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Stampede: E-newsletter for students

Western Michigan University

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Stampede February 26, 2020

Western Michigan University

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W STAMPIDE

WMU's top 5 aviation program tapped by United Airlines for top piloting talent

WMU has partnered with United Airlines through the company's new pilot career development initiative. The alliance is designed to put aviation students on a fast track to a career at the airline.



Ready for takeoff!

Spring recess: Enjoy, remain alert

Spring recess is a chance to relax, recharge and engage in service. But it's no time to lower your vigilance. Continue to make wise choices while on break. To those traveling: Coronavirus remains a public health threat. Be especially attentive to practicing good hygiene in your travels through airports and elsewhere. Stay safe and enjoy, Broncos! [Hours for campus services during recess.](#)

Plan to participate in the U.S. Census

Off-campus residents: Fill out the census questionnaire based on where you live on **April 1**. On-campus student residents will be counted by the University.

What you need to know



WMU hosts inaugural Inspiring Future Teachers of Color conference



Final parking strategy set for Arcadia Flats



Music students slide to the top in national trombone competition

WMU students in the news



WMU grad who earned \$200K in scholarships starts business to help others

Alumna Alexis Lenderman earned more than \$200,000 in scholarships as a student. As MLive and others report, with her new business, The Scholarship Expert, she's now teaching others how to find funding.

[MLIVE](#) [WWMT](#)



LGBT conference comes to WMU

In mid-February, thousands of students from across the country descended on campus for the Midwest Bisexual Lesbian Gay Transgender Asexual College Conference. Organized by students, the conference focused on empowerment and education.

[WWMT](#)

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Student aviation careers ready for takeoff with launch of Aviate partnership

Contact: [Erin Flynn](#)

February 19, 2020

Video of FNLMfVqb60E

KALAMAZOO, Mich.—Since he was five years old, **Josh Carpenter's** head has been in the clouds. His first ride on an airplane had him hooked.

"We were always interested in things with motors and things that went fast," says his twin brother, Tim, who also caught the bug. The siblings followed their aviation aspirations from their hometown of Commerce, Michigan to Western Michigan University.



WMU alumni Josh and Tim Carpenter are first officers with United Airlines.

"It was awesome," says Josh. "I always had a study partner and a friend, along with some sibling rivalry."

Graduating in 2013, the brothers followed similar career paths—both eventually landing at United Airlines, where they are first officers.

A new partnership between WMU's [College of Aviation](#) and United will put students on a faster track to follow in their footsteps. [The Aviate program](#) offers applicants a new altitude of opportunity with the fastest path to a career with a major airline in the country.

"It's an honor that Western was recognized by United Airlines to create this program to help flow students through to an airline," says **Suzie Targosz**, a 2018 WMU alumna who now works as a flight instructor in the College of Aviation.

CREATING OPPORTUNITIES



Capt. Curtis Brunjes speaks about the Aviate program to a crowd at the College of Aviation.



Carpenter talks about Aviate with WMU students.

Students accepted into the Aviate program are required to get experience teaching as a certified flight instructor at WMU. Once they accumulate the minimum flight hours to earn their restricted airline transport pilot's license, they'll fly for a United Express Aviate partner. After successfully completing at least 2,000 flight hours and 24 months with that partner carrier, pilots will be able to transition to United as a first officer.

The streamlined trajectory is something that the Carpenter brothers say would have made their career decisions much easier when they were students.

"This gives you a defined pathway. You follow the rules, you meet the parameters and you have a guaranteed job at United Airlines," says **Tim Carpenter**. "It's priceless."

The new partnership means a lot to students like **Tristan McClendon**, an incoming freshman from Orland Park, Illinois, who chose WMU over several other aviation programs across the country.

"Western was, of the many choices, the one where it felt like they really wanted me to succeed. It's where I felt more at home and welcome."

Shaun Windhorst, a freshman who came to WMU from Eau Claire, Wisconsin agrees.

"I came to Western specifically for the aviation program because of the high standard it carries and the opportunities that come with it," he says. "Having Aviate come here reassures me that Western Michigan University has a high status in the airline industry."

ELITE STATUS



Suzie Targosz, second from left, talks with Brunjes about the program.



Aviation student Nathaniel Charter-Harris talks with U.S. Rep. Fred Upton.

