football games you'll see him there hours early, making rounds of the tailgaters, meeting alumni and having photos taken with small children dressed in blue and gold. At basketball games, he is ready to meet and greet even the earliest arriving fans, armed with a smile and his contagious school spirit.

Students, fans, and alumni are not the only people who look forward to meeting Derek. He made 212 personal appearances last year, the most ever accomplished by a Mountaineer. He visits student groups, 4-H events around the State, accompanies WVU President David Hardesty to key WVU-related events, leads the cheering crowds at Fan Fest and the Coliseum celebration for last year's Elite Eight basketball team. But the appearances that matter most are the ones he makes, at least every other week, at the WVU Children's Hospital to spend quality time with the young patients. As he put it, "As much as I enjoy getting to meet so many alumni, what really gives my job meaning is being able to bring a smile to the faces of each of those children."

This year, one of Fincham's visits to WVU's Health Sciences complex took on a more personal significance. In April 2005, actor LeVar Burton visited the campus. Burton is well-known as the star of "Reading Rainbow" and "Roots," but it was his work as the blind Lieutenant Commander Geordi LaForge on the TV series "Star Trek: The Next Generation" that brought him to Morgantown and into contact with Derek Fincham. Burton came to Morgantown to promote the WVU Eye Institute's new LeVar Burton Vision Enhancement Technology





*Photo courtesy of Greg Hunter, Blue and Gold News*

Center, a venture that will pair the resources of West Virginia University and Georgia Tech with private-sector partners such as Motorola Corporation to develop, test, and disseminate new technologies that will provide vision-enhancing products to persons with visual impairments at an affordable price, including “the Jordy,” a device named for Burton’s Star Trek character. Burton is neither blind nor visually impaired, but during his seven years on the Star Trek set, he developed a new understanding of the challenges faced by those with low vision. For nearly 12 hours every day that he played the fictional LaForge character, he wore a visor that reduced his vision by 75 percent.

Derek Fincham didn’t need an acting role to understand the needs of the visually impaired. Fincham’s 20/90 vision can make reading difficult at times and does not permit him to obtain a driver’s license.

“I can see a big difference while wearing the ‘Jordy,’” Fincham noted. “I’m excited about the work that the WVU Eye Institute is doing in this new project and I appreciate LeVar Burton’s advocacy for this project. What he is doing will make a difference, and, most of all, I hope it helps others to see that their disability does not define them. I allowed myself to overcome my disability and never let it hinder achieving my goals.”

Achieve he has. As he begins a second term as the West Virginia University Mountaineer, Derek Fincham has another year of games, appearances, and activities all lined up, but he has also taken on further academic challenges. Now that his undergraduate degree in the Eberly

College is completed, he has entered WVU’s master’s degree program in Rehabilitation Counseling. He’s already looking toward a second master’s degree, in divinity, which, he hopes, will take him toward his long-term goal to become an ordained minister in the United Methodist Church.

“My experiences at WVU, as the Mountaineer, and in working with Children’s Hospital have given me a unique view of the world,” Fincham said. “I have a vision about what really matters in this life, and I can see a way to make a difference.”



# Celebrating Outstanding Researchers

by Michael A. Winser

*“Our imagination is stretched to the utmost, not, as in fiction, to imagine things which are not really there, but just to comprehend those things which ‘are’ there.”*

*Richard P. Feynman*

The Eberly College of Arts and Sciences Outstanding Researcher awards are given each year to researchers who stretch their imaginations to the utmost to understand and comprehend the way our world works.

Stretch your imagination down to the individual cells of a fruit fly’s eye. Discover for yourself how cells “decide” what type of function they will eventually perform down the road, decisions that could make the difference between normal vision and complete blindness.



Stretch it down even further, to the level of atoms and molecules. Here you can examine the growth of semiconductors at the most basic level and influence how they grow. Make the right changes and you may have just made practical satellite phones possible.

Members of the Outstanding Researcher Committee were impressed by **Dr. Ashok Bidwai's** groundbreaking research on the enzyme casein kinase 2 (CK2) in the fruit fly, his acquisition of a prestigious National Institutes of Health (NIH) R01 grant in connection with his work on CK2, the peer review process inherent in the award of such a grant, and by his consistent productivity.

Bidwai, associate professor of biology, researches the molecular basis of development. His work on CK2 and its role in the developmental fates of cells in fruit flies won him not only this award, but also a \$657,000, 3-year grant from the National Institutes of Health (NIH) in order to continue his work.

Jonathan Cumming, Chair of the Department of Biology comments, “[Dr. Bidwai’s] laboratory group has amassed evidence that CK2 may indeed be a critical switch in cell development and, if so, he may have discovered one of the ‘holy grails’ in the developmental field.”

Explaining the significance of Bidwai’s work, Cummings continued, “Every cell in the body has the potential to develop into any type of tissue. However, the formation of complex tissues, organs, and, ultimately, bodies reflects a fine regulation of the trajectory of cell development – a fine dance that leads to the wonderful complexity of plant and animal bodies and the vast variety of biodiversity around us. Understanding these fine controls will potentially help us prevent developmental diseases and defects.”

A colleague of Bidwai, Dr. Claiborne Glover, of the University of Georgia, stated, “He has added a novel piece to the grand puzzle of development and is poised to do more of the same.”

Bidwai received his B.S. and M.S. in Microbiology from Panjab University, India in 1981 and 1983, respectively. He earned a Ph.D. in Biology from Utah State University in 1988 and joined the WVU faculty in 1996.

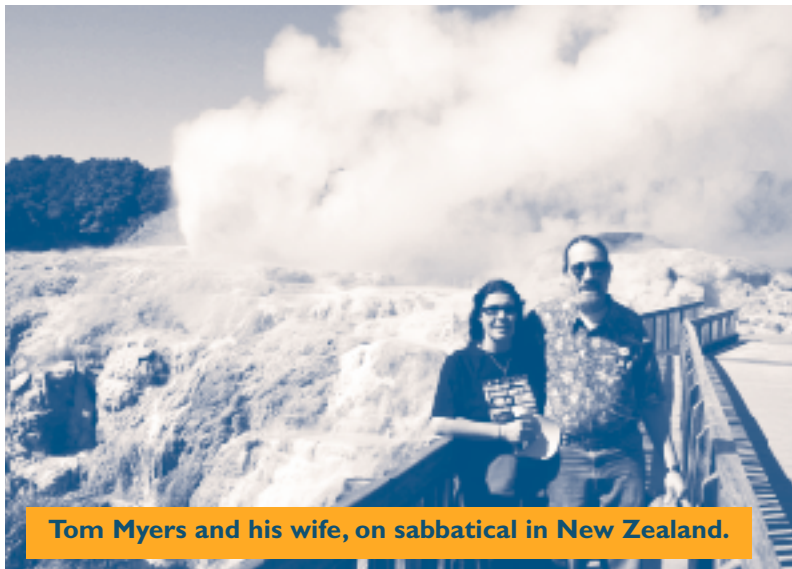
**Dr. Thomas Myers**, who studies the fundamental physics of semiconductor growth, is not a stranger to the Outstanding Researcher award, which he also won in 1998. Myers works with the basic science of semiconductors, specifically the fundamental underlying physics of their growth, an often overlooked area of his field. Myers explained, “While the basic physics of semiconductors is well understood, many problems remain to be solved.”

