Greetings!

As one of the top-100 public universities in the United States, Western Michigan University is committed to being learner centered, discovery driven and globally engaged. The College of Arts and Sciences represents the academic heart and liberal arts core of WMU and provides a broad range of academic programs for its students. As the largest college at WMU, the College of Arts and Sciences:

- employs more than 330 full-time faculty members,
- enrolls more than 5,000 majors and more than 1,000 graduate students across 26 departments and programs,
- provides the foundation for the general education program at WMU,
- teaches approximately half of all student credit hours at all WMU campuses, and
- implements six key priorities of its strategic plan.

This fall 2015 semester, the College of Arts and Sciences welcomes a wonderful group of twenty-four stellar new faculty members. I invite you to peruse this booklet to learn more about our newest colleagues.

Early career faculty are critical to achieving the college's mission and vision. They represent the renewal of our great college and the sustainability of the liberal arts at WMU. Each individual listed brings unique skill, expertise and creativity that will enhance WMU's teaching, learning, discovery and service missions. Please join me in welcoming these impressive faculty to WMU.

Dr. Keith M. Hearit, Interim Dean
College of Arts and Sciences
Dr. Ashley Atkins
Ph.D., Philosophy, Princeton, 2014
B.A., Philosophy, University of Toronto, 2009

Dr. Ashley Atkins received her Ph.D. in philosophy from Princeton University and has spent the past year as a postdoctorial fellow at Simon Fraser University.

Dr. Atkins’ research focuses on the relationship between natural language and thought. She is currently developing a conception of this relationship that illustrates understanding of how natural language expressions enable the domain-general use of representations that might otherwise remain cognitively isolated. This builds on previous work in which she defended the view that a wide range of natural language expressions give rise to interpretations that reflect their domain-general use in thought, not their linguistic meanings.

Dr. Atkins is excited to join the wonderful philosophy faculty and students at Western. She is also eager to offer a course on race and gender which will be of great interest to the broader community of students as well.

Dr. Jonathan Baker
Ph.D., Behavior Analysis, Psychology, Western Michigan University, 2009
M.A., Applied Behavioral Science, University of Kansas, 2005
B.S., Psychology, Western Michigan University, 2003

Dr. Jonathan Baker is a Clinical Faculty Specialist in the Department of Psychology at Western Michigan University. Prior to joining Western Michigan University, he was an Associate Professor and coordinator of the Gerontology Certificate program, as well as a faculty member in the Behavior Analysis and Therapy Program in the Rehabilitation Institute at Southern Illinois University (SIU). He received his Ph.D. from Western Michigan University (2009) in Behavioral Psychology, an M.S. (2005) in Applied Behavioral Sciences and a certificate in Gerontology from the University of Kansas. He is a Doctoral level Board Certified Behavior Analyst (BCBA-D).

Dr. Baker is on the Editorial Board for two behavior analytic journals and has served as a guest Action Editor and guest reviewer for many prominent journals in the field of behavior analysis. Baker is a former President of the Mid-American Association of Behavior Analysis, a former chair of the Behavioral Gerontology Special Interest Group with ABAI, and current member of the Board of Directors for the Behavior Analyst Certification Board. Baker’s main research interest is behavioral gerontology, including the assessment/treatment of behavioral excesses and developing programs that remediate behavioral deficits in older adults with dementia, as well as treatment adoption. While at SIU, Baker developed the behavioral residential in-home care and supports (BRICS) model for aging care, which was funded by the Illinois Department on Aging. He will continue work on this model here in Kalamazoo, as well as work with adults with developmental disabilities.
Dr. Devin Bloom

Dr. Devin Bloom is an ichthyologist and evolutionary biologist who studies the processes that generate diversity in fishes. A major focus of Bloom’s research concentrates on understanding how transitions between major habitats, such as oceans and rivers, impacts evolutionary and ecological diversification in fishes. Bloom studies a number of major fish groups, including anchovies, herring, and sardines, and often focuses on mega-diverse areas that are imperiled, such as the Amazon basin.

Dr. Bloom was previously a postdoctoral researcher at the University of Kansas in the Department of Ecology & Evolutionary Biology and a Visiting Assistant Professor at Willamette University in Salem, Oregon.

Dr. Patrick Bennett

Dr. Patrick Bennett is a mathematician whose work in the field of combinatorics lies at the intersection of mathematics and computer science.

