

Communicating the Value of a Liberal Arts Education

Marji Morgan, Central Washington University

Aldemaro Romero, Southern Illinois University
Edwardsville

Anne E. Zayaitz, Kutztown University of Pennsylvania

Perception Problems Facing a Liberal Arts Education

(Anne Zayaitz, Kutztown U. PA)

- Considered subservient to professional schools
- Perceived as leading to no real job opportunities instead of providing useful skills regardless of what career path you follow
- Considered too “liberal” from a political viewpoint

Yet...

- Many employers see a liberal arts degree as an asset (broader set of skills)

(<http://www.npr.org/2012/01/16/145309326/liberal-arts-degrees-an-asset-at-some-companies>)

- Portable skills

(http://www.huffingtonpost.com/michael-benson/liberal-arts-education-_b_1603436.html)

- Value of combining liberal arts with technology

(http://www.washingtonpost.com/blogs/college-inc/post/thomas-jeffersons-liberal-arts-education/2012/06/05/gJQA5Gt1FV_blog.html)

Current Status of Liberal Arts Colleges

- Fewer LACs true to their original mission (Baker et al. 2012)
- More vocationally-oriented students
- High cost
- Recruitment issues
- Most of them are little known
- Yet employers seek people with communication, critical thinking, problem-solving, global skills

Expected Skills from Employers

(Robert Kase, Univ. St. Francis)

- Strong communication skills
- Strong problem solving skills
- Creative thinking skills
- Strong and dedicated work ethic
- Honesty and integrity
- Ability to work well as a team
- Dedication to the team

Audiences we have to work with

- Internal
 - Internal administration (upper admin., admissions, development office, students)
 - Professional schools on campus
- External
 - Prospective and incoming students, their parents or guardians
 - Alumni
 - Media
 - Donors
 - Prospective employers
 - Legislators

Successful Examples (I): Social Media

SOUTHERN ILLINOIS UNIVERSITY
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THIS WEEK IN CAS

A News Hub For The College of Arts and Sciences At SIUE

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Cuban Delegation Visits SIUE

Last Tuesday and Wednesday SIUE was host to a delegation from the University Of Havana. This visit was part of the ongoing efforts by the two universities to establish an ongoing academic exchange program. This exchange is part of the ongoing efforts of SIUE's Cuban and Caribbean Center, founded in 2009 with the purpose of [...]



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Jun 03, 2012 | 0 comments



US Cuba Relations before and Beyond the Cold War
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Cuba as a Market for US Business
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CAS Does the Du
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Sigma-Aldrich to donate \$150,000 to SIUE

A series of conversations, an mutually benefitting relationship, and a new science building has led to a significant contribution to SIUE's College of Arts and



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Charmaine Banach Guest Lectures at SIUE Art A Thon

April 20, 2012 SIUE campus was host to a series of art related events across numerous CAS departments. These events included a student video contest,



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SIUE to Begin Brazilian Exchange Program

On April 6th, 2012, Chancellor Vaughn Vandegrift signed the Protocol of Intentions to begin an academic exchange program between SIUE and the



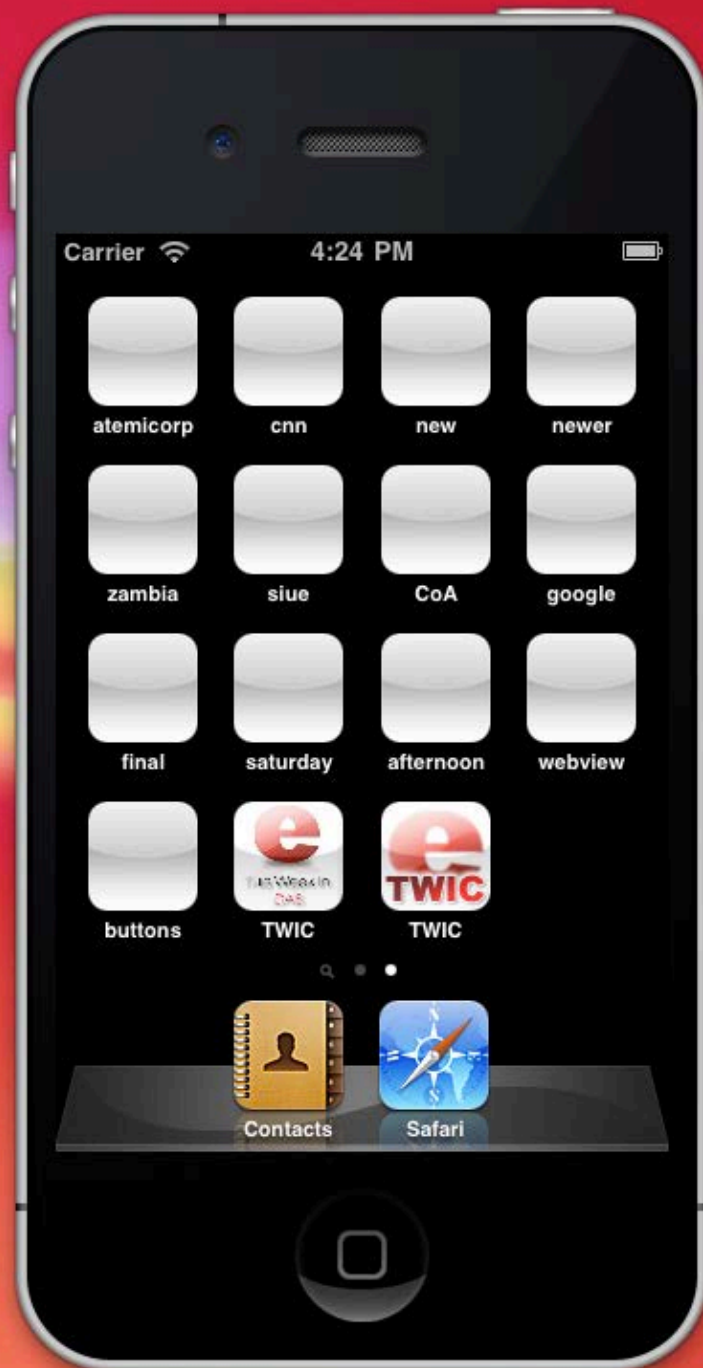
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After the Academy book reading in MUC bookstore