Dr. Collin Wood of the U.S. Office of Naval Research pointed out that, “Tom often focuses on problems that in retrospect seem obvious after someone has pointed them out. He spends the time necessary to understand the basic science rather than taking an Edisonian approach to empirical improvement. Thus, while numerous other researchers are turning knobs on instruments to see if material properties improve, Tom is focused on understanding the science behind what turning the knob does, and in making predictions based on sound understanding based upon proven scientific principles.”

Since arriving in Morgantown in 1992, Dr. Myers has established an internationally recognized laboratory at WVU for the study of the growth and characterization of various types of semiconductors. He received this year’s research award for his

recent contributions to the understanding of the fundamental physics and chemistry of GaN (Gallium Nitride), ZnSe (Zinc Selenide) and related materials. Using an ultra high vacuum growth technique called molecular beam epitaxy (MBE), Myers studies the physics of growth, defect formation and dopant (intentional impurity) incorporation. Research of this type will help produce better semiconductors, which may be the basis for considerable advances in technology.

For example, these materials can be used as the basis of electro-optic devices, such as lasers or detectors, which operate in the blue to ultraviolet spectral region; as high frequency, high power electronics; or as infrared detecting materials. Some possible real life applications range from night vision goggles to high temperature sensors, and from cell phones that communicate directly with satellites, to flat panel displays and traffic lights.

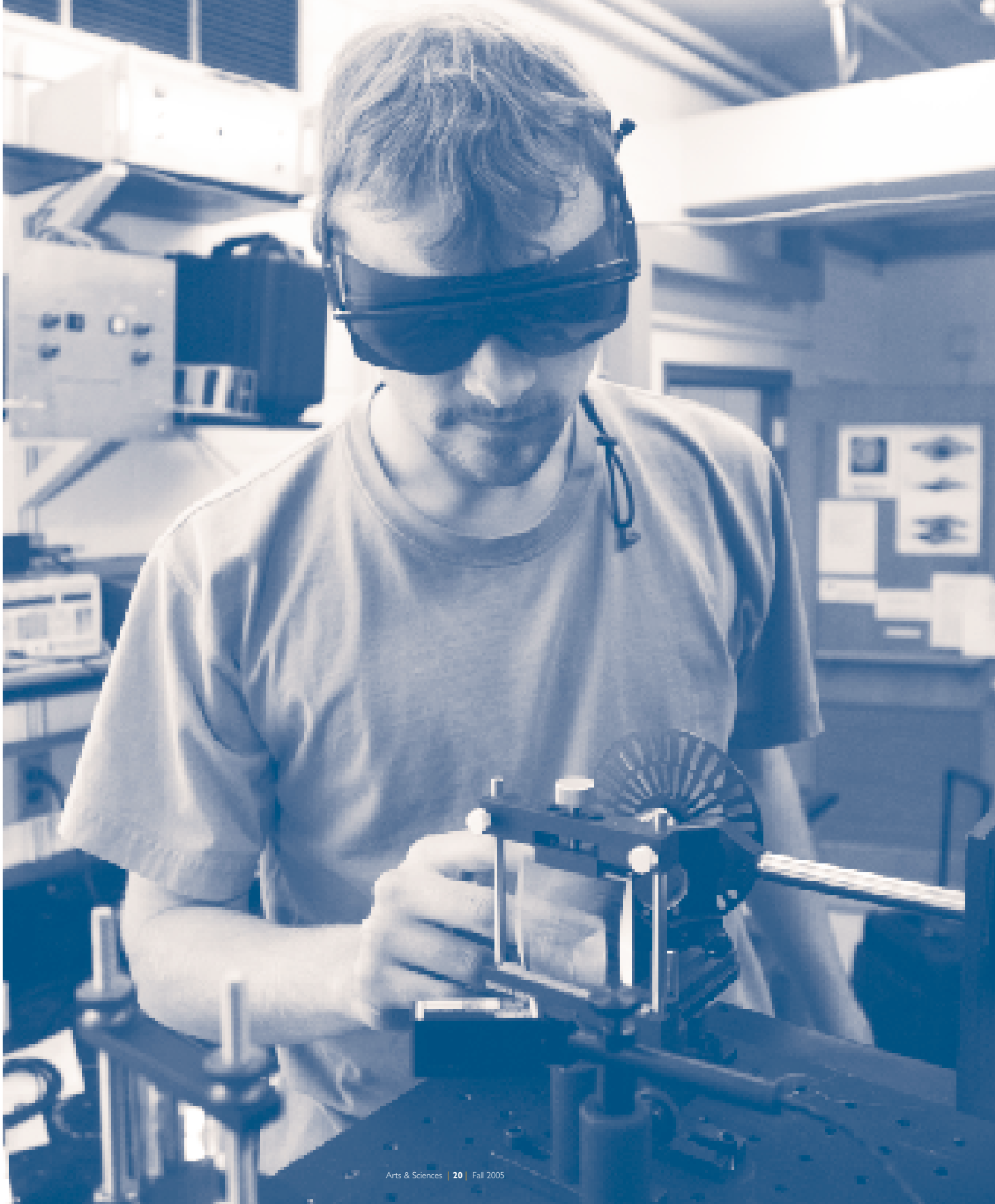


**Tom Myers and his wife, on sabbatical in New Zealand.**

Myers, formerly the Interim Director of the WVNano Initiative, also won this award in 1998 for earlier work. He received the Eberly College Outstanding Teacher Award in 1999 and the WVU Foundation Outstanding Teacher Award in 2000. He received his B.S. in Physics and his Ph.D. in Solid State Physics from North Carolina State University, in 1979 and 1983, respectively.



# Ryan Murphy:



# WVU'S LATEST GOLDWATER SCHOLAR

by Nathan Jackson Tucker

On a blustery day in late March 2005, Ryan Murphy took a break from his research in the WVU Physics Laboratory. He brought up the Goldwater Scholars website on a lab computer, knowing that winners would be posted soon. The look of excitement and shock on his face when he discovered that he had won quickly drew other students to his side. Dr. Earl Scime moved to investigate the commotion, and as he looked over Murphy's shoulder he discovered that yet another of his students had won a Goldwater Scholarship.

It seems only appropriate that sophomore physics major Ryan Murphy discovered he had become West Virginia University's 26th Goldwater Scholar while at work in that laboratory. Murphy is the sixth Goldwater Scholar in the last six years to come out of the plasma research laboratory of Dr. Earl Scime, the Chair of WVU's Department of Physics.

