

GRADUATE STUDENT CELEBRATION FALL 2011

GRAND VALLEY STATE UNIVERSITY Graduate Dean's Citations for Academic Excellence

December 9, 2011

Presented by the Office of Graduate Studies in collaboration
with the Graduate Student Association



GRAND VALLEY
STATE UNIVERSITY
OFFICE OF
GRADUATE STUDIES

Graduate Student Celebration

December 9, 2011

Hagers-Lubbers Exhibition Hall
Loosemore Auditorium

Presented by the Office of Graduate Studies

318C DeVos Center 616-331-7105

www.gvsu.edu/gs

gradstudies@gvsu.edu

in collaboration with the
Graduate Student Association (GSA)

Program

5:00 PM: Refreshments and Social Hour (Hager-Lubbers Exhibition Hall)

6:00-7:30 PM: Awards Presentation Ceremony (Loosemore Auditorium)

- Introduction: Yasha Nath, GSA President
- Welcome: Dr. Jeffrey A. Potteiger, Dean of Graduate Studies
- Awards: Dr. Jeffrey A. Potteiger, Dean of Graduate Studies,
Dr. John R. Stevenson, Associate Dean of Graduate Studies,
and Steven Lipnicki, Assistant Dean of Students
- Faculty Mentor Recognition Award: Yasha Nath, GSA President,
Joseph Amisi, GSA Vice-President,
and Barbara Gbewonyo, GSA Financial Officer

*Award recipients please note: group photos will be taken
immediately following the award ceremony.*

Welcome!

Dear Graduate Students, family members, and friends,

Tonight we recognize those individuals who have distinguished themselves in graduate education at Grand Valley State University. We celebrate all your hard work and recognize the achievements you have made at GVSU.

The awarding of the Dean's Citations for Academic Excellence is a proud Grand Valley State University tradition that honors the accomplishments of our graduate students. First held in 2006, this event recognizes the academic excellence of graduate students and faculty at our university. It originated through the combined efforts of the members of Graduate Council and the Graduate Program Directors. The Graduate Student Association and the Office of Graduate Studies are co-hosts for this evening's activities.

In the awards ceremony, we recognize excellence in academic performance in several categories. Graduate students can be nominated for these awards by staff, faculty, advisors, the graduate program director, and the departmental chair or school director who is familiar with the individual student's accomplishments in the specific areas of recognition. Nominees are reviewed by the Dean of Graduate Studies who makes the final selection. Each recipient will be granted a certificate of recognition and a graduate honors cord, which may be worn at commencement. We are also proud to honor several of our graduate faculty members who have distinguished themselves in mentoring and serving our students at GVSU. It is through their efforts that we create a rich and vibrant learning environment.

Grand Valley State University is proud of your accomplishments. I wish each and every one of you a bright and successful future.

Congratulations!

A handwritten signature in black ink, appearing to read "Jeffrey A. Potteiger". The signature is fluid and cursive, with a large, stylized initial "J".

Jeffrey A. Potteiger, Ph.D., FACSM
Dean of Graduate Studies
Grand Valley State University

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**Graduate Dean's Citations for Academic Excellence in the Major
Fall 2011**

Seidman College of Business

- ❖ Victoria Ichungwa, Business Administration
- ❖ Bridget Aman, Accounting
- ❖ Stacy Wabeke, Taxation

College of Community & Public Service

- ❖ Marenta Klinger, Health Administration
- ❖ Dolores Catlin, Public Administration
- ❖ Ian Fields, Criminal Justice

College of Education

- ❖ Laura Verkaik, School Counseling

Padnos College of Engineering & Computing

- ❖ Jeff Dewitt, Computer Information Systems

College of Liberal Arts & Sciences

- ❖ Kenneth Leister, Biology
- ❖ David VandeWaa, English

College of Health Professions

- ❖ Deana Girbach, Physician Assistant Studies

Comments from Faculty and Staff about the Honorees
Graduate Dean's Citations for Excellence in the Major, by College

Seidman College of Business

❖ **Victoria Ichungwa, Master of Business Administration**

(B.B.A., Business, Economics, Finance, Grand Valley State University, 2009)

Victoria's outstanding academic performance in the MBA program is further distinguished by her participation in an intercollegiate mergers and acquisitions case competition sponsored by the West Michigan Association for Corporate Growth. With two of her MBA colleagues, Victoria represented the Seidman MBA program by researching a complex corporate case and preparing and presenting a sophisticated and professional presentation to a panel of external judges. Her team was rated by the judges as the best of the five participating local MBA teams.