[Video] A second book published by the office of the Dean of the SIUE College of Arts and Sciences saw its first public reading this



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Successful Examples(II): Radio Show (Al Romero, SIUE)

Successful Examples (III): Newspaper Column

(Al Romero, SIUE)

- (http://www.siue.edu/artsandsciences/CT_CollegeTalk.html)

College Talk

Edwardsville
the Intelligencer

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Drake sees SIUE Gardens as social service

Combine an ever-increasing human population with a growing dependence on technology, mix in suburban sprawl and what you have are fewer opportunities for humans to interact with nature. Yet, many people say that they value communing with nature, even as it becomes more and more difficult to do so. What is the solution? For Jane Drake of Southern Illinois University Edwardsville, at least one answer lies in the public garden.

"I think public gardens are a vital way for people to connect with nature," Drake said. "More and more in our daily lives, we get busy and it is hard to maybe find the time to create natural spaces in our own home and yards. A public garden gives that opportunity, so people can come and engage in nature."

Drake, director of the Gardens at SIUE, was born in Stillwater, Okla., and received her bachelor's degree in science horticulture at Kansas State University and her master's degree in biology from SIUE. For her there is no question why we need public gardens, and a bonus to gardens in areas such as southern Illinois is that they are never static, their appearance always changing with the seasons.

"Seasonality is very important, especially in terms of visitor comfort and visitor experience," she said. "I think everybody is probably familiar with the basic turning of the seasons and the spring renewal and new growth." When asked how the Gardens at SIUE change through the seasons, Drake is categorical.

"Spring is probably the busiest time of the year. It is when we do most of our maintenance and installations," she explained. "It is just a very colorful time of the year. Summer slows down. As the heat rises, everything naturally slows down. Then in the fall, again we get a beautiful transition to the fall colors, which are fabulous here at the Gardens at SIUE. Then winter is really a time when the colors are muted and you get the opportunity to really experience tex-



ture in a garden." The Gardens at SIUE are special in the sense that they are a unit of the university but are open to the public.

"Gardens are just a tremendous resource in terms of a living laboratory for units across campus to utilize," Drake said. "So when I think of the ultimate cross-curricular resource, I think of a garden. We can connect to history, music, certainly to science." Some examples of

this use of the gardens by the SIUE community include faculty in the department of biological sciences who are carrying out initial research into ways to reduce the number of invasive species in wetland areas. This research should lead to a more suitable habitat in the Gardens. But it isn't just scientists who can use the Gardens. Sculpture can be found throughout the Gardens, highlighting the interplay between fine art and nature.

Water also plays an essential role in the Gardens, including a turtle pond.

"It was initially man-made with the layout of the grounds," Drake said of the pond. "It is a beautiful place for events and gatherings. The bridge is a very peaceful place to be. It is a very popular spot for photographers, for people to come out and enjoy the day." Drake said that people are connecting with the Gardens through a series of

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annual events. The Gardens consist of 35 acres and have been recognized as a signature garden by the Missouri Botanical Garden, one of only three public gardens with such a distinction.

To keep the Gardens in good shape takes a lot of work. "Volunteers really are our lifeblood," said Drake. "Last year we had over 350 volunteers who gave over 2000 hours of service. It is critical to our success." In addition to natural vegetation and art, the Gardens at SIUE also include an amphitheater and a lantern. Both are favorite places for events such as weddings.

And Drake has great plans for the future. "I would love to have a terrific visitor service space, a visitor center that can just really be a launching point for people who visit — in terms of classes and in terms of self-guided visits. She also said that she envisions the development of a family and children's garden. "I am very interested in edible landscaping and local food systems, and I think that is something that we could do in terms of connectivity with the local community, both in terms of campus and also the Metro East." Drake also sees the Gardens serving a major role in environmental education.

"The Gardens are just a tremendous fit in so many ways," she said. "When we talk about global warming, hardiness zones are key to anyone who gardens. I believe in the last 20 years the hardiness zones have moved north about 150 miles, so they are really a great resource."

Aldemaro Romero is the Dean of the College of Arts and Sciences at Southern Illinois University Edwardsville. His show, "Segue," can be heard every Sunday morning at 9 a.m. on WSIE, 88.7 FM. He can be reached at College_Arts_Sciences@siue.edu.

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Cocuzza teaches students how to be actors

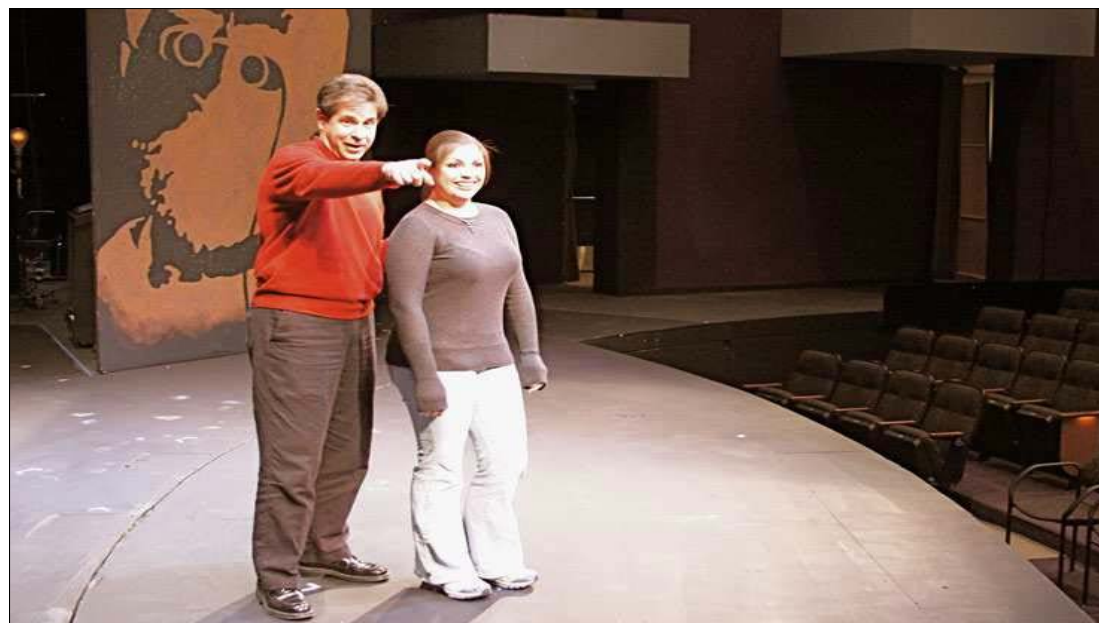
A career in acting can appear very glamorous, particularly when we see those who make it big in movies or on Broadway. Yet, many good actors spend years of hard training before they make it to the big time – if they make it at all. Peter Cocuzza, a professor in the department of theater and dance at Southern Illinois University Edwardsville, works with students who aspire to careers on stage or in front of the camera.