"The Goldwater Scholarship brings attention to the important role played by research in undergraduate education," Dr. Scime said. "Involving undergraduates in real research activity is so important and immensely instructive."

The scholarship, annually awarded to 300 college students from across the United States who are studying chemistry, physics, or engineering, stimulates their careers by assisting students financially. It is named for former Arizona Senator Barry M. Goldwater, the 1964 Republican presidential candidate who held a particular interest in scientific discovery.

Murphy's prize-winning project deals with plasma physics. Most know the three common states of matter: solid, liquid, and gas. Plasma, the next phase of matter beyond gas, makes up 99 percent of the universe. "Plasma is all around us," said Murphy. "Fluorescent and neon lighting, new plasma screen televisions, and fire—it's all plasma."

**"At WVU, there are many opportunities for academic growth for individuals interested in research."**

lighter elements such as helium," Murphy explained. "Heavier elements will be used for creating the plasma that will fuel space travel, because the heavier the element, the more acceleration you get."

NASA is considering plasma's potential as the next generation of rocket fuel. "But for now, it is easier to experiment with

Though his initial research was completed before winning the Goldwater, he continues to work with it, collecting data for further study and analysis.

Murphy articulated the importance of his work: "We're measuring the temperature of the helium ions in the plasma, which gives us a better understanding of how the plasma is behaving in the chamber. To study plasmas we use laser-induced fluorescence (LIF). When we do that we are looking for an increase in the emission of light from the ions as they



**Earl Scime**

are energized by the laser. LIF is difficult to use on helium, so we are experimenting with a different method of spectroscopic analysis called absorption spectroscopy."

Dr. Scime had glowing words about his student. "Ryan is a hard-working young man who has put in a great deal of time on some very challenging experiments this summer. When I learned that he had won the award, I

was very proud of his accomplishments and pleased that, once again, a student with strong research experience and a solid academic record was chosen."

Murphy knew he wanted to be a scientist when he realized the attention he gave to the physical world around him, and the way he thought about it. "I love the challenges brought by physics," he said. He is a graduate of Philip Barbour High School in Philippi, West Virginia, and credited his high school physics teacher, Joseph Boutwell, with stimulating his interest in the basic interaction of matter.

"When you look for answers to questions in physics, you always stumble upon more questions. Many questions about the physical world have been answered, but there are still many to uncover," Murphy asserted.

Murphy began his academic career at West Virginia University because of the extensive research opportunities for undergraduates under the guidance of a highly-regarded and successful physics faculty. "At WVU, there are many opportunities for academic growth for individuals interested in research," he said.

One day Murphy would like to work for NASA, but for now he continues to focus on his research in the Eberly College at West Virginia University.

# Around

The Forensic and Investigative Science Program and the Forensic Science Initiative have teamed up with the College of Law to create the **Innocence Project** at WVU. Innocence Projects seek to exonerate prisoners who are innocent of the crimes for which they were convicted; until now, there have been no projects focusing exclusively on prisoners convicted in the courts of West Virginia. Through the project, students in the Forensic Program will have the opportunity to gain experience with actual court cases and evidence presented during a trial, while helping the innocent to clear their names. The project's services are free of charge, but in order to receive assistance, potential clients must show how DNA evidence or other forensic science will prove that they did not commit the crime. Since the first Innocence Project began in 1992, more than 150 wrongly convicted persons have been exonerated nationwide.



**Jayne Armstrong and Associate Dean Rudolph Almasy**

The second **Jayne Armstrong Women's Leadership Workshop** was held at the Mountainlair on April 21. Jayne Armstrong, a former WVU student government president, established an endowment for the Eberly College to link successful women business owners or executives with women students in the arts and sciences. The goal of the

endowment is to introduce students to women role models and enable the students to gain a first-hand perspective on the personal and professional issues facing women in the business arena today. Melisa Shaw Humphrey, a WVU alumna who is the founder and chief executive officer of Lady Emily skin care products in Morgantown WV, led the workshop. The 40 students who attended were nominated by their respective department chairs across the College on the basis of their potential for leadership.

Nearly 600 students, parents, and teachers appeared on WVU's Downtown Campus on April 30 for the **30th annual West Virginia Math Field Day**. Mathematics Field Day is an event for students in grades 4 through 12 who have distinguished themselves on math tests at county and regional levels. The day's activities for grades 4 through 9 included tests, relays, and games intended for the challenge and enjoyment of participants. High school events were modeled after those used in the American Regions Mathematics League, a national competition to which West Virginia sends a high school team each year. Faculty in the Department of Mathematics who planned, produced, and staffed Math Field Day included **Fred Butler, Weifu Fang, John Goldwasser, Hong-jian Lai, Robert Mayes, Mike Mays, and C. Q. Zhang**.

**Richard M. Adams, BA** Political Science 1968, was honored with the Eberly College's Alumni Recognition Award in a ceremony at the Mountainlair on April 16. Mr. Adams, chairman of the board and chief executive officer of United Bankshares, Inc. and United Bank, was recognized for his visionary business techniques which have shaped the West Virginia economy, for his compassionate involvement in his community, and for his commitment to the future of higher education in West Virginia. A native and resident of Parkersburg, Adams was inducted into the West Virginia Business Hall of Fame in 2002 and currently serves on the state's Higher Education Policy Commission.



# the College



Late on the morning of July 4th, WVU's downtown campus swarmed with fans, protesters, Secret Service agents, and members of the news media, as **President George W. Bush** gave his Independence Day address from the steps of Woodburn Hall. Other locations around Morgantown had been considered for the ticketed event, but Woodburn Circle proved to be the most secure site. The last campus visit by a sitting president was November 3, 1911, when President William Howard Taft attended the inauguration of WVU's eighth president, Thomas E. Hodges.

**Dr. Kevin Leyden**, associate professor of political science, has been named director of the Institute for Public Affairs in the Eberly College. Leyden succeeds Dr. Robert Jay Dilger, who is now Assistant Director of the Congressional Research Service in Washington DC. The Institute for Public Affairs encourages collaboration among researchers from a variety of fields and disciplines and seeks grants to research public policy issues in West Virginia. It also publishes a scholarly journal, *The West Virginia Public Affairs Reporter*, which features a diverse set of articles on a wide range of issues of interest to state and local government officials.

**L. Christopher Plein**, chair and associate professor of the Division of Public Administration in the Eberly College, is the new Assistant Dean of the School of Applied Social Sciences. He has been a faculty member since 1992. Plein, who has B.A. from Emory and Henry College, M.A. from East Tennessee State University, and a Ph.D. from the University of Missouri, teaches courses in the legal and political foundations of public administration. His research interests include social policy and community development. He is co-author of WVU's nationally-recognized study on the effects of federal welfare reform legislation.

**Dr. Barbara Rasmussen**, clinical assistant professor of history, has been named coordinator of WVU's Master of Arts program in Public History and certificate program in Cultural Resources Management. Dr. Rasmussen holds a B.S. and M.S. in journalism, and an M.A. and a Ph.D. in history, all from West Virginia University. "I am excited about these programs because they are a way to bring West Virginia history to West Virginians and help them learn more about their material culture and long-rooted history," she said.