WMU is one of just four collegiate programs chosen by United to participate in Aviate.

"We think it's a top-notch school," says **Capt. Curtis Brunjes**, managing director of pilot strategy at United. "We think that the curriculum, the standard and the program at Western Michigan University generates the top talent."

Student aviators at Western are able to train on some of the most advanced aircraft in collegiate aviation, something Josh Carpenter says led to a "very seamless" transition to his career as an airline pilot. His brother, Tim, adds that the crew environment training in WMU's curriculum "replicates exactly what we do at the airlines."

"So, when you get to the airlines, you know how to study the material, you know how the basic flow of a flight deck and how to set it up, and those things combined will put you well ahead of others who don't attend a program such as this," he says.

The preparation is one of the many reasons WMU lands among the top three aviation schools in the nation.

"Students know that if they really want a job, if they really want to be feet first into this industry, this is the place to come," says **U.S. Rep. Fred Upton**. "The proof's in the pudding. United recognized it—we all have."

For more WMU news, arts and events, visit [WMU News](#) online.

Hours for campus services during WMU spring recess announced

Contact: [Deanne Puca](#)

February 17, 2020

KALAMAZOO, Mich.—Some campus services at Western Michigan University will be on reduced hours during spring semester recess, which begins **Monday, March 2**, and continues **through Friday, March 6**. There are no classes during the recess, but most WMU offices are open regular hours. In addition, there are no classes **Friday, Feb. 28**, for Spirit Day.

Daylight Saving Time begins **Sunday, March 8**. **Classes resume beginning at 8 a.m. Monday, March 9**.

Listed below are spring recess hours for select University offices and services. Faculty and staff, students and the public are encouraged to call ahead to make sure that a particular office is open before driving to campus.

For emergencies only, contact WMU Public Safety at 911. For non-emergencies, call (269) 488-8911.

Office closings apply to non-represented University employees. Many represented employees may have contractually scheduled regular work days March 2-6 since the University continues to provide services during the recess. Represented employees should direct questions to their management.

HOURS FOR CAMPUS OFFICES AND SERVICES

Many offices, including [Admissions](#), [Bronco Express](#), [financial aid](#) and [Office of Student Transitions](#) will maintain regular hours throughout the recess.

[Bernhard Center and Bronco Mall](#) store hours are available [online](#). The Bernhard Center building closes at **10 p.m.** on **Feb. 28**, is open **9 a.m. to 12 a.m. Feb. 29**, open **10 a.m. to 8 p.m.** on **March 1**, open **7 a.m. to 11 p.m. March 2**, open **7 a.m. to 7 p.m. March 3-6**, open **8 a.m. to midnight March 7**, open **9 a.m. to midnight March 8**.

Bronco Transit Main Campus and Parkview routes and the **Aviation Shuttle** will not run Feb. 28-March 6. They will resume regular hours **March 10**.

Sindecuse Health Center and its pharmacy are closed **Feb. 29–March 1**, open regular hours **March 2-6**, and closed **March 7-8**.

Student Recreation Center closes at **5 p.m. Feb. 28**, is open **10 a.m. to 5 p.m. Feb. 29-March 1**, open **10 a.m. to 7 p.m. March 2-5**, open **10 a.m. to 5 p.m. March 6-7** and **2 to 9 p.m. March 8**. The pool will be closed **Feb. 28-March 8**. The recreation center resumes regular hours at **6 a.m. March 9**. The center's main office will maintain regular hours weekdays, open from **8 a.m. to 5 p.m.**

Unified Clinics will maintain regular hours throughout the recess.

Miller Auditorium will maintain regular business hours throughout the recess.