Dr. Bennett was born in Hawaii, where he lived for eleven years before moving with his family to Alaska. Bennett completed his doctoral work in 2013 working under the direction of Tom Bohman. He recently completed a postdoctoral fellow in the Computer Science Theory Group at the University of Toronto.

Dr. Bennett’s research interests include graph theory, combinatorics, and discrete mathematics.
Department of Sociology

Dr. Patrick Cundiff
Ph.D., Crime, Law, and Justice, Pennsylvania State University, 2013
M.A., Crime, Law, and Justice, Pennsylvania State University, 2010
B.A., Psychology, Kent State University, 2007

Dr. Cundiff’s research interests tend to be wide-ranging, including: birth order and crime, the effects of incarceration on future employment, characteristics of sexual assault, the impact of expectations of the future on offending, homicide trends over time, and police personality.

Dr. Cundiff will contribute to WMU's Criminal Justice Program and General Education portfolio at the undergraduate level, as well as in the Masters and Doctoral programs.

Department of Psychology

Dr. Anthony DeFulio
Ph.D., Psychology, University of Florida, 2007
M.S., Behavior Analysis, University of North Texas, 2002
B.S., Psychology, University of Florida, 1996

Dr. Anthony DeFulio is a Board Certified Behavior Analyst, and was most recently an Assistant Professor at Johns Hopkins School of Medicine. He is principle investigator on multiple grant projects evaluating interventions for treatment adherence for drug users, including therapeutic workplaces.
Dr. Todd Ellis
Ph.D., Atmospheric Science, Colorado State University, 2008
M.S., Atmospheric Science, Colorado State University, 2005
B.S., Physics, Pennsylvania State University, 2002
B.S., Meteorology, Pennsylvania State University, 2002

Dr. Todd Ellis is an Assistant Professor in the Mallinson Institute for Science Education and the Department of Geography. His dissertation research focused on energy, precipitation, and climate change in the atmosphere. He now focuses on researching ways to improve weather and climate education in K-12 schools, and best practices in formal and informal education and outreach. Previously, he was an Associate Professor at SUNY Oneonta in the Department of Earth and Atmospheric Sciences. His teaching experience includes introductory courses in meteorology and oceanography, physical meteorology courses, research methods courses, computer data analysis courses, and an interdisciplinary course in climate change.

Dr. Ellis earned a M.S. and Ph.D. in Atmospheric Science from Colorado State University, and B.S. degrees in Physics and Meteorology from the Pennsylvania State University. He is the Education and Public Outreach Lead for the NASA CloudSat mission, helping a team of specialists maintain high quality formal and informal education on the topic of clouds. Ellis is the Principal Investigator for the Teaching Inquiry using NASA Earth-system Science (TINES) program funded by NASA to develop ways to support the use of real data in the K-12 classroom, and has been PI or Co-I on three other NSF Grants and multiple other externally funded programs. He has presented over 50 teaching and learning workshops and presentations around the world on clouds and scientific inquiry, and continues efforts to establish professional learning communities for teacher professional development in science.

Dr. Essam Heggy
M.S., Astronomy and Planetary Science, Sorbonne University Paris VI, 1999

Dr. Essam Heggy graduated with distinguished honors from Pierre and Marie Curie University. His research aims to understand water and ice distributions in Earth arid regions, Mars, the Moon, Icy satellites, and Near Earth Objects, and involves probing structural, hydrological, and volcanic elements using radar imaging and sounding techniques and measuring electromagnetic properties of rocks in the radar frequency range. Heggy is a member of several science teams, including the MARSIS instrument aboard the Mars Express Orbiter, the Mini-RF experiment on the Lunar Reconnaissance Orbiter, and the CONCERT radar experiment on board the Rosetta mission. He has been a contributing scientist to many proposed planetary and terrestrial radar imaging experiments, and has participated in several NASA radar mission concept designs.