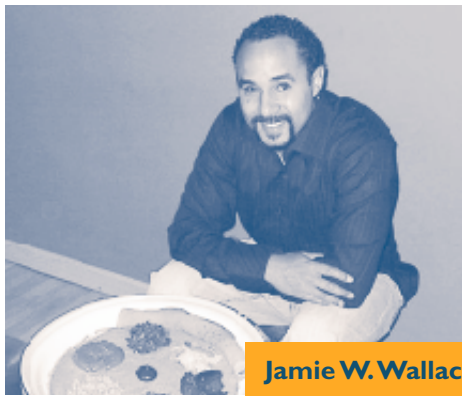
**Bonnie Brown** is the new coordinator of the Native American Studies Program, succeeding Dr. Ellesa Clay High, who fulfilled her 7-year appointment to lead the program and will continue as tenured faculty in the Department of English. Brown received a B.L.S. from Iowa State University, an M.A. in journalism from the University of Texas, and completed doctoral coursework at the University of Wisconsin. She has directed public relations efforts for WVU's Native American Studies Program since 2001 and played a crucial role in the program's success.

Continued next page

# Around the College

During the 2004-2005 academic year the Eberly College lost two outstanding faculty members.

**Mike Henry**, professor of Mathematics, died at his home on April 25, 2005. **William Fitzpatrick**, professor of English from 1972 to 1998, died May 24, 2005.



**Jamie W. Wallace**

*Pittsburgh* magazine named Abay Ethiopian Cuisine as one of the 25 best restaurants in Pittsburgh PA for 2005. Abay is owned by Jamie W. Wallace, BA Philosophy 1994. The magazine praised Abay for its “pure authenticity” and accurate reflection of Ethiopian culture. The restaurant is located in Pittsburgh’s East End, on the border of Shadyside and East Liberty.

The Chesapeake Bay Division of the International Association for Identification Spring Educational Conference and Seminar was held in Morgantown this April. Financial support from the Eberly College allowed 79 pre-majors and majors of the Forensic and Investigative Sciences program to attend. The students were thrilled by the opportunity to gain additional exposure to the forensic science community and make contacts that would be valuable in future internships or employment. **Rebecca Fitzsimmons**, a senior in the program, comments, “Seeing the many ways forensic science is applied in different disciplines was very helpful.”

Several workshops were held at the Forensic Garage on the Evansdale campus, and the attendees were impressed with both the program’s students and facilities. The next conference will be in Ocean City, Md. in November. Several WVU students are already making plans to carpool to the conference.

Six distinguished faculty members retired from the Eberly College this year. **David Williams**, the long-serving chair of the Division of Public Administration and assistant dean of the School of Applied Social Sciences, plans to continue donating his efforts to community service, chairing the local Citizen Review Committee for the United Way. **Marilyn Bendena**, associate professor of Foreign Languages, received outstanding teaching awards from both the Eberly College and the WVU Honors Program over the course of her career. She has served as Associate Chair of Foreign Languages, faculty senator, chair of the Liberal Studies Program, adviser to the Fulbright and Marshall Scholarship Programs, and coordinator of Slavic Studies. **Edward Keller**, professor of biology and winner of the 2004 Eberly College Outstanding Public Service Award, will be long remembered for his efforts, on a state and national level, to help make science education more accessible for secondary and post-secondary students with disabilities. **Joseph Simoni**, associate professor of sociology, “always approached sociology as a tool for improving the quality of human life,” said Sociology Department Chair Larry Nichols. During his 30 year career at WVU, he was highly regarded for his involvement in community affairs and his advocacy for the welfare of faculty and staff. **James Miller** designed the first course offered by the Department

of Mathematics that included a weekly computer lab, helped establish the Blue Ribbon High School Mathematics Committee, and, this past summer, coordinated the restructuring of McDowell County WV’s mathematics courses for grades 6 to 12. “**Jack Goodykoontz** is best known for being a very careful and outstanding teacher of our undergraduates, both for our majors and other students,” stated Sherman Riemenschneider, Chair of the Department of Mathematics. “He has been an important member of our Undergraduate Program Committee and a reasoned voice within the department.”



**Sean Michael Wallace**, a biology major from Daniels WV, is the 2005 Harry L. Lantz U.S. Army ROTC Distinguished Scholar. A graduate of Shady Spring High School in Raleigh County, Wallace received a full, four-year scholarship to WVU valued at more than \$40,000. The award includes tuition, room and board, fees, and books, as well as a \$2,000 stipend that he can use for academic enhancement such as travel, study abroad, or an internship. The Lantz Scholarship is administered by the WVU Alumni Association’s Loyalty Permanent Endowment Fund.

---

---

# Renovations

---

---

Beginning this year, several Eberly College of Arts and Sciences buildings are being renovated across the downtown campus, at an estimated total cost of \$50 million.

**Brooks Hall**, a \$26 million project, will include reconstruction of interior spaces and replacement of the windows and roof. Featured improvements will include a pedestrian pathway from the PRT to the Life Sciences Building through a new first floor concourse. A second pathway will improve accessibility via a connecting bridge from the top floor to the Woodburn promenade. Once completed, Brooks Hall will accommodate the Department of Geology and Geography and five general purpose classrooms.

**Oglebay Hall**, one of ten campus buildings listed on the National Register of Historic Places, is undergoing a \$19 million renovation. Once completed, it will house the Forensic and Investigative Science Program, as well as Classroom Technology, two instructional Biology labs, and eight general purpose classrooms. An addition to Oglebay will include 4 classrooms and a rooftop parking deck.

**Colson Hall**, formerly home to the WVU College of Law, will undergo a \$5 million renovation. The interior will be refurbished, the impressive Neo-Classical Revival exterior will remain intact, and the heating/air conditioning and electrical systems will be upgraded to meet today's building and fire codes. Once completed, Colson Hall will house the Department of English.

All projects are on schedule to be completed by the Summer of 2007.

# FUTURE OPPORTUNITIES

Walking through the doors of the many campus buildings where the classes and labs are held for the 18 educational programs in the Eberly College of Arts and Sciences each day are students eager to learn. It is truly important that the appropriate professors, support staff, library resources, physical facilities and other resources are available for those who enroll at WVU.

Providing funds for the ongoing needs of these 18 programs is always a challenge. For those who appreciate the importance of a strong college education based in the liberal arts, considering ways to help in the future can be worthwhile --- and personally satisfying.

One special support option is to include a gift provision in a will or revocable trust with the words "to the West Virginia University Foundation, Inc. for the benefit of the Eberly College of Arts and Sciences [for the Department of \_\_\_\_]."

Additional directions about the gift's use -- a scholarship, student enrichment, professional development funds, library resources, facility improvements or technology upgrades -- may be included by your attorney as well.