Cocuzza was born in Perth Amboy, N.J., about 40 minutes from New York City. He obtained his bachelor's degree in chemistry from Westminster College in Pennsylvania and bachelor's and master's degrees in fine arts from Ohio University. He said that one of the first things he does when he begins working with a new acting student is to assess whether he believes that they will make it. And making it in acting, Cocuzza said, is a lot about believing in oneself.

"I can teach you the formulas, the rules and the techniques, but if theater is not in your heart and if there is no natural ability, then the teaching becomes superficial," he said. "I can tell you where to stand, I can show you where to go, I can tell you how to write letters, but the heart and soul of the performance has to come from the student." Of course, in addition to having the desire to act there must be a level of natural talent.

"Most of it is talent," Cocuzza said. "The training part is like learning the rules of playing basketball or golf. I don't think that you can just have the natural talent and not have the training, but if I were going to put some percentages on it, I would say that it has to be 75 percent talent and 25 percent training." Some actors, he said, also learn by watching other actors.

"Hundreds of years ago before we had schools of theater and training programs and the neighborhood playhouse in New York and all these fantastic places where actors go to train, that is how you learned



the profession – by watching," Cocuzza said. "And it is still a very viable way to become better."

One of the areas he teaches is comedy, which, for many, is the most difficult genre to master, he said. "I suppose that if you are a natural comedian then it is not hard. I think the reason people say that is because you are still saying

words, you still have intentions," he said. "There are still those acting tenets that we all follow and teach students, but there is something a little more interesting about comedy. It usually comes in aligned delivery, timing, under coding, and there is a number of comic premises that we teach the students to use when they are in these situations so they can

pick the one they want."

Part of what he teaches his students is how to use body language and how to look at other actors in their eyes while on stage. One tool that he uses to teach these abilities is an acting mask.

"A neutral mask is a mask that has no expression," Cocuzza explained. "It is a white mask and the expression that

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comes through the mask is what the actors do with their bodies. Once you put on a neutral mask, the way you hold your body is clearly sending a message through the mask and giving the mask life. We use the mask to make students more aware of how they are using their bodies and what kinds of information they are giving off."

When asked about the major difference between acting for a camera or on a stage, Cocuzza was very clear. "The biggest difference is that the camera puts you in a small box or in some cases the big screen when you are in a movie, but because of the numbers of close-ups and tight shots or mid shots, you rarely see the whole person's body. So there is less opportunity to move in big ways and there are a lot of close-ups. Camera actors need to not tone down their work, but rather understand that too much movement is going to destroy what the audience sees," he said. "On the stage you are on an open space, people are 500 or 150 feet away and you have to gesture big."

Cocuzza, who is an actor himself by training, is now a director as well. There are many cases of actors becoming directors and directors becoming actors. But, is that an easy transition? "I think so," he said. "I think directors and actors can sometimes be interchangeable. Good actors know how to direct themselves and a good director knows when to let an actor be an actor."

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Regional

Hansen probes little-known aspects of Lincoln

No other historical figure has had more books written about him than Abraham Lincoln. According to WorldCat, the world's compendium of academic libraries, more than 27,000 books have been written about the nation's 16th president. And still there is much about Lincoln's life that people don't know or simply don't understand. Someone who is helping to clarify those aspects is Stephen Hansen, professor emeritus of history at Southern Illinois University Edwardsville.

Hansen was born in Kankakee, Ill., and received his bachelor's degree from MacMurray College in Jacksonville, Ill., and his master's and doctoral degrees from the University of Illinois at Chicago. For Hansen, it is not necessarily that people are discovering new evidence about Lincoln, but that they are interpreting the evidence in new ways.

"There is some work that looks at how the images of Lincoln have changed over time and how that meets our particular needs," said Hansen, explaining how everyday people and politicians use Lincoln for their own purposes. "There is a great story about how (President) Reagan would quote Lincoln, like, 'You cannot help the poor by destroying the rich, you cannot make the weak strong by weakening the strong.' The fact is that Lincoln never said those things, but everybody wants to have Lincoln on their side." Most people, Hansen said, do not really know how Lincoln was because he has developed into a myth like no other American president. "Lincoln captures what we want us to be," he added. "It may not be what we really are, but it is our values."

Because of the greater-than-life myth that has been created about Lincoln, few people today realize just what a skillful politician he was, said Hansen.

"He was an incredibly skilled and

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canny politician and I think that is what accounts for the fact that he comes from obscurity to national prominence in a very quick way," Hansen said. "He matures into greatness during his presidency. Those skills made it possible for him to have the opportunities to learn how to become a statesman. He helped create the Republican Party in Illinois and put together a voter coalition of disparate groups that would not normally work together. He was able to articulate a position to unite those voters into a majority coalition and he was skillful enough to keep all the bombastic and strong personalities together from destroying each other. His skillfulness was evident in how he captured the Republican nomination in 1860 and then how he managed putting together the cabinet and how he handled the secession crisis."