LIBRARIES

Waldo Library, **7:30 a.m. to 10 p.m. on Feb. 27**, **7:30 a.m. to 5 p.m. on Feb. 28**, closed **Feb. 29-March 1**, open **8 a.m. to 5 p.m. March 2-6**, **noon to 5 p.m. March 7**, and **noon to midnight March 8**. Please use the above link for Waldo Library to see details on all library locations

CAMPUS COMPUTING

- **Bernhard Center computer lab** closes at **5 p.m. Feb. 28**, and resumes its regular 24-hour operation beginning at **10:30 a.m. March 8**.
- **Information Technology Help Desk** closes at **5 p.m. Feb. 28**, is closed **Feb. 29-March 1**, open **8 a.m. to 5 p.m. March 2-6**, and closed **March 7**. The Help Desk resumes regular hours at **noon March 8**.
- **Mobile Help Desk** is closed **Feb. 29-March 5**. It will resume regular hours **March 8**.
- **University Computer Center lab** closes at **5 p.m. Feb. 28**, and remains closed **Feb. 29-March 1**, is open **8 a.m. to 5 p.m. March 2-6**, closed **March 7**, and resumes regular hours at **noon March 8**.

ENERGY SAVINGS

To reduce energy costs during the recess, heating and cooling systems in all classroom buildings controlled by the WMU Building Energy Management System will be in recess mode. Air handlers will not run during this time, unless a space is exempt from the program or the temperature in a particular space goes outside of the range of 55 to 85 degrees. Portions of a particular building that do not regularly go into night setback mode will not go into recess mode.

Employees are reminded to shut off and unplug all non-essential electronics before spring recess.

For more WMU news, arts and events, visit [WMU News](#).

WMU students urged to participate in U.S. Census



Posted by Joy Brown on February 20, 2020

A need-to-know fact for **Western Michigan University** students: Seemingly disparate things such as policing levels, road repairs, the location of your favorite Target store, birth control coverage and political representation all have one thing in common—the U.S. Census.

In mid-March, households will begin receiving official Census Bureau mail with information on how to respond to the 2020 census.

Video of wg2mPgmyvBg

What's the big deal? As it turns out, students count a great deal and should be counted when it comes to this important national tally. The official count on **April 1** that records where everyone lives will ultimately affect all of us.

It helps determine federal monetary allocations for everything from Title I reading programs for children who need extra help, to congressional districting that determines who casts votes for us in Washington, D.C., on matters such as gun legislation, war powers and taxes. Safety, money and health care—the census impacts all of these vital areas and more.

The quasi transient nature of college student life is no cause for complacency. So, then, who should fill out a census questionnaire and who shouldn't? Let's clear up the housing-related confusion about post-secondary students and the 2020 decennial U.S. Census:

- College students living away from their parents' or guardians' home while at school in the U.S. will be counted at the residence where they live and sleep most of the time.
- International students should also fill out a census questionnaire and be counted.

- Those who live in student housing – dormitories, residence halls, apartment-style housing and fraternity/sorority houses recognized by the college or university – **do not** need to respond to the census to be counted. A school administrator will provide the official count of students living on campus.
- Students who live in off-campus locations, such as in apartments not affiliated with school-sanctioned student housing, **should participate**. They are encouraged to gather roommates (include those who aren't students) and have one person collectively fill out the questionnaire for all of them. The feds are seeking one filled-out form from each household.
- Commuter students who live at their parents' or guardians' home should be counted by a parent or guardian.
- College students who are U.S. citizens but living outside the United States while attending school **will not be counted** on the U.S. Census.

Since the census is so important, how do we access it? Beginning April 1, we can:

- Embrace the old school method. Fill out the form that's mailed to us and return it in the postage-paid envelope provided;
- Go green. Fill out the online form using the mailing address label information and PIN; or
- Get social. Wait until census workers come to our residence, and then ask them what their feelings are about this year's Super Bowl halftime show while they record our census answers.

The U.S. Census won't ask for sensitive facts such as social security numbers or citizenship status, and will only take about 10 minutes to complete, depending on the number of people who live with you.

Looking for a great-paying summer job? Collecting important statistical information isn't the only benefit to the census. Temporary job opportunities abound, and they pay very well. [The U.S. Census' employment page](#) has more details.

For more information about the U.S. Census, visit [its website](#).

WMU hosting inaugural conference, forming statewide coalition to bring more teachers of color to classrooms

Contact: [Joy Brown](#)

February 20, 2020



Western Michigan University Future Teachers of Color President William Wright working with Kalamazoo Public Schools students Kwan Green-Hemphill, left, and Davon Norman. (Photo by Linda Mah for Kalamazoo Public Schools)

KALAMAZOO, Mich.—Remember that one teacher who most positively influenced you? For **Western Michigan University Future Teachers of Color** President and Future Educator Program Scholar **William Wright**, it was his fourth-grade teacher of color, Mrs. Wilson-Bridges.