Another option is to donate a life insurance policy that has outlived its original purpose. To accomplish that, a change of owner form is needed to make the WVU Foundation the new owner. The form is available from the insurance company. You will earn an income tax deduction for making this gift. Also, you may decide how the proceeds from the policy will be used in the future to support your department.

To learn more, call Dr. Rudolph Almasy at (304) 293-4611 or Deborah Miller, JD, at 800-847-3856.

Your choice to help extend the benefits of the Eberly College's varied educational offerings will be helpful to many -- and will assure that these valued educational resources will continue to be available to all!



# Thinking Globally Acting Locally

by Michael A. Winser

Imagine, for a moment, that you have just moved to a foreign country, thousands of miles from your native land. How will you go about finding a place to live? How will you get your children enrolled in a school? Where can you practice your religion? How do you use public transportation? Where can you find familiar foods?

In Morgantown, a group of students from the Women's Studies Program are trying to help Muslim women who are new to the community and perhaps to the United States, who have questions like these.

As an integral part of the Women's Studies curriculum, students are required to complete a service learning project that encourages students to think globally and act locally. Dr. Barb Howe, director of the Women's Studies Program, explained that she designed the spring 2005 service learning project because too few students knew about Morgantown's international community. Some did not even know a woman from another country whom they could interview for an oral history assignment.

Dr. Howe contacted Asra Nomani, a Morgantown resident and WVU graduate who has written extensively on the role of women in Islam, to discuss possibilities for the course. Together, they decided on a project to gather information that could help local Muslim women adjust to living in Morgantown. Nomani then introduced the students to Christine Arja, a WVU College of Law graduate and member of the Islamic Center of Morgantown.

To determine the issues that they would need to address, students in the course arranged an initial meeting with several local Muslim women, where the students discovered a plethora of available topics. With so many issues to address, integrating all aspects of the project was a complicated task. Dr. Howe explained, "Part of what was important in this project was putting it all together. We left the project open-ended, which forced the students to find creative solutions to obstacles that arose."

One student, for example, called the Department of Motor Vehicles to find out whether a woman could be photographed for a driver's license if she wore a veil that covered her face. Other students gathered information about health care options, which ultimately resulted in planning a women's only CPR and First Aid class.

Another issue was food and dietary restrictions. One of the women's studies students, a server at a local restaurant, gained a new appreciation for why some of the restaurant's guests ask so many

questions before ordering their meals and has begun to educate other servers about the need to explain menu items.

Finding answers to some of these questions was difficult, but in the end students gained a better appreciation both for Islam and for Morgantown. The students discovered that



**Dr. Barb Howe**



Morgantown, as a college town with a vibrant international community, is a pretty accepting place, with good access to healthcare (there are Muslim doctors in the area), schools that are accustomed to Muslim holidays, and plenty of recreational activities that do not involve the use of alcohol, such as rock climbing, rafting, biking and swimming.

The class officially ended with a final dinner at Kassar's Middle Eastern Restaurant. After a few awkward moments, "there was an explosion of conversation," as Dr. Howe put it. Any barriers that had existed dissolved quickly. Some of the women brought their children to the event, adding to the festive atmosphere, and leading to a discussion of balancing family and work obligations. In the end, all wished there had been more time to spend together.

Mary Wallace, a women's studies minor, wrote, "I would jump at the chance to do something like this again. I learned that these women are just like us. They are wives, students, and mothers with most of the same problems and concerns that we have."

Comments like this were typical of the students involved, and all left that dinner with new attitudes and understanding. Not only did students learn about international women's issues, but they also learned about Islam, about Morgantown and West Virginia, about teamwork and about themselves. For many, this was an eye-opener to the kind of issues they themselves may one day face, such as balancing career, family, and higher education.

Dr. Howe was pleased with the outcome of the project, "This experience opened the students' eyes to new cultures and, to them, a new religion, tearing down any stereotypes they may have held. Islam is a way of life, and the students got to meet people who really "live" their religion."

Megan Marica, a women's studies major, provided her final thoughts, "What I learned is that sometimes, we are the ones who are cut off from society, and we see only what is expected of us to see. I had never been to Kassar's; I never even knew it was there, yet I had parked in that parking lot hundreds of times. This project taught me to open my eyes and my heart, because I may be an average, privileged, white American from Virginia, but I am in no way better than someone else just because I have a birth certificate from the United States."

# The Changing Role of Women at WVU

by Susan Kelley



When news reached me last spring of the successes and awards earned by WVU history professor Elizabeth Fones-Wolf, it caused me to reminisce about my own days as a student in WVU's Department of History. I graduated from WVU with a bachelor's in history in 1974 and spent a semester in graduate school before leaving in

December 1975. Liz Fones-Wolf's accomplishments brought me the realization of how much things have changed for women students, at WVU and elsewhere, in the last three decades.

In the early 1970s, WVU, like many other places, was caught up in the stresses of movements for change. The History Department atmosphere and the discipline of history itself were not particularly welcoming to women, yet individual acts of many professors were deeply supportive and affirming as I struggled to find my place in both their world and the wider one.

I recall being invited by the History Department to a social event at E. Moore Hall. When I arrived, I walked into a sea of men in suits and ties; I felt so very out of place. But there were wonderful professors who encouraged me: John Maxwell, Dennis O'Brien, Jack Hammersmith, Kurt Rosenbaum, and William Barns, among others.

John Maxwell became a great friend, and I was saddened by his passing. During my freshman history course, he asked me to meet with him after our first test. I went to his office scared to death. Much to my surprise, he complimented me on my essay responses and asked if I would review a textbook he was considering using, and give him my opinion. I cannot say enough about how much that meant to me. With one simple, thoughtful act, he gave me such confidence.

Dennis O'Brien opened my eyes to the connectedness of all learning. I loved him for his absolute love of everything French and the vivid tales he told that brought history to life. I can still hear him calling on me in class, always formally, "Miss Kelley, what do you think?"

Kurt Rosenbaum once stopped a student who was about to throw away an apple core. He told us about being in a Nazi concentration camp as a child and begging the guards for their discarded apple cores, just to have something, anything to eat. He showed us the number tattooed on his forearm. What a powerful lesson! Of course, the poor student did not know what to do with the apple core after that.

Jack Hammersmith, who is still teaching at WVU, was always open to ways of including women and women's perspectives in his Chinese history classes. He, too, encouraged female students and made class a lively, engaging place to be. I can still say, "How are you?" and "I am fine," in Chinese, as he taught us in 1973.

And William Barns, also now gone, taught intellectual history, including the work of many wonderful women such as Jeanette Rankin, who sought to bring about social and political change in early 20th century America. I recall being the only female student in his class and asking what might have been different during the World War I era had a woman been President of the United States. My fellow male students hooted and laughed at me, but, bless him, Dr. Barns took my question seriously and encouraged the men in the class to consider it.

In the fall of 1974, I recall that Lillian Waugh and Renate Pore sought graduate assistanceships in the History Department. I remember male students petitioning the University to reserve the assistanceships for qualified male students who had families to support. We were outraged! It's pretty amazing to realize that as late as 1974 such a thing happened.