The "Great Emancipator," as Lincoln has come to be called, was criticized in his time – and even now – for weakening civil liberties.

"Not even Richard Nixon has been vilified as much as Lincoln for stumping all over civil liberties, but what's interesting is that after the Civil War is over, all the power amassed in Washington, D.C. dissipates incredibly quickly and the civil liberties are restored after the times of crisis," said Hansen.

Another historical event that has been much studied and written about is the assassination. And given the propensity of Americans for conspiracy theories, there is not a shortage of them when it comes to this very well studied episode in American history. "A more obscure one," Hansen said, "is that the Catholic

Church had Lincoln assassinated because of his stands and his more distant position regarding religion." An even lesser known incident was when Lincoln's corpse was almost stolen.

"There were counterfeiters looking to make a fast buck and they decided that they would steal Lincoln's body and then hold it for ransom," Hansen explained. "They were only able to get the top off of the sarcophagus and pull part of the casket out. But because there was an informant, they were not able to get the body and were captured. When they re-buried Lincoln, they poured all this concrete but they drilled a hole in the casket and made his only surviving son, Robert Todd, look inside and make sure the body was still there."

When he talks about these issues with general audiences and his students at SIUE, Hansen said that he observes very interesting reactions among the listeners. Many of them even change their notions on American history as taught to them in high school.

"I certainly would like to believe that light bulbs go off in my students' heads," Hansen said. "We have had some interesting and lively discussions in my class on Lincoln. We have a National Endowment for the Humanities summer teachers' workshop on Lincoln. There we bring in two groups of 50 teachers from all across the nation. That is really lively and exciting because we try to untangle Lincoln's feelings about race as opposed to slavery, union and power. He can carry for us a lot of the complexities and ambiguities of American democracy."

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Photo by Shan Lu

Dr. Stephen Hansen during one of his classes.

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Heil studies terrorism, sex trafficking in U.S.

Mention the word terrorism and a number of images come to mind. For many people, these images are tied to 9/11 and other recent events. However, terrorism is a much more complex and much older phenomenon than most people realize. Someone who studies terrorism and other social phenomena is Erin Heil, an assistant professor in the department of sociology and criminal justice at Southern Illinois University Edwardsville.

Heil was born in White Bear Lake, Minn. She obtained her bachelor's degree in psychology at SIUE, her master's degree in sociology, also from SIUE and her doctorate in criminal justice from the University of Illinois at Chicago. She points to the large-scale social movements, including "Arab Spring" in the Arab world and the "Occupy Movement" that has taken place in the U.S. and Europe, as important examples of popular movements reacting against the status quo, and as important cases for social scientists to study. While these specific movements have different objectives, Heil said that many governments have reacted in very similar ways.

"We expect to see a very strong repressive response by the state, especially when you see any sort of oppressed group standing up to the state," Heil said. "And it is probably going to end as other revolutions have with a lot of bloodshed and a lot of arrests and very minimal change, unfortunately."

We also tend to define terrorism in different ways depending upon the historical and political context, Heil explained. Although the group of Americans who embarked in the Revolutionary War against England in the 18th century is seen today as patriots, the British considered them as terrorists.

"Terrorism is a final tactic for an oppressed group," said Heil. "So when you have an oppressive government they are going to stand up with whatever means that they have. They don't have a military, they don't have the weaponry, and so they have to rely on terrorist tactics and a lot of times the state replies with terrorist tactics as well. So it really depends which side of the battle you are on and who is defining who as a terrorist."



When asked if we are going to see more movements such as the "Arab Spring" or the "Occupy Movement" in the near future, Heil is categorical.

"Definitely," she said. "Even what we are seeing in the U.S. with people now starting to stand up against the economy, and as the media grab attention of successful movements across the world, you are going to see other groups that decide to try to take it into their own hands and stand up to the regimes. A lot of times when we see student

movements or university-based movements you are going to have a more middle class movement that is not as oppressed as some of these other individuals."

For Heil the media are largely responsible for the incomplete and skewed view we have of terrorism as a phenomenon. "Most people in America have only one source of news and that is where they get all of their information, whether it is liberal biased or conservative biased they have that one source and they are going

to get that one bit of information," she said. "And most people don't try to look around and look at different sources to figure out what different groups are saying."

There is also a big misunderstanding about the role religion plays in these movements, said Heil, who added that her own students initially have narrow views of terrorism and terrorists. "When you talk to a lot of my students, most of them say Muslims," she said. "Not all Muslims, but

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they definitely have that linkage of stereotyping Muslims as terrorists and that this is a group that we do need to focus on."

Another social phenomenon that Heil has studied is sex trafficking. Although it is rarely mentioned in the media, it is a serious problem in the United States. Heil studied the problem in both Florida and St. Louis.

"In Florida most of the victims' countries of origin are Mexico or Guatemala and they have been trafficked here and are in extreme forms of slavery living in brothels," Heil said. "Some individuals have actually been sold to citizens of the United States to be sex slaves, and we see a lot of the migrant farmers being forced into a situation of slavery in the agricultural industry." St. Louis, she added, is now considered a hub of sex trafficking because of the ways our highways cross the area. It is considered a good takeoff point for traffickers to move people around the country. Heil said that she feels that the American public needs to be more aware of sex trafficking as a serious problem.

"In my class alone I do a couple of lectures on sex trafficking and labor trafficking and it is interesting to see the response from students because they will start to look in their own communities," Heil said. "Maybe it is a group of apple pickers that come every fall. The students are now starting to identify things. So if you can just let the general public know some of those indicators of trafficking just so they can keep an eye out and maybe alert authorities that there is a possibility that there could be a trafficking situation this would be very helpful to the problem."

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Brown studies problems of "Food Deserts"

To many people geography deals with maps and the location of countries and cities, but there is much more to the work of geographers. One example is the work done by Stacey Brown, an assistant professor in the department of geography at Southern Illinois University Edwardsville, who specializes in an area that is unknown to most but extremely important – medical geography.