Most recently, Heggy has been a Research Scientist at the NASA Jet Propulsion Laboratory, a Visiting Associate in Geology at Caltech, a Tenure Associated Professor of Geophysics at the Institute of Earth Physics in Paris, and a visiting scientist at the NASA Johnson Space Center. He has served as a panel member for NASA programs, including: Planetary Instrument Definition and Development, Mars Data Analysis, Astrobiology, and Educational and Public Outreach. Since 2004, he has been co-chair of the American Geophysical Union terrestrial and planetary radar session. Heggy has contributed to more than forty scientific papers, over 210 proceedings at international conferences, and has taught and mentored graduate students worldwide at universities including UCLA, Cambridge, Columbia, École Normale Superieure, University of Houston, and Trento University.
Dr. Stephen Kaczmarek has had a wide range of professional experiences in industry and academia. In 2005, he joined ExxonMobil Upstream Research Company as a research scientist where he conducted basic and applied research, worked on petroleum exploration and production projects, and taught industry training courses all over the world. In 2011, he returned to academia as a professor at Bridgewater State University. His research has been published in numerous high-profile journals, and his work on limestone microporosity has been honored with an “Award of Excellence” by the American Association of Petroleum Geologists.

Dr. Stephen Kleinschmit brings academic and local government experience to his new post in the School of Public Affairs and Administration. He previously served as an assistant professor at Indiana University-Purdue University Fort Wayne, preceded by a year as a visiting professor at Eastern Kentucky University.

Dr. Kleinschmit has several years of experience in development-related fields, including work as an urban planner, GIS specialist, and civil engineering consultant in coastal North Carolina. His research focuses on municipal land use governance, public sector technology, and public affairs education. In 2014, he founded the Midwest Public Affairs Conference, a nonprofit regional organization affiliated with the American Society for Public Administration, and will serve as its president until 2017.

At Western, Kleinschmit looks forward to contributing to the schools MPA and PhD programs, as well as developing his research and service interests in passenger rail and coastal management. When not at work, he spends his time camping, fly fishing, or riding (though mostly fixing) his vintage Vespa and Lambretta.
Dr. Mariana Levin

Ph.D., Mathematics and Science Education, University of California, Berkeley, 2011
M.A., Mathematics, University of California, Berkeley, 2003
B.A., Mathematics, University of California, San Diego, 2000

Dr. Mariana (Mari) Levin is interested in how learners across a wide range of topics and levels of experience make sense of mathematics. Her dissertation research was at the nexus between problem solving and learning research and concerned the nature of knowledge transformation during strategy change. Her work as a postdoctoral scholar in the Program in Mathematics Education (PRIME) at Michigan State University built upon on and extended this work. Her current research centers on how students at the collegiate level make sense of and learn proof and argumentation practices. Levin’s research is interdisciplinary, involving a current collaboration with the physics education research group at the University of Bologna on the orchestration of classroom discussions that foster students’ learning of STEM concepts in deep and personally meaningful ways. She is the co-editor of the research volume (in press) “Knowledge and Interaction: A synthetic agenda for the learning sciences” published by Taylor and Francis. Her graduate studies and research have been supported by fellowships funded by the National Science Foundation (NSF), Institute of Education Sciences (IES), and Lucent Technologies, Bell Laboratories.

Dr. Kelly Kohler

Ph.D., Psychology, Western Michigan University, 2014
M.S., Psychology, Western Michigan University, 2010
B.S., Psychology, Western Michigan University, 2007

Dr. Kelly Kohler’s work in psychology centers on behavior analysis and autism, with special focus on early intervention, verbal behavior, and teaching behavior analysis. Since 2010, Kohler is a Board Certified Behavior Analyst and has served as the director/practicum coordinator/BCBA supervisor at the Kalama-zoo Autism Center. Prior to that, she was a case coordinator and supervisor.

In addition to her work with children on the autism spectrum, Kohler has taught courses on introduction to behavior analysis and served as the graduate teaching assistant for PSY 6100 & 6710, the graduate student instructor for PSY 3600, and the graduate supervisor for Masters students teaching PSY 1400 at WMU.
Dr. Georgiana Onicescu's methodological research interests are in Bayesian spatial statistics, with an emphasis on spatial survival and spatio-temporal modeling. Her most recent work focuses on a novel Bayesian statistical methodology for spatial survival data. This methodological research broadens the definition of the survival, density, and hazard functions by explicitly modeling the spatial dependency using direct derivations of these functions. Her research is highly collaborative, and she has worked with investigators across a variety of disciplines. She has written or co-written many peer-reviewed journal articles and has given related presentations at research conferences.