❖ **Bridget Aman, Master of Science in Accounting**

(B.B.A., Accounting, Grand Valley State University, 2010)

Bridget has the highest GPA for all December and August 2011 MSA graduates. She has excelled in the classroom and has been one of the highest performers as a graduate research assistant. She has also been a great contributor to the SLA program to help at risk students succeed in the classroom.

❖ **Stacy Wabeke, Master of Science in Taxation**

(B.A., Accounting, Hope College, 2002)

Stacy earned an outstanding GPA in her MST studies while working full-time for the International CPA firm of Ernst & Young. She is an international tax senior manager at E & Y, and is currently on special assignment with the National Tax Technical Office in Washington, D.C. She has been with the firm for 10 years, and served as senior and manager with the State and Local Tax Division prior to assuming her current position. Prior to moving to E & Y, Stacy served as a committee intern with the House Ways and Means Committee in Washington, D.C. She is very active in various professional and community organizations and committees.

College of Community & Public Service

❖ **Marenta Klinger, Master of Health Administration**

(B.S., Sociology, Grand Valley State University, 2009)

Marenta has worked in long term care settings for the past seven years, even during her educational pursuits. During her program she successfully completed an internship in a Continuing Care Retirement Community, in the facility's 'masterpiece living' program– wellness programming to promote 'living better longer'. More recently she completed a four-month long administrator in training program, in which she handled several independent projects, participated in staff meetings, community relations matters. She attended the annual conference and trade show for nonprofit nursing homes, among other duties.

Currently, while she continues to serve as a part-time resident aid at the Providence-at-Home Assisted Living facility in Zeeland, she is also preparing to take the state and national nursing home administrator exams.

❖ **Dolores Catlin, Master of Public Administration**

(B.S. with Honors; Studio Art, Grand Valley State University)

Dolores has worked as a project development and management professional for several years, and is passionate about creating a greener business environment. She is a LEED® accredited professional and has implemented complex projects for regional and nationwide initiatives to increase sustainability of facilities for retail, education, and healthcare. She has served on a team of professionals from several disciplines, coordinated and operated as catalyst to manage team communication, processes, procedures and documentation. She is a member of the US Green Building Council (USGBC), Michigan Association of Planning, and Phi Kappa Phi Honor Society. In her academics, Dolores consistently exceeds expectations in her written work, often researching a topic well beyond the parameters of the assignment in a way that reflects a genuine thirst for knowledge and appreciation of the values of public service.

❖ **Ian Fields, Master of Criminal Justice**

(B.S., Criminal Justice, Grand Valley State University, 2009)

Ian is employed full-time in the Michigan Department of Civil Rights, having been offered his current position before he even finished his degree program, illustrating his work ethic, skills, and desirability in the criminal justice field. In addition to his full-time employment, Ian also completed several internships with federal and local criminal justice agencies. Ian's academic performance, in each and every class, was at or near the top. He consistently exceeded expectations and outperformed most, if not all, of his peers on his assignments, both written and oral. In addition, he completed his graduate project even before he had fully finished all of his coursework. This is a testament to his work ethic and determination; many students take months, or even years, beyond their coursework to finish their graduate projects.

College of Education

❖ **Laura Verkaik, Master of Education, School Counseling**
(B.S., Biology and Group Science, Calvin College, 2002)

Laura stands out among our most capable students as one who is both thorough and meticulous in her work. Her written assignments meet or exceed the highest standards and were grounded in the practical application of theory presented in class. During her internship she has demonstrated both maturity and wisdom as she thoughtfully applies the knowledge, attitudes, and skills that have been taught through coursework. In group supervision she further demonstrated excellence by modeling openness, a willingness to consider divergent points of view, and by offering support to other interns as they develop their counseling skills. She is admired by her peers.

Laura has those quiet leadership skills so prized in our profession. She is an excellent role model for other school counseling peers as well as for the students and adults with whom she works at the internship site, Lighthouse Academy where she continues to work with a unique population of at-risk students. Her site supervisor at Lighthouse commented that she interacts with these challenging students with ease and professionalism and that she has established respect and rapport among her colleagues. She will make a very fine school counseling professional and serves her at-risk student population as an excellent representative of the school counseling program at GVSU.