Born in Ardmore, Okla., Brown received her bachelor's degree in geography from Oklahoma State University and her master's, also in geography, from the University of North Carolina at Charlotte. She completed her doctorate in geography from Oklahoma State University.

While her field of medical geography may appear very specialized, it is in fact a broad area of research, encompassing everything from the impact of diet to climate change on public health. The specific questions scholars in her field address are varied. Do residents have access to physicians and hospitals? Are there opportunities for residents to get physical activity? Do people feel safe in their neighborhoods? Do they feel connected with their neighbors? Are there grocery stores available to sell fresh fruits and vegetables?

"One of the neatest things I think that has been discussed is this idea of food deserts," Brown said. "A food desert is an area in a neighborhood or in a city or in a country that has no access to fresh fruits and vegetables or maybe to a grocery store. So there has been a lot of work done, especially in the United Kingdom and also here in America, looking at where these grocery stores are and what kind of impact is occurring with them not being in a particular location, and what

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kind of influence and positive impact that having fresh fruits and vegetables can have on a diet."

Another issue she has worked on is whether hospitals in the United States are located where they should be. "I think hospitals need to be in more of a central location," Brown said. "Specifically in rural areas they are probably not where they need to be. In the cities they are probably going to be more downtown or maybe even out on the fringe to handle new populations. There is also an impact of these "minute clinics," the health care centers that are open longer during the day and on weekends. So I think that has probably helped a little bit of the hospitals' burden."

Problems happen not only regarding the location of hospitals but of physicians as well. "There is actually a larger problem worldwide of a deficit of doctors," Brown explained. "Even doctors that are trained in Africa or even in the Caribbean will want to come to the United States for their practices and to do medicine. It is creating a worldwide deficit."

The data that she and her colleagues generate – despite being very visual – are not always taken into consideration by policy makers. "I think unfortunately politics and money does play a role," Brown said. "I think education is one of the biggest keys to overcoming a problem. And even maybe there is not room for building a new grocery store somewhere, but maybe we can talk to people about how

to properly prepare food and start preparing food at home rather than buying food from fast food locations."

Due to the real-world applications of the kind of work people in medical geography do, Brown said that there is a growing job market for people with geography skills. "We have one of the highest job outlooks for the next two or three years and you can work anywhere from a corporate environment to government offices," she said. "It really runs the gamut."

Brown was also involved in some studies related to the effects of Hurricane Katrina. "I got to be involved in analyzing the locations of shelters," said Brown. "So I looked at where residents in New Orleans went during Katrina and really found out that most people did not like to go very far away from their home. Usually it was about 90 miles away."

Her next big project will be in St. Louis where she will be analyzing infant mortality and the differences that exist that can be connected to race, poverty and income. "There is a stark difference between the number of infants that die every year to Caucasians versus those that are African-American," Brown said. "My new research now is going to look at where the hospitals and doctors are and try to see if we can maybe lower that infant mortality for residents black and white everywhere and here in St. Louis."

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Dr. Stacey Brown at her office.

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Wells teaches the music of business and jazz

The days when music students just learned their instrument — expecting that someone else was going to take care of the money issues — are gone. Today, musicians need to learn not only the theory and practice of music, but also the business of it if they want to have successful careers. Someone who teaches both the art and the business of music is Prince Wells III.

Born in Brooklyn, Ill., Wells obtained his bachelor's degree in music education from Southern Illinois University Edwardsville and his master's in music, Afro-American music and trumpet from The New England Conservatory of Music in Boston, Mass. Today he is an associate professor of music at SIUE. Wells said that as a youngster he was influenced greatly by a musician and teacher from his hometown named George Hudson.

"This guy had a big band, and was nationally known as a jazz musician and he was teaching at the school," Wells said. "So by the time I got into fifth grade I started playing the trumpet, and by the time I graduated from high school it was like a no-brainer because I had been playing the trumpet for over six years. And so it was just a segue into college. I played the trumpet well, I had a good foundation in music, I loved it and I never gave a second thought as to what I would major in once I got to college."

Early in his career he became interested in the business of music. "When you think about it, the traditional music path is to major in music education or music performance," Wells explained. "However, today you have so many career options. Not everyone is going to be successful as a music performer, but that doesn't mean that they have no value in the music industry. So you have recording technology, or arts administration, or artists marketing and management, careers like that which people are finding very attractive. It is more of the behind the scenes activity which is where a lot of the action is. And that doesn't mean that you can't still perform. It just means that you have many more avenues of income streams so to speak, a lot more career choices."

Wells has recorded several albums, one with the intriguing title, "Tales from the Void." "Sometimes in an artistic endeavor or scholarly endeavor of any kind, any kind of effort where you have to produce something, you just don't know where it came from," Wells said. "And 'Tales from the Void' seemed like a very enigmatic, not concrete, kind of fluid title."

From a music theory perspective, Wells has worked in what is known as the "Lydian Chromatic Concept."

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"It is a music theory and it is an approach to composing or improvising that was very instrumental, particularly with musicians like John Coltrane and Miles Davis," said Wells. "The whole cool jazz movement was based on this approach where George Russell really influenced the thinking of musicians like Miles Davis, where musicians before that were really grounded in a form of vertical playing or reflecting each passing chord. What Miles and others did was begin to focus more on a more elongated lyrical approach to dealing with modes or scaled more and reflecting each passing chord."

Given his interest in jazz, what does Wells think of the status of the genre in our current culture? "I think when I was younger jazz was pretty much centered in clubs," he said. "There were no jazz degrees that you could get. Jazz has now pretty much migrated into institutions of higher learning. I don't necessarily see that as a bad thing. The fact that it has been taken out of the communities, I see that as something to be concerned about. It is difficult to find a neighborhood jazz club. George Russell described the bebop musicians as being like scientists and that the bandstand was their laboratory. They worked on melody, harmony, tonality and form just like a scientist working in a laboratory. And they did it every night on the bandstand and I see that as having gone away. In that respect, I think that it has had a negative impact." Yet, he said that he continues to see a significant number of college students interested in jazz.