Previously, Onicescu worked as a Research Associate at the Hollings Cancer Center at Medical University of South Carolina, where she applied various statistical methods to a wide range of clinical, translational, and epidemiological studies. She has also worked at the Institute for Global Tobacco Control at Johns Hopkins Bloomberg School of Public Health, where she collaborated on tobacco-related research, and at the National Institute of Statistics in Romania, where she analyzed national population data. She has extensive experience with various software programs in statistical computing, and is an SAS Certified Base and Advanced programmer for SAS 9, having earned both credentials in 2007 from the Global Certification program of the SAS Institute in the United States.
Dr. Muslema Pervin was born in Dhaka, Bangladesh. She attended the University of Dhaka in Bangladesh where she received B.Sc. with Honors in Physics and later her M.Sc. in Physics. As a student, Pervin researched CP violation in neutral K and B meson decays using the Standard model of electroweak theory as a part of her M.Sc. thesis. During 1998-1999 she continued her research as a research fellow at the University Grants Commission, Dhaka, Bangladesh. Pervin moved to the United States in 1999 and joined Southern Illinois University in Carbondale, IL as a graduate student. She received her Ph.D. in theoretical nuclear physics in 2005. Pervin's Ph.D. thesis was focused on baryon structure and semileptonic decays of heavy baryons. After completing her Ph.D. she joined the Physics Division of Argonne National Lab as postdoctoral research fellow. She was the first female member of the theoretical physics group at Argonne National Lab. Her research interest was in ab-initio calculations of electroweak matrix elements of light nuclei using the Green's function Monte Carlo (GFMC) techniques.

In 2009, Pervin joined the National Superconducting Cyclotron Laboratory (NSCL) at Michigan State University as a research associate, working in the nuclear theory group in a project that concerned nuclear reaction theory.

In 2014, Pervin joined the Department of Physics at Kalamazoo College as an Adjunct Assistant Professor where she taught introductory level physics courses offered to diverse undergraduate students for Winter and Spring quarters.

Dr. Anna Popkova's research brings together international, strategic, and political communication, focusing on the roles of various actors—policymakers, media and the public(s)—in mediating cultural and political difference nationally and globally. Popkova has conducted, presented, and published research on strategic communication and the politics of diversity, digital media and global social/political change, media and immigration, public diplomacy, community media, and alternative media. She holds a five-year specialist degree from Siberian State Aerospace University in Russia, and has also worked as a publicity/public relations coordinator, project manager, special events assistant and media specialist for five years in multiple organizations in and outside of the United States.
Department of Economics

Dr. Carson Reeling

Ph.D., Agriculture, Food and Resource Economics, Michigan State University, 2015
M.S., Agricultural Economics, Purdue University, 2011
B.A., Economics and Spanish, University of San Diego, 2009

Dr. Carson Reeling is an environmental economist and a member of the Economics faculty with a joint appointment in the Environmental and Sustainability Studies Program. Reeling received his Ph.D. in Agricultural, Food, and Resource Economics from Michigan State University in 2015. He received his M.S. in Agricultural Economics from Purdue University and his B.A. in Economics and Spanish from the University of San Diego.

Dr. Reeling's ongoing work centers on environmental management. In particular, his work explores ways to more effectively manage air and water pollution. He is also working to identify the drivers of certain environmental risks (including livestock disease, wildfire, and wildlife habitat loss) with an eye towards developing policies to more effectively mitigate these risks. On the side, he is working to develop novel methods to value recreational access to natural resources, including bear and elk hunting opportunities in Michigan. He has also published in the areas of water resource in Afghanistan.

Department of Gender and Women's Studies

Dr. Jennifer Richardson

Ph.D., Sociology, Loyola University, 2012
M.A., Sociology, DePaul University, 2003
B.A., Sociology, Quincy University, 2001

Dr. Jennifer Richardson is assistant professor of gender and women's studies at Western Michigan University. As a sociologist, her scholarship investigates identity and the intersections of race, gender, class, and sexuality. Particularly interested in exploring intergenerational healing circles, in the tradition of African ring shouts, as a methodological approach, Richardson's work focuses on bringing attention to Africana women and collective healing as a socio-political path to the recovery of self. Her research and teaching also brings light to the multidimensional ways in which Africana women negotiate the intersections of popular media, dominant discourses of beauty, and constructions of identity. In the Black feminist tradition, Richardson’s scholarship provides insight into old and new processes of looking and attempts to provide space for women of color to counter the enslaving seduction of media images that can negatively impact identity and self-definition.