Padnos College of Engineering & Computing

❖ **Jeff Dewitt, Master of Computer Information Systems**

(B.S., Information Technology, University of Phoenix, 2006, B.A., Studio Art, Hope College, 2001)

Jeff Dewitt is an excellent and conscientious student. He completed all of his classes with consistently outstanding performance. Jeff is not only truly interested in learning new knowledge but also actively engaged in applying his knowledge in a new context. His work often exceeded the instructors' expectations. Jeff is also a strong contributor in his classes. His insights and opinions on many issues had positive impact on his as well as his classmates' learning.

College of Liberal Arts & Sciences

❖ **Kenneth Leister, Master of Science in Biology**

(B.S., Natural Resources Management, Grand Valley State University, 2007)

Ken graduated with an exceptional GPA in a program of study that was far more rigorous than our graduate program requires. Ken included three graduate level statistics courses and a host of other quantitative courses in his program of study. His project also involved extensive use of program MARK which is a piece of computer software that intimidates many Ph.Ds. conducting the type of research Ken completed. He mastered the program on his own with minimal assistance from his graduate committee. Ken's critical thinking ability was exhibited abundantly through the quality of his study design as well as the depth and quality of his thesis. We are currently working on a manuscript for submission to The Journal of Wildlife Management which is the main venue for dissemination of wildlife biology research. Due to the strength of Ken's research and his writing ability, the preparation of this manuscript has largely been a matter of converting the format from his thesis to that required by the journal.

❖ **David VandeWaa, Master of Arts in English**

(B.A. History and English, Hope College, 2007)

As one of our graduate assistants in 2010-11, VandeWaa was an essential member of the program and could have easily been nominated for service to GVSU and the profession. But it is his academic performance that really stands

out. Perfect grades do not always tell the full story of a student's intellectual contributions. As someone who had the fortune to teach VandeWaa in a graduate seminar, I can say that he brought a measure of commitment and curiosity to the class that elevated our discussions and benefitted his peers.

College of Health Professions

❖ **Deana Girbach, Master of Physician Assistant Studies**
(B.S., Biomedical Science, Grand Valley State University, 2009)

Deana has demonstrated outstanding performance in the Physician Assistant Studies (PAS) program. She is being nominated by the PAS faculty for her high grade point average, outstanding performance in her coursework, and strong academic skills that exceeded her classmates. Her dedication, hard work, and enthusiasm in the program and on rotations have been exemplary. She will represent GVSU and the PAS program very well in years to come.

**GRADUATE DEAN'S CITATIONS FOR
OUTSTANDING MASTER'S THESIS IN A MAJOR
Fall 2011**

College of Liberal Arts & Sciences

❖ **Brandon Kramb, Master of Science in Criminal Justice**

(B.S., Criminal Justice, Grand Valley State University 2006)

- **Title:** Does Intelligence-led Policing Close the “Demand Gap” Between Recorded Crimes and Arrests?: Preliminary Evidence from the State of Michigan
- **Thesis Committee:** Dr. William Crawley, Dr. Frank Hughes, Dr. Jon White

Brandon’s thesis topic was both timely and instructive to the literature and, perhaps more importantly, to the profession of law enforcement as it is realized in the field. Brandon selected a thesis topic that was challenging as it required primary data collection efforts accompanied by a complicated methodology and various statistical analyses. Throughout the development of his thesis, Brandon presented his ideas and ongoing work at a national conference. In this venue and at Brandon’s recent thesis defense he received rave reviews for his work – some faculty suggesting that “in their experience it was the finest thesis to have been produced to date from GVSU’s School of Criminal Justice.”

Abstract

The purpose of this research is to examine the relationship that exists between intelligence-led policing practices and arrest clearance rates across intelligence-led policing and non-intelligence-led policing agencies. Past research on intelligence-led policing has primarily focused on conceptual descriptions of the strategy. This research empirically tests how the presence of intelligence-led policing relates to arrest clearance rates by comparing 6 intelligence-led policing agencies to 6 non-intelligence-led policing agencies drawn as a purposive sample from the State of Michigan. The primary investigator worked with the Michigan Intelligence Operations Center to identify the 6 most intelligence-led policing agencies in Michigan. The researcher then identified 6 non-intelligence-led agencies as matches. Arrest and crime incident data were collected for the years 2006, 2007, and 2008 along with demographic data for each agency. The research finds that intelligence-led policing is a significant variable for predicting a higher mean arrest clearance ratio for property crimes. Most of the demographic control variables also demonstrate a significant relationship to arrest clearance ratio. The research concludes with suggestions for a future research agenda for intelligence-led policing.