“The strong relationships that she built with all of her students, and the fact that she pushed all of her students to value their own education by pushing us is what inspired me to be a teacher,” said Wright.

Unfortunately, however, because there are very few K-12 educators of color, many students of color never experience being mentored or taught by classroom teachers from their same or similar background.

Recognizing the need to address this stark racial and ethnic population disparity between students and teachers, Western Michigan University is therefore taking the lead in uniting concerned and motivated individuals throughout the state who intend to alleviate the problem in various ways. To launch this effort, WMU will host the state’s inaugural **Inspiring Future Teachers of Color Conference** on **Feb. 29, 2020**. The event will have dual purposes: offer workshops for students, and bring together Michigan educators and officials for what organizers are characterizing as an alliance.

The conference will be co-hosted by WMU’s College of Education and Human Development, Future Teachers of Color student organization, Kalamazoo Public Schools, and The Kalamazoo Promise. Opportunities for mentorship, education, networking and visibility will be provided.

Presentations will address topics such as the transition from high school to college, educator-related myths, and self-care for educators.

CREATING AN ALLIANCE

Alliance formation will foster statewide collaboration regarding financial, logistical and educational support services to help more students of color realize their teaching dreams and encourage others to consider entering the profession. According to **Marcy Peake**, the director of diversity and community outreach initiatives for the College of Education and Human Development, the alliance will help educators identify best practices, develop governmental advocacy initiatives, and “create pipelines and contacts” that will help students of color find the best ways to earn teaching degrees.

A Michigan League for Public Policy report highlighted the diversity disparity between teachers and students. It showed that, while a third of Michigan’s students were children of color in the 2017-18 school year, more than 90 percent of teachers and 80 percent of administrators were white.

The lack of teachers of color is not just a Michigan issue, but a nationwide problem. National Center for Education Statistics data from 2015-16 (the most recent available) show racial and ethnic minorities accounted for only 20 percent of all public elementary and secondary teachers in the United States. Yet those they teach were 51 percent nonwhite, the NCES found; and 39 percent of Americans overall represented racial or ethnic minorities during that time period according to the U.S. Census Bureau.

The IFTC Conference has its roots in Western’s Future Educator Program. Launched in 2016, the scholarship program was established with a \$250,000 gift from former WMU trustee and alumnus, and founder of Global Automotive Alliance **William F. Pickard** and the Pickard Family Fund. It seeks to increase historically underrepresented population numbers in the teaching field. Advia Credit Union also sponsors one FEP scholar.

GOALSETTING

Wright will be one of the IFTC Conference presenters. As a student still in pursuit of his professional dream, his past currently informs his activist endeavors. Wright says he hopes to draw from Wilson-Bridges’ teaching methods and humanitarian efforts by being a touchstone one day for his own students, especially boys.

“I want them to know that education is the passport to your future and that you need to take advantage of it,” Wright says. “I want my students to know that, yes, we are here to learn, but I am someone that they can confide in and talk to whenever necessary. Having a positive and meaningful relationship goes a long way.”

In that respect, Wright is counting on the first IFTC Conference to also foster engagement and creative ideas among students, faculty and administrators at all levels. He considers the event an essential step in combating the teachers of color shortage by presenting opportunities for

stakeholders to represent the majority while addressing important issues. Such conferences and other professional and networking resources for students everywhere are lacking, he says.

Wright's presentation will focus on teacher-related myths he's encountered as a teacher preparation candidate, particularly those that are supported via social media.

EXEMPLARY EDUCATOR



WMU Future Teachers of Color and Future Educator Program scholars, back row: DeShaun Cornelius and Marcus Moore; middle row: Jovaughn Carver and Sarah Giramia; and front row: Daven Carter.

Washington Writers' Academy Principal **Lanisha Hannah-Spiller** will be another IFTC Conference presenter. She will share how single motherhood influenced her professional quest. During a recent interview, Spiller said she knew she wanted to be a teacher by the time she was four years old. That calling never wavered, even when she became a parent her sophomore year of high school and later brought her son to college with her.

"I did not quite understand what the 'big deal' was at the time," Hannah-Spiller says, but many others were skeptical of her goals, particularly when logistical challenges required her to bring her son to classes.