"When I was at SIUE in the early and mid 1970s we didn't have a jazz program. And I can remember somewhere around the late 1970s, early 1980s when the jazz program started up as a modest program. But now I am going to guess that a little more than a third of the enrollment in the whole music department is jazz majors and even some others are jazz minors," Wells said. "So it is definitely the growing part of the music program here. And it is very exciting."

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Regional

SIUE students visit Joplin one year later

In the afternoon of May 22, 2011, a devastating, multiple-vortex tornado struck Joplin, Mo. With a width of more than a mile, it destroyed the southern part of this city of about 50,000. 161 people died and almost a thousand others were injured. The cost of the damage has been estimated to be as high as \$3 billion. On the eve of the first anniversary of this tragedy we visited Joplin, accompanying students from Southern Illinois University Edwardsville who are enrolled in a class titled "Storm Chasing and Assessment" under the direction of Mark Hildebrandt, who I interviewed for this column last week. The students took the opportunity to speak with some of the survivors, including Jessica Brown, who had recently moved to Joplin from Fort Lauderdale, Fla., for a job at a local Joplin TV station.

"I was at home when I heard the siren going off," Brown said. "I told my boyfriend who was with me at that time that we needed to run into the bathtub and cover ourselves with pillows. The tornado came and we could hear the sounds and the screams of people. The tub was suctioning in and out. And then silence. From then on it was unreal. People were walking around, checking for survivors. It was like in the movies."

The storm reached the highest level on the scale that is used to measure tornadoes, with winds of more than 200 mph. According to some estimates, about 2,000 buildings — roughly 20 percent of Joplin — were destroyed. The St. John's Regional Medical Center was heavily damaged and is now being demolished. Six people were killed when this hospital was struck by the tornado. Five of those deaths were patients on ventilators who died after the building lost power and the backup generator did not work.

According to a recent article in The New York Times, the Joplin tornado was the costliest in U.S. history since 1950. Insurance companies are expected to cover the \$2.8 billion in damages, while taxpayers are



supplying about \$500 million in federal and state disaster aid, low-interest loans and local bonds.

For SIUE students the experience of visiting Joplin was very emotional. Many of them are from small communities in Illinois and are keenly aware that what happened in Joplin could happen to their own home-

towns.

"I can't even imagine losing your high school and all the buildings," said one of the students. "It is devastating."

Joplin High School was destroyed. The day the tornado struck was graduation day and no one was on campus at the time of the tornado. The graduation ceremo-

nies took place about three miles away at Missouri Southern State University and had concluded shortly before the tornado struck.

A student from O'Fallon, Ill., said that she now understands how people living in houses with basements fared much better because they had a place to seek refuge.

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"Now I know where to go when the sirens go off," she said.

In the aftermath of the tornado, Joplin officials announced plans to require fasteners between houses and their foundations, but so far no requirement for concrete basements in new houses has been issued.

Another SIUE student from Springfield, Ill., had experienced first hand the 2006 tornado that struck that city. Yet, he said that there was no comparison between what hit the Illinois capital and the one in Joplin when it came to intensity.

Some of the stories at Joplin were both heroic and horrifying. Such was the case of the Pizza Hut restaurant on South Range Line Road, where the store manager, Christopher Lucas, led four employees and 15 customers into a walk-in freezer. The door could not be shut so Lucas wrapped a cable holding the door shut around his arm to protect the people inside. He was sucked into the tornado. His body was recovered later.

The SIUE students who went to Joplin brought back many lessons — as many about human nature as about natural disasters.

"Disaster kind of brings us together," said one student. "Because the street lights went off people took cues from each other to direct traffic while many food drives were set up."

Brown echoed this sentiment. "Everyone is terrified every time we hear about a storm coming," she said. Yet, she added, "Everyone came together to heal each other."

Aldemaro Romero is the Dean of the College of Arts and Sciences at Southern Illinois University Edwardsville. His show, "Segue," can be heard every Sunday morning at 9 a.m. on WSIE, 88.7 FM. He can be reached at College_Arts_Sciences@siue.edu.

Regional

SIUE's Schapman trains future opera singers

Many people consider opera to be a very sophisticated art form, one that requires coordination and knowledge of foreign languages. It also, of course, requires talent. Someone who uses his talent and training to teach others opera is Marc Schapman, an assistant professor in the department of music at Southern Illinois University Edwardsville.

Schapman was born in Carroll, Iowa. He obtained his bachelor's degree in music from Luther College, and his master's and doctoral degrees also in music from Indiana University. Growing up in a small Midwest town might seem to present challenges for an inspiring opera singer, but Schapman credits good early mentors for helping to fuel his interest.

"I was encouraged by my music instructors at a young age to pursue singing," he said. "I remember the first opera I went to and I thought to myself, 'Hey, I kind of like this,' and became fascinated by all of the sets and the singing and the drama and sort of got the opera bug at that point in high school."

That does not mean that the career path he followed was an easy one for a youngster. He was recruited to play college football, and was forced early on to decide on whether his future was in music or athletics.

"I was also a theater and dance minor in college, and so two days a week I would come late to football practice because I was coming from ballet class," Schapman said. "So you can imagine the kind of grief that I took on those days."

From there he moved to Indiana University, which has one of the largest music schools in the world with about 1,500 majors.

"If you go to a school like that and really focus on yourself and on your craft and absorb yourself into everything that is happening there, there are countless events every single day in that music program," Schapman said. "Then you can find yourself really growing exceptionally as a musician."

In his role as a music instructor, Schapman not only teaches students but also counsels them on how to approach a singing career.

"The field is completely saturated with hundreds and thousands of singers who work several other jobs other than singing to maintain their livelihood," he

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said. "It takes a lot of work. It is a big personal commitment to be successful in this field and even if you might happen to be among the lucky ones who are successful, there is not always a big financial payback in this particular field. And so you have to make sure to guide singers into this field who really truly feel that this is the only thing that they could do and be truly happy doing."