College of Liberal Arts & Sciences

❖ **Whitney A. Nelson, Master of Science in Biology/Aquatic Science**

(B.S. /B.A., Biology and English, Calvin College, 2008)

- **Title:** Composition and Toxic Sensitivity of Benthic Macroinvertebrate Assemblages in Muskegon Lake, a Great Lakes Area of Concern
- **Thesis Committee:** Dr. Alan Steinman Dr. Rick Rediske, Dr. Eric Snyder, Dr. Alan Burton (U of M)

Whitney was a model graduate student; she was inquisitive, bright, hard-working, collaborative, and respectful. Her thesis project, examining the macroinvertebrate community in Muskegon Lake, a designated Area of Concern in the Great Lakes, combined both field and experimental approaches to assess how the sediment conditions in the lake have changed over time. This research showcased a number of Whitney's strengths: 1) her attention to detail, which was required in the identification of thousands of individual macroinvertebrates; 2) her willingness to learn a variety of new statistical tools to analyze her complex data set; 3) her ability to combine both survey and experimental data to better understand how the system was truly functioning; and 4) her ability to place her research findings in a broader societal context, as her results have clear implications for the de-listing of Muskegon Lake as an Area of Concern.

Whitney has already submitted one of her thesis chapters to a scientific journal (Nelson, W. and A.D. Steinman. Changing trends in benthic communities in a coastal drowned river mouth lake, a Great Lakes Area of Concern. Submitted to Journal of Great Lakes Research) and is finalizing a second chapter to be submitted within the next month tentatively to Aquatic Ecology. She is currently working at AWRI on a NOAA-funded project and is applying to graduate schools to begin a PhD program next fall studying aquatic pathogens.

Abstract

Sediment contamination resulting from the direct discharge of industrial and municipal wastes led to the designation of Muskegon Lake (Michigan) as a Great Lakes Area of Concern. Wastewater discharges were redirected to the Muskegon County Wastewater Management System in 1973, resulting in the start of Muskegon Lake's ecological recovery. To assess the response of the benthic invertebrate community to these legacy contaminants, I conducted both a multi-year biosurvey of the lake benthos and an in situ bioassay using Muskegon Lake sediments.

To evaluate the changes occurring in the benthic invertebrate community, samples were collected in the spring, summer, and fall between 2004 and 2010 from 6 sites in Muskegon Lake and compared to historic samples that were collected in 1972 and 1999. The density and diversity of invertebrate populations were analyzed to: 1) identify spatial and temporal patterns in the community structure; 2) determine if community patterns were related to environmental variables; and 3) assess the recovery of Muskegon Lake's benthic community following wastewater diversion.

Analysis of the monitoring data from 2004-2010 did not show significant differences in the benthic communities or relationships with environmental variables in the lake. However, community structure metrics showed increased densities of all major taxonomic groups, species diversity, as well as significantly reduced metal concentrations, since the time of wastewater diversion in 1973 indicative of benthic community recovery.

In the summer of 2010, I assessed the sediment toxicity of Muskegon Lake using a 7-d survival and growth experiment. In situ chambers were used to quantify the impact of contaminated sediments on *Chironomus tentans* and *Hyalella azteca*. The in situ chamber design allowed for the separation of effects of sediment exposure (AS) from the effects of water column (WC) exposure to organisms. Duplicate chambers, containing sediments from 6 Muskegon Lake sample sites, as well as reference sediment from a nearby, less impacted lake (Duck Lake), were deployed in Cress Creek, to ensure recovery and provide a guaranteed aerobic environment. Sediment samples were analyzed for metals, organic matter, and grain size. No significant differences were found between Muskegon Lake sites and the Duck Lake site for survival or growth of *C. tentans* and *H. azteca* in AS exposures. *H. azteca* survival values at all Muskegon Lake sites were significantly lower than Lab and Travel controls in most AS exposures and all WC exposures.