"It was a culture shock going to attend a lecture hall with 250 people and being the only person of color," Hannah-Spiller says. "I'm a black female and sometimes I was a black female with a little boy with me."

When she was 23 years old, she had her daughter, a WMU student and member of the new Future Teachers of Color organization that is helping to organize the IFTC Conference. Hannah-Spiller recalls the day she walked into a classroom being visibly pregnant with her daughter and holding her son's hand. "The professor said, 'This isn't the place you should be,'" she says. Hannah-Spiller, however, continued to discredit that stance by carrying a full course load, which included triple minoring in early childhood education, math and science; working as many hours

as she could, and finding time to volunteer at area schools too. Her love for children has influenced her educational calling.

Conference attendees will hear how Hannah-Spiller, who taught elementary and middle school students in various subjects before becoming an administrator (she was previously an assistant principal at Linden Grove Middle School and an administrator for Saginaw's school system) cultivated a support system that enabled her to realize her career dreams, stayed on task, and overcame various obstacles, particularly those pertaining to race and gender.

Hannah-Spiller undoubtedly left a positive impression on many of her students, and continues to serve as an administrative role model for colleagues and students she oversees.

PILLARS OF SOCIETY

For Western Michigan University student and Lee Honors College member **Sarah Giramia**, who will also present at the conference, her favorite teacher was Mrs. James a third-grade African American teacher at King-Westwood Elementary, left the largest impression on the Future Educator Program and Kalamazoo Promise Scholar. Mrs. James truly "saw" Giramia, who came from a private school with high standards in Kampala, Uganda, and who recognized her learning potential.

"I had more White teachers than teachers of color and often in those classrooms, I felt like I had to prove that I belonged in those classes," says Giramia, "that I was smart enough to be there and I had to work twice as hard as my White counterparts. I know that many of my friends who were students of color often felt the same way." Giramia admits she soon became "complacent and comfortable with being mediocre. Mrs. James put me on the pushed me and put me on the path of success."

Feeling like an outsider in their academic communities, which applies to most students of color pursuing teaching degrees, can them to second-guess themselves and steer them away from the teaching profession, which then means children of color lose out, Giramia points out.

"When you go to the teacher-student organizations and once again, you're the odd man out, you aren't sure if that's where you want to be or the path you want to pursue. Being a teacher is one of the most important pillars that holds up society. But when you are at school and you don't feel support and you go home and you don't feel support, you go where you will get it and in fields that are highly celebrated and never get the chance to impact students who truly need you," she says.

Giramia is bucking that trend. She plans to earn a Ph.D. to teach education courses and inspire others to enter the field. And, as a teacher, she intends to take a holistic approach that reaches beyond academics to also help students socially and mentally so that they can share their own stories and interact positively with others.

"I want to teach my students not only how to write narrative papers or learn new vocabulary or prepare them for standardized tests, but to also teach them their worth and their importance in

this world. I want to make sure that after they leave my classroom, they learn something about the subject and something about themselves,” Giramia says.

Giramia's honors thesis project focuses on the lack of teachers of color. She is being advised by **Dr. James Bosco**, professor emeritus from the College of Education.

Giramia will join Wright in offering a presentation that will address and debunk teacher-centered myths. She will also speak about how she has formed a campus support system to help her navigate college.

For more information about the Inspiring Future Teachers of Color Conference, contact Marcy Peake at (269) 387-2904 or at marcy.peake@wmich.edu.

Final parking strategy set for Arcadia Flats

Contact: [Erin Flynn](#)

February 26, 2020



Arcadia Flats will open to students in fall 2020.

KALAMAZOO, Mich.—In response to input at recent public sessions, nearly 200 parking spaces will be added near the new Arcadia Flats student housing development when it opens in the fall.

The additional spaces—available to residents of Arcadia Flats and Burnhams residence halls—will be included in an expansion of Lot 24, which runs along Ring Road between the west end of Arcadia Loop and Moore Drive. Lot 23, which is currently being used for construction activities, will also transition back to student parking once the project wraps up.

"We appreciate the students who raised concerns and provided input at the initial project sessions as well as the latest; this helps us provide solutions," says **David Dakin**, director of planning, space management and capital projects at Western Michigan University.