On top of the training in music, acting, and dancing, opera singers also need to learn foreign languages such as French, German and Italian, along with taking diction classes to make sure that they pronounce words correctly. While audiences for opera have been getting older – and smaller – Schapman said that he believes that there is hope for the genre.

"I think that we really need to reach out to the young in society," Schapman said. "And I think there are a lot of directors and producers who are now trying to present famous works in the repertoire in more accessible ways to contemporary and younger audiences. I think sometimes what happens with a lot of our undergraduates in some instances who end up being the more successful ones at times is that we sort of have to 'brainwash' them a little bit." He is hopeful that more and more young people will find a call into opera.

"You get your hands on them and give them classical pieces to train their voices and the bug sort of bites them like it sort of bit me at their age," Schapman said. "A lot of students don't grow up thinking 'I am going to go sing 'La Boheme' or 'La Traviata.' I mean there are definitely some like that but sometimes we have to encourage them down that road."

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Regional

Brunkow studies health of Midwest freshwaters

Among the many environmental problems we face these days, the quality and ecological health of freshwater sources is one that is being faced worldwide – including right here in the Midwest. One of the scientists monitoring the situation and providing clues as to what can be done is Paul Brunkow.

Born in Portland, Ore., Brunkow received his bachelor's degree in zoology from the University of Washington, and his doctorate also in zoology from Arizona State University. Today he is an associate professor and chair of the department of biological sciences at Southern Illinois University Edwardsville. After a summer experience as a teenager at the Portland Zoo, he decided to become a biologist instead of his original idea of becoming a surgeon. Today he works doing ecological studies of the freshwaters of North America.

"A lot of fresh waters in North America have come under a lot of human control in terms of draining fields, for example to reduce flooding in fields," Brunkow explained. "This results in a lot of sediment runoff into streams and rivers, which then gets carried down stream and away from the terrestrial habitat."

Ecologists like Brunkow can look at just a few organisms to help better understand the health of our rivers and lakes. Some of the most commonly used organisms for this

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purpose are the amphibians, including frogs, toads and salamanders.

"Amphibians are sort of interesting because they integrate environmental challenges both in the aquatic habitat and in the terrestrial habitat," Brunkow said. "That is why they have become such good indicators of ecosystem health. And I believe the problem is getting worse because of pollution and diversion of water." To Brunkow, it is the combination of pollution and deviation of water sources that is putting our freshwaters in peril.

"More recently there has been a lot of emphasis paid to the distribution of novel pathogens, fungal pathogens for example, getting into populations and their pathogenicity being increased by the environmental stress that the organisms are feeling," he said. "So they really integrate a lot of different challenges."

In addition to his current work in the Midwest, Brunkow has done fieldwork in Costa Rica and in U.S. National Parks, such as Grand Teton in Wyoming. "We did a very large scale project on small mammals

in the park," he said. "I was working with a graduate student from the University of Michigan at that time who would drive all the way out to the Grand Teton and execute this enormous project. It was an amazing amount of work."

Unlike other biologists who specialize in a particular organism or group of organisms, Brunkow studies a variety to better assess the ecological health of our waters. "One of the things that my doctoral adviser drove into me at Arizona State University was to be question-driven and not organism-driven," Brunkow said. "And a lot of the projects that we have going on in the lab currently and in the past, while they encompass a wide variety of organisms, the questions uniting those studies fall along certain intellectual lines, for example looking at the influence of water on shaping animal form and function." In addition to amphibians he also uses fish, snails, and even crustaceans for his ecological studies.

"Just recently I started studying amphipods, which are little stream invertebrates that live for example in the streams above Grafton in Pere Marquette State Park. Little crustaceans, fabulous little animals, they have been an absolute joy to work with," Brunkow said. "I have tried very hard to find what students are interested in terms of what kinds of animals they would like

to work with, what kinds of habitats they would like to work with, but the questions uniting those studies are actually a fairly limited subset of what we could be looking at." And these students ultimately find jobs in diverse fields.

"The kinds of jobs for students who are doing this kind of work would be with, for example, the Illinois Department of Natural Resources, the Missouri Department of Conservation. We have a number of federal agencies around here, U.S. Fish and Wildlife Service and the U.S. Army Corp of Engineers, which hire biologists who do this kind of work," he said.

There are also possibilities for these students in the private sector, Brunkow added. "There are a lot of environmental consulting firms in the St. Louis area," he said. "It is challenged with a lot of pollution issues in terms of having a lot of oil refining in the area and a lot of heavy industry and they will hire some students who have this kind of experience working in aquatic biology."

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Regional

Nastasia is all about interpersonal communication

In the world in which we live everything seems connected to communication. Most employers are requiring more and more that new employees have good communications skills. Someone who teaches and does research in this area is Sorin Nastasia, an assistant professor in the department of speech communication at Southern Illinois University Edwardsville.

To be sure, Nastasia has a strong academic background. Born in Torgoviste, Romania, he has three master's degrees, one in American cultural studies from the University of Bucharest, a second master's degree in management of international transactions from the Academy of Economic Studies in Bucharest and a third master's degree in communications and public relations from the National University for Political Studies and Public Administration in Bucharest. He received his doctorate in communication and public discourse at the University of South Dakota. Among Nastasia's interests are the ways that audiovisual and social media have become increasingly important forces in the way that we communicate with each other.

"Interpersonal communication has changed, and not only in the United States. It has changed around the world," Nastasia said. "People are now in the fast lane, everybody is now taking from the TV their impulses to do something very fast. Nastasia said that we now communicate to 'the rhythm of television.' Add to these communication changes the challenges of living in a more and more globalized world, and suddenly communication becomes amazingly complex. To address this complexity, Nastasia teaches a course on international public relations.

"I explain how to try to move the same reflexes that you would have in your own culture and try to see if you can adapt if you are moving to another culture," he explained. "People will have different idiosyncrasies based on their education, based on their culture, based on their local influences." To provide his students with actual field experience in intercultural communications, he is taking them to Lyon, France, and



Bucharest, Romania, this summer.