The findings from the biosurvey and the in situ assay, coupled with a trend of declining sediment metal concentrations in Muskegon Lake, are consistent with the overall and continued improvement in the environmental condition of the lake, which is reflected in the community composition, abundance, and survival of the benthic invertebrate populations.

❖ **Jonathan A. Whitmer, Master of Arts in English**

(M.A. Linguistics, Baptist Bible Translators Institute, Bowie, TX, 2001,
B.A. Bible, Pensacola Christian College, Pensacola, FL, 1992)

- **Thesis Title:** Place as Plot: A Comparison of the use of Place in C.S. Lewis' *Till We Have Faces* and John Milton's *Paradise Lost*
- **Thesis Committee:** Dr. Benjamin Lockerd (chair), Dr. Avis Hewitt, and Dr. David Landrum

Whitmer's thesis is an excellent addition to the growing corpus of strong projects produced by students in our program. Ranging as it does from the seventeenth to the twentieth centuries, it displays a fine command of the British literary tradition. In its ability to blend both literary scholarship and Christian theology, the work also represents a truly interdisciplinary contribution.

Abstract

C. S. Lewis' fiction constantly relies on the depiction of *physical* place as a key device in addressing largely *metaphysical* issues and he does so in a way that goes beyond merely creative descriptions of scenery. What makes his use of placial descriptions so unique and significant is the function of place as a key component in his theodicy for a post-Christian world. I especially compare Lewis' approach to theodicy in *Till We Have Faces* with Milton's approach to theodicy in *Paradise Lost*. My motive for this comparison comes largely from reading Lewis' *A Preface to Paradise Lost*. Both Lewis and Milton had aspirations of producing works for the English language that would achieve the significance in form and matter as that held by Homer for the ancient Greeks. While Lewis' attempt at poetic epic—his obscure early work, *Dymer*—fell short of that goal (in contrast to *Paradise Lost*), Lewis' post-conversion fiction writing shared with Milton a passion for theodicy. Both authors also demonstrated throughout their works the central role of place as a metaphor for the interconnectedness of the Creature and the Creator *via* the middle realm of Nature.

Padnos College of Engineering and Computing

❖ **Mike Lingg, Masters of Computer Information Systems**

(B.S., Computer Engineering, Grand Valley State University, 2004)

- **Title:** Proximity Synchronization for Mobile Wireless Sensor Networks
- **Thesis Committee:** Dr. Greg Wolffe, Dr. Christian Trefftz, Dr. Jonathan Engelsma

In his professional life, Mike is a software engineer and developer in the area of avionics systems, working primarily for companies such as GE Aviation. In this capacity, he is well aware of recent trends in the industry. Together, we designed a research project to investigate a new technology – unmanned aerial vehicles (AEV), also known as autonomous drones. As these pilotless vehicles become more “intelligent”, it becomes necessary to synchronize their activities. Mike’s thesis dealt with all aspects of establishing and maintaining synchronization, from topology to power consumption. The research phase of the project built nicely on his course concentration, but required him to go substantially beyond what is covered in the classroom. Mike researched and absorbed classic texts and more current publications, and wrote a master’s thesis that could serve as a comprehensive introduction to this topic. He then identified several limitations of current systems, proposed a novel protocol that addressed these deficiencies, developed an experimental framework for comparing his solution to existing systems, and conducted a thorough analysis of the results. In short, he did everything expected of a high-quality research project, including producing a formal report in the form of a thesis, which he successfully defended in April, 2011.

ABSTRACT

Wireless sensor networks are designed to be used anywhere that monitoring of widely-dispersed geographic areas is required. Sensor networks can provide automated monitoring with high precision at low cost over long periods of time.

In order to achieve the conflicting goals of high precision at low cost, software algorithms can be used to ensure the correctness of important metrics such as accurate timing measurements. The area of focus in this investigation is increasing the accuracy between the clocks of different sensor nodes, for the purpose of improving the accuracy of time-sensitive data acquisition.

In our initial investigation, we identified several weaknesses and deficiencies of existing synchronization protocols, particularly with respect to mobile sensor networks. To address these issues we have developed a new protocol based on the Network-wide Time Synchronization in Sensor Networks Protocol, modified to use a binary tree-based hierarchy arranged as a minimum spanning tree.