Prior to joining faculty at WMU, Richardson taught at The University of Illinois at Chicago, where she developed a new course called, “Beyoncé: Critical Feminist Perspectives and The Politics of ‘Black Womanhood’. Dr. Richardson, is currently working on a new book project titled Beyoncé, Olivia Pope, Michelle Obama, and Pirate Jenny: Visions of Black Womanhood, Sexuality, and Feminism(s) in Contemporary America.
School of Public Affairs and Administration

Dr. Daniela Schroeter
Ph.D., Interdisciplinary Evaluation, Western Michigan University, 2008
M.A., Intercultural Business Communication, German as a Foreign/Second Language, and American Studies, Friedrich Schiller University, Germany, 2002

Before joining the faculty in the School of Public Affairs and Administration (SPAA), Dr. Schroeter was the Director of Research at Western Michigan University’s Evaluation Center (EC). As the Director of Research at WMU’s EC, she was awarded more than 30 research and evaluation grants and contracts, including program and policy evaluations; community-based, statewide, national, and international evaluations; and international development evaluations in a wide range of contexts, including policy and strategy, food safety, networks and partnerships, labor, higher education, K-12 education, social literacy, nutrition education, behavioral health, and sales training. In 2015, she was honored for Excellence in Discovery at WMU by generating research and external funding over $1 Million between 2009 and 2014.

Dr. Schroeter has authored and coauthored numerous publications, including peer-reviewed articles, special issues, monographs, book chapters, glossary entries, book and journal reviews, and other, non-peer-reviewed articles. She has also authored or coauthored many technical evaluation or research reports, and presented refereed and invited papers, roundtables, think tanks, and panels at local, national, and international conferences and events. Schroeter currently serves as an ad-hoc reviewer for the American Journal of Evaluation, Evaluation and Program Planning, Evaluation Review, and the Journal of Mixed Methods Research, and has been a book proposal reviewer for Sage and Elsevier. She assisted in the creation and development of the Journal of Multidisciplinary Evaluation and serves as its Associate Editor. In 2013, Schroeter received the American Evaluation Association’s Marcia Guttentag Promising New Evaluator Award.

Department of Comparative Religion

Dr. Nathan Tabor
Ph.D., South Asian Languages and Literatures, University of Texas, Austin, 2014
M.Mus., Musicology/Ethnomusicology, University of Texas, Austin, 2005
B.A., Interdisciplinary Studies, University of Redlands, 2002

Dr. Nathan Tabor specializes in the history of 18th-century Urdu and Persian literature, public culture, and recitation in late Mughal India. His current research takes a material approach to literature, understanding literary consumption as a socio-historical process that shaped a unique pre-colonial public sphere according to Persian and vernacular lyricism. This work is based on his dissertation research, which was carried out in New Delhi, Lucknow, India, with the support of grants from the Wenner-Gren Foundation for Anthropological Research and the US Department of Education’s Fulbright-Hays Doctoral Dissertation Research Abroad Fellowship.

Dr. Tabor has recently begun a new project, in which he examines the overlapping aspects of cellphone technology and literary aesthetics to understand their role in the political and economic life of South Asian Muslims.
**Department of Spanish**

**Ms. Luciana Rúa-Weaver**

M.A., Spanish Literature, Western Michigan University, 1998  
B.A., Secondary Education, Western Michigan University, 1996

Originally from Buenos Aires, Argentina, Ms. Luciana Rúa-Weaver lived and studied in Venezuela, Indonesia, and Spain before moving to the United States for her university education.

Ms. Rúa-Weaver teaches all levels of Spanish ranging from beginning levels to composition, conversation, and introduction to literature. Likewise, she has developed a Spanish for Healthcare Professions course at the College of Health and Human Services, and is currently developing and teaching a new Medical Spanish course at the Stryker School of Medicine.

Ms. Rúa-Weaver's interests extend beyond college teaching and into the Hispanic community as a whole. She has trained as a simultaneous interpreter to assist Spanish-speakers in business as well as the legal and medical fields. Work within the university, community, and international contexts have allowed Rúa-Weaver to identify the needs of the Hispanic community and the needs of her students, resulting in tailored Spanish classes that provide individual relevance.