Enough of a walk down memory lane. It is wonderful to see women having had the opportunity in the intervening decades to come into their own in the WVU Department of History, and to achieve at higher and higher levels. To look at a faculty roster and see the names of History Professors Mary Lou Lustig, Katherine Aaslestad, Barbara Howe, Katherine Bankole, Priscilla Shilaro, Barbara Rasmussen, and, of course, Elizabeth Fones-Wolf warms the heart of one who remembers when there were only one or two women on that list. It is also wonderful to have seen the Women's Studies Program grow so much over the years. I was an early student in Judith Stitzel's women's literature classes, and it was she to whom I most turned for advice. Her kind words and her keen insights then and in the intervening years have provided lifelong support and guidance.

One word of encouragement or support has a tremendous power in the life of a student. When faculty connect with students even briefly to encourage them, it can make such a difference in individual lives. I suspect each of the women faculty members in History could tell stories not so different from the ones I have recounted about their predecessors at WVU. As a native West Virginian and a first-generation college student, West Virginia University transformed my life, as it does the lives of so many others. I remain connected, concerned and proud of my alma mater because I am grateful for professors who could see me as an individual of worth and who were willing to encourage this coal miners' granddaughter.

*Susan Kelley, BA history, 1974, is Vice President for Institutional Advancement at Valencia Community College, which serves 54,000 students annually in greater Orlando, Florida. A Charleston, W. Va. native, she is a member of WVU's Irvin Stewart Society, having provided for the WVU History Department and the Women's Studies Program in her estate plans.*

Professor Jim Nolan lecturing at the Organization for Security and Cooperation in Europe. A French government official is seated in the foreground.



# Nothing But the Truth

by Jane Donovan

**"Do you swear to tell the truth, the whole truth, and nothing but the truth, so help you God?"**

Everyone who's ever testified before a jury, read a John Grisham novel, or watched an episode of TV's "Perry Mason" knows the purpose and venue in which that question is asked and the implications of its answer. But is it such a simple thing to tell the truth in a criminal proceeding?



“Even if you have good scientific evidence, it doesn't mean that there aren't things in the process of collecting and presenting the evidence that get in the way of discerning what the truth is in any given situation,” asserted Dr. Jim Nolan, assistant professor of sociology and director of WVU's new Criminology and Investigations degree program.

“Conflict among people and social institutions clouds the way people look at evidence. The O. J. Simpson case was a good example. There was good science and positive data collection, but issues of race relations and distrust of the Los Angeles Police Department played an important role in that case. We have to keep reminding ourselves that the best science does not necessarily serve justice.” That's where the field of sociology enters the conversation. Through the lens of the sociologist, students learn to see and understand important issues relating to crime and legal investigations.

The rapidly-growing Criminology and Investigations program well complements WVU's forensic and investigative science emphasis. “The forensic program has attracted a number of students who want to work in criminal justice or law enforcement,” Nolan pointed out. “But the chemistry and biology labs are not for everyone. The social side of the field is developed in this program. Our graduates may enter federal, state, or local law enforcement, or they may go on to graduate school or law school.”

Criminology addresses the causes of crime, criminality, and society's response to crime. The investigations side, which is relatively new as an academic discipline, has to do with the sociology of legal investigations. It explores the processes and procedures of the criminal justice system and the effort to establish truth in the pursuit of justice.

The first graduate of the program collected a diploma in 2004. In 2005, there were 12 graduates, and “we expect to have many more this year, maybe 30. Right now we have 237 students who have declared this major, and in this year's incoming freshman class, there are another 260 pre-C & I majors,” Nolan pointed out. “I'm not sure we can accommodate that many. We may have to put a cap on enrollments at some point. There has always been interest in this field. When it became a major, people gravitated to it.”

Internships are proving to be an essential part of the criminology and investigation curriculum. Students are currently working with the Monongalia County WV Witness Assistance Program and the County's Probation and Parole Office. “In addition, we help students get internships

elsewhere,” Nolan stated. “Last summer one of our students worked with the Wilmington, Delaware Police Department.”

Nolan brings more than the usual academic credentials to his classroom. He holds master's and doctoral degrees from Temple University in psychoeducational processes, as well as a BS and MS from Wilmington College in criminal justice and human resource management, but he has also spent a number of years working in the field, in special investigations, planning and research for the Wilmington Police Department, as senior policy advisor to the Delaware Secretary of Public Safety, and then as Chief of a Crime Analysis, Research and Development Unit with the FBI.

Nolan is an internationally-regarded expert in the developing field of hate crimes. Earlier this year, he taught sessions on hate crime reporting and law enforcement participation in hate crime reporting for one of the biggest, if not the biggest, security organization in the world, the 55-nation Organization for Security and Cooperation in Europe.

“The April 15 conference in Warsaw, Poland was part of a much bigger project,” Nolan said. “Hate crime data collection is only part of what this group is doing. They will provide hate crime training to law enforcement agencies in all 55 countries:

how to identify hate crimes, how to respond to hate crimes, investigate hate crimes, and report hate crimes.”

“The Europeans are proposing a fairly comprehensive definition of hate crime,” he asserted. “They are going to identify it as any

criminal offense in which the victim, premises, or target of the offense is targeted because of their real or perceived connection, attachment, affiliation, support, or membership in a group defined as being based on race, national or ethnic origin, language, color, religion, sex, age, mental or physical disability, sexual orientation, or any other grounds.”

Nolan helped design the Warsaw conference, facilitated sessions, and helped write the post-conference reports. He then traveled to Cordoba, Spain in June to present the data collection phase of the project.

“What is truth?” Nolan pondered. “Philosophers and sages have argued that question for many centuries. It isn't an easy concept. But that doesn't mean it can't be discerned or that it isn't worth reaching. For us to live together in this nation and on this planet, we have to try to get at the truth, or as much of it as can be established in any situation.

**Rarely has a degree program at WVU expanded so dramatically.**



by Dr. Patrick Conner, Director, WVU Press

On June 20, 2005, U.S. Senator Robert C. Byrd stood at the front of the Luger Courtroom in the WVU School of Law, and talked about his autobiography. “They call it *Robert C. Byrd, Child of the Appalachian Coalfields*,” he said, excitement raising the pitch of his voice, and then he stopped and waited. And he waited. Then, “But I call it . . .” And he waited just a jot or tittle of a second more, and suddenly he pushed his voice, now low and strong, into the microphone, saying, “Volume I.”

The crowd roared. And the source of their delight stood there, erect and very certain that he had won them over completely. He waited to make sure he had, and as he became convinced of his auditors’ benevolence, a smile crept over his lips. From where I sat, I could hear him saying, “Bless you; bless your hearts.” I don’t know if that carried over the microphone.