A key feature of the improved protocol is that it distributes the work of synchronization, eliminating potential bottleneck constraints. In extensive testing, it was also shown to reduce the number of message collisions to which larger networks are prone. When compared to the original protocol, these improvements provide for lower clock synchronization error across the network and substantially reduced power consumption. In addition, the improved protocol is more robust, in that it has the ability to dynamically reconnect and resynchronize as mobile nodes move in and out of range.

College of Education

❖ **Deborah Schuitema, Master of Education, TESOL**

(B.A., Elementary Education, Calvin College, 2003)

- **Title:** Investigating the World of Mathematics to Uncover How Language Proficiency Influences English Learners Performance on High Stakes Tests
- **Thesis Advisor:** Nagnon Diarrassouba, Ed.D.

Mrs. Schuitema's thesis titled, *"Investigating the World of Mathematics to Uncover How Language Proficiency Influences English Language Learners Performance on High Stakes Test,"* is a significant thesis that informs educational practice for a population that is growing and has limited research in the area of Mathematics. The insight that Mrs. Schuitema provides can have far reaching impact in areas beyond Mathematics. That is, the influence of language on performance for English Language Learners extends to all aspects of academics and future success of students in the K-12 environment. One of the key values of this study is that it focuses on 7th and 8th grade students, which is a pivotal age for building an attitude for future educational success. If students do not succeed in middle school, the likelihood of future success is minimized. Therefore, the insight provided by Mrs. Schuitema's study can expand far beyond Mathematics.

In addition, the research in this study can have implications for all elementary teachers as they strive to meet the needs of a continuously growing population of English Language Learners. The demographics of Western Michigan Schools is constantly changing and requires K-12 teachers to examine their educational practices to ensure that they are applicable to populations with varying backgrounds and needs. This study offers valuable embrace teaching strategies that will mediate challenges due to language differences.

Abstract

English language learners (ELLs) must take the mathematics portion of state standardized tests regardless of their time spent in U.S. Schools. This Practice follows the misconception that mathematics is a 'universal language' and less language dependent, however, a significant performance gap between non-ELLs and ELLs on high stakes mathematics tests persists and must be addressed. In order to investigate the impact of language proficiency on high stakes test performance a cross-sectional study was conducted. The study included item performance data, by group, for 24,693 seventh and eighth grade students who took the 2007 and/or the 2008 mathematics Michigan Education Assessment Program (MEAP) assessment, and the questionnaire completed by 16 seventh and eighth grade participants for triangulation. The item performance data set was analyzed using a logistic regression model to determine the interaction effects between ELLs and non-ELLs based on item type, item language, and item strand. Cross tabulation, content, descriptive, and frequency analyses were conducted on the questionnaire responses. Findings from the logistic regression analyses show that the ratio in the odds of passing an item for ELLs and non-ELLs is affected by both whether that item was a computation or word problem, and also if a non-linguistic feature was present with $p < .0001$. The difference in passing rate for non-ELLs and ELLs was not affected by the GLCE Strand. The majority of the 19 words identified as confusing or unfamiliar on the questionnaires were context-specific or technical mathematics language features, only one of which was circled by an ELL. Results from this study have important implications for classroom instruction, test design, and score interpretation.

**GRADUATE DEAN'S CITATION FOR
OUTSTANDING MASTER'S FINAL PROJECT IN A MAJOR
Fall 2011**

College of Liberal Arts & Sciences

❖ **Mandalyn Keeler, Master of Science in Communications**

(B.A, Communication and Speech, Spring Arbor University, 2003)

- **Title:** Relating Drama as Real Life: A Modified Account of Kenneth Burke's Dramatism Pentad
- **Advisor:** Roy Winegar, Ph.D

Mandalyn grounds her work on the tenants of Kenneth Burke's theoretical notion of real life as drama. She, utilizing her extensive background in theater, is approaching Burke's pentad from a unique theater perspective. Mandalyn has been my student in two graduate classes. She brought a lot of energy to my classes and displayed the natural curiosity of a scholar. Mandalyn has a 3.91 GPA, and will graduate at the end of fall 2011. Mandalyn has shown she can be a major contributor to the field of communication.