Work on Arcadia Flats is the first phase of the larger Hilltop Village transformation, which re-imagines the southern portion of main campus—including new student housing, a new student

center and dining facility, outdoor spaces and pedestrian pathways. The entire project is expected to be complete in 2024.



Work is currently underway on the new student center in Hilltop Village.

Because the final vision for Hilltop Village continues to unfold, the parking expansion is meant to accommodate the immediate needs of students as Arcadia Flats opens.

"We understand parking is needed, and we're going to provide it," says **Katie Jacobs**, architectural project manager. "As Hilltop Village develops, the strategy will change, and eventually we will have more permanent solutions in place."

Those permanent solutions could include several parking structures, as the University looks to move away from surface parking to accommodate future buildings and programming.

"It is always exciting to see all the planning efforts come to fruition as a building prepares to open, and in this case, it is also a great start to something bigger—Hilltop Village," Dakin says.

Stay up to date on progress for both [Arcadia Flats](#) and the [Hilltop Village](#) online. The websites are updated regularly and include access to master plans as well as live feeds of the construction sites. Updates are also available on social media using #WMUBuild.

For more WMU news, arts and events, visit [WMU News](#) online.

Music students slide to the top in national trombone competition

Contact: [Erin Flynn](#)

February 25, 2020



Alyson Johnson, left, and Alayna O'Connell will represent WMU in the American Trombone Workshop's National Solo Competition.

KALAMAZOO, Mich.—It's not often a trombonist needs security clearance to perform. But **Alyson Johnson** and **Alayna O'Connell** aren't preparing for just any gig. The Western Michigan University freshmen are two of three tenor trombone finalists selected to compete in the [American Trombone Workshop's National Solo Competition](#), held at Fort Myer, Virginia.

"This is the Army Band's home. It's built up on a hill and you overlook Arlington National Cemetery," says **Steve Wolfinbarger**, professor of trombone. "At one end of the of the base you see the U.S. Capitol off in the distance."

Rubbing elbows with top brass in the field is just one of the perks that comes along with being selected from a pool of hundreds to compete at this elite level.



O'Connell



Johnson

"This is a once-in-a-lifetime event, and I want to make the most out of this opportunity to perform," says Johnson. "I'm most nervous about playing at such a high-level event, since a lot of my idols will be there, and potentially judging my competition. It's such an honor to play for them and even be in the same building as them, but also nerve-wracking."

O'Connell and Johnson, who are used to friendly competition as first and second chair in WMU's Symphonic Band, will now go head to head on the national stage. They've put in quite a bit of work to perfect their techniques, averaging between two and three hours of practice per day.

The competition, which will be live streamed on the U.S. Army Band's website on Thursday, March 5, is one of two major solo contests for trombone students worldwide. To have one student chosen for the finals is high praise for a program—two is virtually unheard of.

"This is huge. I think I can recall maybe one other time when there were students from the same university as finalists in one of the National Trombone Solo Competitions," says Wolfenbarger. "I'm incredibly proud. This will be something these students remember for the rest of their lives."

Will Ford, a 2018 graduate of WMU, is also a finalist in the Division III category of the competition.

HIGHLY REGARDED

Since 2005, trombone students from WMU have been semifinalists or finalists in the National Trombone Solo Competition more than a dozen times. The studio's reputation for elevating elite musicians is what drew both Johnson and O'Connell to Kalamazoo.

"I had looked at a lot of schools my junior and senior year of high school, but there was no teacher that I really clicked with. Then my primary lesson teacher recommended I reach out to his friend, Steve Wolfinbarger, at Western Michigan University," says Johnson, from Sioux Falls, South Dakota.



"No other school could really live up to the sense of community that he's developed in his studio. He's developed a culture of competition and excellence but also kindness. I can go to anybody in this studio and ask them for help, which is something you won't find at other top conservatories."

O'Connell, who grew up in Midland, Michigan, was also impressed by the [WMU Trombone Studio's](#) accolades. In fact, she bucked a family tradition of attending another MAC school to come to Western.

Wolfinbarger "was my top choice as a professor," she says, emphasizing the instruction she's already gotten only solidified the fact that she made the right choice.

For more WMU news, arts and events, visit [WMU News](#) online.