"With a grant from SIUE the students will take a 6-credit course titled International Public Relations. They will have to interact with professors and students from universities located over there two days a week. And three days a week they will shadow public relations professionals in public relations firms in groups of four," Nastasia said. "And

then they will react to what they have seen and perceived as methods of implementing public relations campaigns, organizing events, communicating with the media, because I'm sure those people in France and Romania have their own idiosyncrasies." As a person who grew up in a communist country, Nastasia said that he has seen a lot of changes in the way public relations work

these days in those countries.

"To me, in a country like Romania, but also in a country like France after the Second World War, they took American models of public relations. But that doesn't mean for me that necessarily public relations brought democracy," Nastasia said. "There are so many other elements that have to be taken into consideration and I think that all of these

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have to be weighted in." He added that what they do now in Europe is not a carbon copy of the American model of public relations.

"I understand that you have to have a vibrant market and a certain kind of economy and certain institutions in place and people understanding democracy in a certain manner in order to have things functioning. But in order to do public relations 'a la carte' or following the book, this doesn't work. You have to adjust to the cultural realities of the place," said Nastasia. One of the areas he has studied is how the perception of gender has changed from the communist to the post-communist era in those countries.

"I did research with people from Romania in 2006 and it is called 'Gender Identities in Communist and Post-communist Romania' trying to see if change in state organizations has influenced the relationship between males and females in my country and it seems to me that certain reflexes have been taken over," Nastasia said. "But still the past has influences." During the time of communism the state decided how gender roles would play out in public, but now, of course, things have changed.

"Now the common people would say 'Now it is democracy, we can do whatever we want.' So that was reflected with some people depending on their level of culture and their level of understanding of human relationships. That was reflected in how they reacted," Nastasia explained. "And now they were saying to their wives, 'Get back to the kitchen and take care of the kids because now I'm the bread winner here because it is a democracy and who has the power has the first word.'"

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Successful Examples (IV): TV Show (Marji Morgan, Central Wash. U.)

- Arts & Humanities R Central
- To make arts and humanities disciplines accessible to a general audience
- To highlight our academic programs, and faculty and student achievements
- To highlight alums to show that arts and humanities alums have good, meaningful jobs
- To offer an engaging and visually stunning show that is educational
- Title says it all – Arts and Humanities R Central – every show discusses the relevance of whatever discipline the guests are from – relevance for learning key skills, for transforming communities, for producing new knowledge, for providing a foundation for success in many areas of the workplace...

<http://www.cwu.edu/arts/college-tv-show-arts-and-humanities-r-central>



Impact

- Comments from community members, sometimes ones I've never even met
- Good PR to stakeholders – Board members, donors – give them DVDs
- I learn a lot about student, faculty and alum work - makes me a better advocate for liberal arts
- Can advertise college events either side of shows

Successful Examples (V):

Alumni Day/Banquet

(Marji Morgan, Central Wash. U.)

- Alumni Day/Banquet
- Educate students about the great variety of things they can do with a liberal arts education
- Educate our faculty about the same, as many of them have no idea what our graduates end up doing in the workplace
- Educate our administrators and local community members who attend our banquet about the same – about 130 people attend
- Celebrate successful alums and re-engage them with the university – helps to lay a foundation for alumni giving
- Build a college advisory board
- Morale boost to our college at the end of each year

Successful Examples (VI): Panel of Successful alumni (Kara Rabbitt, William Paterson U.)

- Procedure: Participants are invited to speak to their value of their liberal arts major
- Format: 3-4 alumni from different backgrounds, 5 min/each
- Set-up: Each panelist paired with faculty, Dept. Chair, student(s)
- Results: Networking, panelists grateful

Successful Examples (VII)

(Al Romero, SIUE)

- Documentaries (<https://vimeo.com/28207561>)

- Publications



- (http://www.amazon.com/Adventures-Academy-Professors-Lincoln-Beyond/dp/0979849918/ref=sr_1_1?ie=UTF8&s=books&qid=1291391551&sr=1-1)
- (http://www.amazon.com/After-Academy-Memories-Teaching-Learning/dp/0979849926/ref=sr_1_2?ie=UTF8&qid=1334946359&sr=8-2)

Successful Examples (VIII): Convocation at Commencement (Tasneem Khaleel, MSU Billings)

- Each year, a day before commencement, we have a Convocation for all students obtaining a degree in Liberal Arts/Sciences. The event is well attended by students, parents, university administrators and community members. Each department recognizes the outstanding graduating student/students and our Music faculty perform with the students. The keynote speaker is asked to address and reflect on the value of Liberal Arts as it relates to their current position. We have done this for 12 years now and the keynote speakers have included our alums, attorneys, businessmen, doctors, professors, politicians and some well known people from the community. I have found this to be a very effective way of showcasing the value of Liberal Arts.

Successful Examples (IX): LEAP DAY

(Mary McGee, Alfred University)

AAC&U Resources

- **LEAP DAY 2012** (Feb. 29), co-hosted with University of Wisconsin Whitewater and the California State University System Office. Two panels of employers discussed skills and knowledge that college graduates need today. Panels were simulcast nationally and employers emphasized the importance of a liberal arts education for preparing “graduates who can navigate an increasingly globalized economy and adapt quickly to new roles and responsibilities in the workplace.”
- www.uww.edu/acadaff/assessment/leap/leap-day/index.html
- *Raising The Bar: Employers' Views On College Learning In The Wake Of The Economic Downturn* (AAC&U: 2010)
- *Communicating Commitment to Liberal Education: A Self-Study Guide for Institutions* (AAC&U: 2006)

Alfred University Junior Discovery Day: Did You Know 3.0

YouTube video (Officially updated for 2012) HD

Discussion



Conclusions

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- Mary McGee (Alfred University)
- Marji Morgan (Central Washington University)
- Jude Nixon (Salem State University)
- Kara Rabbitt (William Paterson University)
- Rebecca Thomas (Wake Forest University)
- Anne Zayaitz (Kutztown University of Pennsylvania)