Abstract

In the contemporary realm of *performance theater*, actors are faced with numerous pressures to perform well. A wide variety of issues determine the way in which a good and pleasing performance is manufactured and ultimately delivered. The quality of a performance depends on the responsibility and commitment of an actor to develop a character that is perceived as authentic by the audience. Characters rarely exist in isolation; rather, they exist in relationships that develop over time with the actor playing a specific role. Once these relationships are established, a meaningful relationship emerges into what is considered a satisfying, engaging, and convincing performance from an audience perspective. This project reviews Kenneth Burke's dramatism pentad and evaluates the concept of *motive*: the reasons why people do the things they do. Burke's belief is that 'life is drama,' as it relates to the five components of the pentad: act, scene, agent, agency, and purpose. Additionally, this project offers a new theory, called *performance pentad*, as it relates to "drama as real life." This new theory offers a framework to describe and explain how actors create character relationships as a way to orchestrate drama.

College of Education

❖ **Jennifer DeYoung, Master of Secondary Education**

(B.A., English, Hope College, 2003)

- **Title:** Adolescent Boys and Reading: Creating Culture and Curriculum that Motivates
- **Advisor:** Douglas Busman, Ph.D

Ms. DeYoung has developed a unique capstone project for the Master Degree in Instruction and Curriculum with an Emphasis in Secondary Education. The project develops practical applications in elements of classroom environment and English Language Arts curriculum that are essential for increasing reading motivation in adolescent males.

Abstract

An alarming gap exists between adolescent males and females concerning engagement and motivation in the English Language Arts classroom. Boys consistently underperform when compared to girls. This gap continues to widen as students progress through school and the results are played out in achievement scores. Achievement scores, however, do not offer a clear picture of what boys are actually capable of doing. Boys feel a disconnect when it comes to the curriculum presented in most English Language Arts classrooms. The curriculum lacks individual choice, high interest materials, clear goals and purposes, and immediate feedback. The lack of these components results in few successful experiences for adolescent boys. Moreover, male stereotypes reinforce the misconception that boys simply can't perform any better in these classes. Much can be done by teachers to help change the curriculum and culture of their classrooms to negate these stereotypes and to be more inclusive of boys' interests and learning needs. This project explores five elements of classroom environment and English Language Arts curriculum that are essential for increasing reading motivation in adolescent males.

College of Community and Public Service

❖ **Kristin Linscott, Master of Public Administration**

(B.A., Political Science, University of Michigan, 2001)

- **Title:** "Filling the Leadership Pipeline: Driving Forces and Their Effect on the Next Generation of Leaders in the Nonprofit Sector"
- **Advisor:** Danny Balfour, Ph.D., and Ramya Ramanath

Ms. Linscott's final project combines her passion for developing leaders in the nonprofit sector with the research skills she gained in the MPA program at GVSU. The project addresses a vital current issue in the field, explores the dimensions of the problem, and makes recommendations for action. The project addresses a vital current issue in the field, draws upon a wide range of literature and data to define and explore the multi-dimensional nature of the problem, and makes concrete recommendations for policies and action.

Abstract

The training and retention of effective leaders and leadership is vital to the well-being of non-profit organizations, and to the third sector in its entirety. As the next generation of young and emerging professionals enter the workforce in increasing numbers and the Baby Boomer generation begins to retire, it has been forecasted that the non-profit sector will experience a growing 'leadership deficit.' What are the common factors driving away the next generation of non-profit leaders? What recommendations can be made to non-profits so that they may better prepare themselves for their own 'leadership deficit?' Furthermore, if these factors continue to exist, then how can the third sector continue to thrive and hold its own in the 'war for talent' with for-profit and government entities? Through an analysis of organizational structure issues, student debt, compensation, work-life balance, staff turnover, recruitment and retention efforts, and lack of professional development and advancement opportunities we are able to clearly see the potential of a looming crisis for non-profit organizations and professionals. Recommendations to these proposed issues focus on the review and reconstruction of organizational structure, human resource policy and procedure, purposeful succession planning, sabbaticals, consistent focus on professional development (coaching, performance evaluations, higher education, professional examinations, membership in professional organizations, conference/seminar attendance, and in-sector networking opportunities), as well as the importance of personal action and responsibility.

Padnos College of Engineering & Computing

❖ **Rob Cooke, Master of Science in Electrical Engineering**

(B.S., Electrical Engineering, Michigan Technological University, 2002)

- **Title:** Feasibility Study of a Software Defined Radio in Aviation
- **Advisor:** Bruce Dunne, Ph.D.