Mark Twain wrote about this style of delivery in his essay, “How to Tell a Story”: “The pause is an exceedingly important feature in any kind of story, and a frequently recurring feature, too. It is a dainty thing, and delicate, and also uncertain and treacherous; for it must be exactly the right length – no more and no less – or it fails of its purpose and makes trouble.” Senator Byrd knows how these pauses work, and that knowledge is what makes him an uncommonly effective speaker before a live audience.

As Director of the West Virginia University Press, I was privileged between November 2004 and July 2005 to spend

time with Senator Byrd as we worked on the publication of his eight-hundred-page-plus memoir. During that time, I knew that I was in the company of a man who had made a considerable mark in our nation’s history, a statesman of momentous proportions.

At first, Senator Byrd seemed intense and sometimes overly formal; he was completely devoted to his purpose, in this case seeing that his book came out soon, looking as good as possible, and he minced no words in expressing his preferences. I thanked him publicly for his author’s devotion when we launched the book, also noting that he was one of the best and most generous authors with whom it had been the pleasure of the West Virginia University Press to work. He met every deadline, looked at everything three or four times, involved himself completely in the production of the book, and never missed a chance to express his appreciation for the work we did. He was the very John Adams of a man.

As I began to relax in his company, however, I caught the sparkle of good humor in his eye, I witnessed his love of words on the page and of poetry in his memory and on the tip of his tongue. When we sent him the first copy of the finished book, he called immediately. “It’s the most beautiful book in the world,” he said, thus praising all our people in the Eberly College who had worked on it. That Mark Twain pause followed. “Except for the Bible,” he added.

# High Placement Rates for English PhD

by Ben LaPoe

“Personally, I find job-hunting in general to be agonizing, and the academic job search to be particularly stressful. Professor Dennis Allen’s advice and direction made it not only easier, but also, and, more importantly, successful,” said Cynthia Klekar, a 2005 Ph.D. graduate of the Department of English who earned a tenure track position at Western Michigan University.

During the past 20 years, the Department of English noticed a trend: only about a third of Ph.D. graduates in English nationally find tenure track positions. Eleven years ago, then Department Chair and now Director of the WVU Press, Patrick Conner, appointed Dennis Allen as the director of an initiative to help WVU English Ph.D. graduates get jobs. In the intervening years, nearly 80% of WVU’s Ph.D. English graduates have gone into tenure track positions, and even that high rate continues to increase.

From 2001 to 2005, the English Department awarded Ph.D. degrees to 15 students. Fourteen of them secured a tenure track assistant professor job in their field, and the fifteenth graduate is an administrator at Garrett College in Maryland. “This is a wonderful statistic because the latest numbers from the Modern Language Association show national employment of doctoral graduates in English currently at 33.6%. At WVU, that figure is 93.4%,” commented Dr. Conner.

Professor Allen directs a web site which provides tools and knowledge for students who are about to embark on a job search. Allen also advises students about publishing their research, presenting papers at conferences, writing essays, and teaching. He explained that in today’s world, graduates must be able to not only teach but do a great deal of research. His advising prepares them for both.

“Graduates must not only complete a substantial amount of research today, they must also do a lot of teaching,” said Allen. “Our Ph.D. candidates teach five or six courses. One or two of those will be genre classes, such as poetry, drama, or short story. They will also teach courses like British literature and American literature surveys, or business writing.”

“The Department of English at West Virginia University is very fortunate to have Professor Allen as placement director. Every year he provides career support workshops, from preparing your CV to mock interviews, so that no matter where you are in your studies you’re always focused on the long-term goal. He encourages everyone to start preparing for the job search well in advance, which for me was the key in being able to write an effective cover letter and CV. I knew what search committees would be looking for and worked to get that experience well in advance. Most importantly, he provides a lot of moral support,” said David “Woody” Wilson, a WVU English Ph.D. graduate now in a tenure-track position at West Virginia State University.

# Rise of Minors

by Nathan Jackson Tucker

Over the past eight years there has been a steady increase in the number of students earning minors in the Eberly College of Arts and Sciences. Interest in minors rose when the University began officially acknowledging minors on student transcripts.

Three programs personify this trend. In the 1997-1998 academic year, the Communications Studies Department reported 56 minors. By the 2003-2004 academic year that had risen to 288 minors. Compare these two separate academic years for Geography minors as well: 3 minors grew to 27. The number of Sociology minors doubled from 30 to 60.

There are also special minors which are encouraged as complements to other degree programs, such as the Creative Writing and the Business and Professional Writing minors in the Department of English, or the American Politics and Policy minor offered by the Department of Political Science.

Dr. Kenneth Martis, Associate Chair of Geography, explains that, “The desire to receive a minor comes from a student’s desire to have knowledge from two disciplines, as well as develop unique skills for employment.” Geography is one of the disciplines that is offering students room to develop a unique portfolio. Those students on the planning track, for example, would find a political science or sociology minor appropriate, and those in the Geographic Information Sciences track will do well with a computer science minor.



# Scattered Seeds

by Joseph Luchok



It was a cold, overcast day as I entered Woodburn Hall to take the last final exam of the fall semester. About 3 hours later (yes, we had 3 hour finals when I was a student), I walked out onto a snow-covered, deserted campus. Woodburn Hall was beautiful, with its lights reflecting off the new-fallen snow. I visit Woodburn Hall every time I'm in Morgantown but I have never seen it more lovely than that December day more than 30 years ago.

Because Woodburn Hall remains the home of the

Eberly College, it links arts and sciences students from the distant past to the present, and, hopefully, the far future. Students, professors and deans come and go, but Woodburn remains the campus anchor. A student in 1895 would have seen Woodburn Circle looking not much different than a student in 2005 sees it. All you need to do is block out the traffic noise and you can travel back through time.

I was born and raised in Morgantown. My father worked for WVU for 45 years; his first office was in Woodburn Hall. My mother still lives in Morgantown, so I return to campus several times a year. But family is not all that binds me to the Eberly College and to WVU.

How did I become a scattered seed? That's simple; my education in the College of Arts & Sciences prepared me for an interesting and varied life. I have an undergraduate degree in history and graduate degrees in history and in speech communication from WVU that initially prepared me to teach speech and coach debate, first at West Virginia Wesleyan College and then at the University of Georgia, where I met my wife. We moved on to further teaching jobs and debate coaching positions in the Midwest. I was well prepared, since while an undergraduate at WVU I was a member of the debate team, and in graduate school I was an assistant coach of the team.

When my wife, an economist, took a position with the federal government, I moved with her to Washington D.C. and simultaneously changed careers, from education to public

relations. After working for a time for a health insurance association, I became the Manager of Public Affairs Communications for the March of Dimes, where I have remained. The job has given me the opportunity to speak two or three times each year to audiences of about 200 high school students from across the U.S. I also did a workshop on persuasion theory for a Press Relations Society of America (PRSA) student conference this year. All the students in these various audiences returned home knowing where I received my education.