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**Department of Psychology**

**Ms. Alaina Valentine**

M.A., Behavioral Analysis, Western Michigan University, 2007  
B.A., Psychology, University of Texas at Arlington, 2005

Ms. Alaina Valentine has eleven years of experience, eight as a Board Certified Behavior Analyst (BCBA) working with children with autism, providing behavioral and educational services and training in school, home, and community settings. Her specialization in autism, has allowed her to serve children and young adults ages 2 to 18 years old diagnosed with developmental disabilities and behavioral disorders.

In addition to her clinical experience, Valentine has taught undergraduate courses in the concepts and principles of behavior analysis and operant conditioning (rat lab), and has developed and conducted staff training across all levels of experience, including supervision of candidates for BCBA certification.

Ms. Valentine recently completed the coursework for a doctorate in behavior analysis at Western New England University and is a Faculty Specialist at the WMU Autism Center of Excellence. Her current clinical and research interests include: the behavioral analysis of autism and developmental disabilities, functional assessment and function-based treatment of problem behavior, social and ecological validity of interventions, systems analysis of autism intervention programs, service delivery and practitioner training systems, and behavioral gerontology.
Dr. Germán Zárate-Sández
Ph.D., Spanish Linguistics, Georgetown University, 2015
M.S., Spanish Linguistics, Georgetown University, 2009
M.S., English as a Second Language, The University of Scranton, 2007
B.A., English Linguistics, Universidad Nacional de San Juan (Argentina), 2004

An applied linguist by training, Dr. Germán Zárate-Sández’s expertise and research lie in the areas of Phonetics/Phonology and Second Language (L2) Acquisition. In the former area, he studies phonological processes in both Spanish and English, with special emphasis on the perception and production of intonation. In the latter, he examines issues of cross-linguistic influence between the first and second language, in particular among heritage speakers and high-proficiency L2 users, and the role of individual differences (age, personality, aptitude, etc.) in learning a second language. Many of his publications and professional presentations have addressed the intersection of the acquisition and use of L2 pronunciation. He has also published on the application of technology to second language teaching and research.

Also a specialist in foreign/second language education, Zárate-Sández has worked in teacher-training programs at the Universidad Nacional de San Juan and the Instituto Lenguas Vivas Bariloche, in Argentina. He regularly gives talks and workshops on methodological innovations in teaching Spanish and English as foreign languages. His considerable teaching experience reflects his research interests: he has taught courses in Spanish Grammar, English and Spanish Phonetics/Phonology, Applied Linguistics, Discourse Analysis, and Linguistic Theories. His administrative background includes organization of international professional conferences, language program coordination at the university level, and the co-direction of Georgetown’s study abroad program in Quito, Ecuador.

Dr. Laiyin Zhu
Ph.D., Geography, Texas A&M University, 2013
M.S., Geography, Beijing Normal University, 2008
B.S., Environmental Science, Nanjing Forestry University, 2004

Dr. Laiyin Zhu’s research interests are risks of extreme weather events, hurricanes, climate change, and application of agent-based models in disaster mitigation.

Dr. Zhu received his B.S. degree in Environmental Science from Nanjing Forestry University, his M.S. degree in Physical Geography from Beijing Normal University, and his Ph.D. from Texas A&M. Zhu’s dissertation considered the risk of long-term Tropical Cyclone (Hurricane) precipitation in the state of Texas. Previous to his appointment at Western, Zhu held a postdoctoral research fellowship at Johns Hopkins University.
WMU College of Arts and Sciences
Supporting WMU’s Pillars of Excellence
2012 - 2015

**Learner Centered**
- Promote liberal arts education as foundational to lifelong learning
- Expand interdisciplinary and experiential learning opportunities
- Identify/promote liberal arts and sciences themes in general education
- Emphasize critical role of liberal arts and sciences across the curriculum
- Strengthen student retention and academic support
- Make the use of online education effective and intentional

**Discovery Driven**
- Increase support for research-driven teaching and learning
- Improve recruitment and support of top students
- Increase support of faculty and students seeking extramural funding
- Foster interdisciplinary research activities
- Develop and implement online dissemination models
- Increase internal funding for faculty research and travel

**Globally Engaged**
- Expand global and international learning opportunities
- Increase staff/faculty development in global engagement
- Recognize excellence and potential in globally engaged scholarship/research
- Support CAS community building around global themes
- Improve communication and collaboration with HIGE

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global engagement

community participation

sustainability

integrity

creativity and innovation

diversity

excellence

social responsibility