When I graduated from WVU I never imagined that I would have such a varied career. I have coached winning debate teams, a national champion in public speaking, written for a variety of publications and in a variety of contexts. I have left a bit of the Eberly College and WVU at every stop. The breadth of an arts and sciences education may be best shown by the short newspaper articles I have written for the *London Times*: why American radio stations have 4 four-letter names (not all do); where the phrase "a picture is worth a thousand words" came from; who first used the term "shock and awe"; what use were 16 rpm records; will there be another ice age and what effect will global warming have on it; what makes a modern hero; the importance of debate in a democratic society; books in which the butler actually did commit the crime; why Eastern Christians cross themselves in the opposite direction of Western Christians; and, since coal, which was once vegetation, is deep underground, is the Earth getting bigger? Those writings include a bit of science, religion, history, political science, communications, geography, and literature — all components of an arts and sciences education.

My broad-based Eberly College education not only gave me numerous career choices and the intellectual flexibility to move from one to another, but it also makes my life enjoyable because I learned to appreciate many and diverse things. I remain grateful to the many excellent professors who taught me. I never hesitate to affirm that my college education was second to none.

The Eberly College provided much of the fuel that has propelled me along a varied and enjoyable path. West Virginia cannot absorb all of the graduates the Eberly College produces. Perhaps that is a good thing. Those of us who scatter provide a bit of the Eberly College for other states to absorb, benefiting whatever places we move through while also benefiting the Eberly College and WVU by publicizing our story. We show the rest of the world what Eberly College graduates can do

*Dispatches from the Diaspora will be an occasional column written by WVU alumni who are living outside the boundaries of West Virginia, but who remain committed to WVU and the Eberly College and find creative and thoughtful ways to stay connected.*



# A Student's Eye View: An Experience to Cherish

by Kristin Walton

As a Morgantown native, it seemed logical that I attend West Virginia University, and it has proven to be an essential stop on my road to scholarly and personal achievement. The Bachelor of Arts degree that I received from the Eberly College has well prepared me to begin legal studies at the University of Akron this fall. My time spent at WVU also gave me the opportunity to become involved in the local community and on campus.

Even as an entering freshman, the English Department made me feel like an individual and not like a number. The professors that I was fortunate enough to encounter took the time to get to know me. The English Department also gave me the opportunity to get involved in the University. I joined the national English fraternity, Sigma Tau Delta, performed in Shakespeare's *A Midsummer Night's Dream* with the Shakespeare acting workshop and was photographed for the English Department brochure.

One of my favorite memories is performing in Professor French's Shakespeare workshop. Acting made it easier to understand the archaic language, but I also liked doing something for the enjoyment of others and representing the English Department before the entire University.

Another fond English Department memory comes from pre-registration pizza parties. I always looked forward to the free food and to talking with my professors on a more social level while browsing syllabi for the upcoming semester. Many of my friends were envious of both the pizza (no college student will ever decline free food!) and the fact that English majors could preview syllabi before registering for classes.

My involvement in the Eberly College helped to further my career on campus and in the community. I joined Sigma Kappa Sorority, was elected to the Board of Governors and worked as an on-air personality for WCLG, a local FM radio station. Being a member of the biggest College on campus didn't hurt when I ran

for Board of Governors; a surprising number of people recognized me from classes or English Department events. Both of my supervisors at the radio station were former English majors who understood the demands of the degree program, which made them confident in my ability to communicate effectively in person and over the radio.

Now that my days at WVU and the Eberly College are over, I know that I made the right choice. I could not have graduated *summa cum laude*, Phi Beta Kappa and as an Honors Scholar without the encouragement of WVU's dedicated professors. I owe them a great debt for all that they have done for me. My professors have believed in me and have been willing to go an extra mile to help me succeed. I have had an exceptional experience, and I look forward to staying involved with the College. Any student who chooses the Eberly College and West Virginia University can look forward to an experience to cherish, just as I cherish mine.



Eberly College of Arts and Sciences  
201 Woodburn Hall  
West Virginia University  
PO Box 6286  
Morgantown, WV 26506-6286

**Address Service Requested**

Nonprofit Organization  
US Postage PAID  
Morgantown, WV 26506  
Permit No. 34

## SCHOLARSHIP SUPPORTS OTHERS HONORS OTHERS

*By Rudolph P. Almasy, Ph.D., Associate Dean for Development*

The most recent scholarship endowment for the Eberly College was created by Stephen Stanczak ('79 Political Science) and his wife Valerie, a native of Cabell County. They decided to use this naming opportunity as a way to honor Stephen's maternal grandparents for inspiring his love of the State of West Virginia and for encouraging him to further his education at West Virginia University. Thus, the fund, which helps students from Lewis County, carries the name the Stanczak and Lamb Family Scholarship Endowment. As Stephen has remarked, his grandparents, Aubrey and Ina Lamb, were important people in his life who supported him in his education.

The Stanczak and Lamb Scholarship is not the first to honor grandparents. Lisa Cwik Mattiace ('79, '84), who served as Special Assistant to the Dean of the Eberly College for a number of years and is currently Associate Dean at the University of Denver's Daniels College of Business, established a scholarship fund named for her maternal grandparents and reserved for a WVU student from Cambria County, Pennsylvania, the home of her grandparents. As with Stephen, Lisa recalled the tremendous support her grandparents, Olive and Victor Kist, gave her as she pursued her college education.

Many donors of scholarship funds decide to honor parents with gifts which strengthen WVU and help, in real ways, students who

are following in the footsteps of donors and their parents. The children of Catherine Chico Sellaro ('47), for example, established a fund to help students of Italian American heritage study science, which is what Mrs. Sellaro taught. Two brothers, Greg ('72 Math, '74 Statistics) and Rob Totterdale ('74 Statistics), from Wheeling have funded the William R. Totterdale Scholarship which honors their father. A brother and sister – Fred Lippucci ('39) and Mary Potesta ('38, '39 History) – honored both parents with the Domenico and Alessandrina Lippucci Scholarship.

This business of honoring parents might be catching. After Joseph Biafora ('42 Political Science) from California established a Dean's Leadership Scholarship to honor his Clarksburg parents, Frank and Bernardina Biafora, Mr. Biafora's daughter decided to honor her mother, Stefi Poluck Biafora, a native of Hutchinson in Marion County. Whether honoring parents or grandparents, a gift to the WVU Foundation to establish a scholarship endowment for students in the Eberly College is a good investment in the future of WVU. Scholarship endowments require a minimum gift of \$25,000 which can be pledged over a five-period or given outright. Donors determine scholarship name and restrictions, and are honored with a permanent brick in the Scholars Walk in front of the new library. If you are thinking of honoring someone important in your life, talk with me ([ralmasy@wvu.edu](mailto:ralmasy@wvu.edu)).



Arts & Sciences



# Eberly College Magazine

Fall 2005



Special Issue on Public Service



Undergraduate Enrichment Grants



Let's Bring on the Mountaineer!

Dr. Mary Ellen Mazey, new  
Dean of the Eberly College  
and her husband, Bruce Mazey