Rob has been studying the feasibility of replacing the cumbersome and expensive array of radio devices currently used in aviation with a single, software configurable device. This technically challenging study has required Rob to analyze a wide variety of communication devices and protocols to then determine the system requirements of implementing these same devices using the software defined radio paradigm. To achieve accurate feasibility predictions, Rob has had to construct many of these very sophisticated protocols in software, requiring considerable skill and dedication. The results of this analysis, which are quite unique in the aviation industry, are proving very valuable to Rob's employer. The completeness, sophistication and complexity of Rob's work on this project are truly outstanding.

Abstract

An analysis of the feasibility of the current needs of the aviation industry for a Software Defined Radio (SDR) is examined. First, the processing architecture of state-of-the-art SDR systems is investigated for applicability to the desired application. Secondly, detailed analysis of the radio front end architecture and associated software algorithms for this application are also provided. Finally, the specific protocols of VOR, Mode S Transponder, VHF Data Radio, and ADS-B communication are examined for their feasibility using an SDR platform.

**GRADUATE DEAN'S CITATION FOR
OUTSTANDING PUBLICATION
Fall 2011**

Padnos College of Engineering & Computing

❖ **Mike Lingg, Master of Computer Information Systems**

(B.S., Computer Engineering, Grand Valley State University, 2004)

- **Title:** Proximity Synchronization for Mobile Wireless Sensor Networks
- **Advisor:** Dr. Greg Wolffe

Aware of the innovation embodied in Mike's new protocol as identified in his master's thesis, I suggested he consider publishing the results of his research. We set about writing a paper based upon his master's research. I am pleased to report that our paper, on which Mike served as the primary author, was accepted for publication. Mike presented our work, "Proximity Synchronization for Mobile Wireless Sensor Networks", at the 30th IEEE Digital Avionics Systems Conference (DASC 2011) in Seattle in October, 2011. DASC is the premier conference in the area of avionics, known for the quality of its technical papers, and it reflects well on Mike and his research abilities that his work was accepted for presentation at this high-profile venue. Based upon the scope and originality of his research, it is my belief that Mike deserves recognition for not only his outstanding master's thesis, but given the successful peer review our paper has undergone to merit presentation, it is clear that Mike has collaborated in producing an Outstanding Publication as well. Mike's efforts have benefitted Grand Valley by visibly representing us via dissemination of his high-quality graduate-level research.

**GRADUATE DEAN'S CITATION FOR
EXCELLENCE IN SERVICE TO THE COMMUNITY OR PROFESSION
Fall 2011**

College of Liberal Arts & Sciences

- ❖ **Mike Goorhouse, Master of Public Administration, Nonprofit Management**
(B.A., Secondary Education, Calvin College, 2008)

After learning about community issues and philanthropy as a high school student, Mike Goorhouse has committed himself to encouraging philanthropy and community involvement, particularly in young adults. Mike is currently employed as the Director of Membership and Project Management Systems for the Council of Michigan Foundations. For the past six years he has led the Michigan Community Foundations Youth Project (MCFYP). MCFYP is a coalition of 86 Youth Advisory Councils made up of over 1800 high school students in Michigan which collectively give out over \$2.3 million a year in grant funds. Mike has facilitated over 75 trainings for young philanthropists and was the staff lead on six national Youth Grantmaking Conferences.

Mike is involved with many other service activities, including: the Development Committee of the Community Foundation of the Holland/Zeeland Area; the Board of Trustees for Kids Food Basket; Co-Founder and Co-Chair of the Michigan Emerging Practitioners in Philanthropy (EPIP) Chapter; Chair of the National Advisory Committee for NGen; Care Leadership Deacon for Fellowship Reformed Church on the Lakeshore; and the Scholarship Committee of the Calvin College Alumni Association. Mike has also volunteered his time launching and fundraising for Reader for School, a Holland-based nonprofit organization that coordinates local activities surrounding early education. In 2011, Splashlife named Mike one of the top 30 Civic Leaders under the age of 30 in the nation!

College of Health Professions

- ❖ **Kaili M. Walker, Master of Physician Assistant Studies**
(B.A., Health Professions Major, Psychology Minor, Grand Valley State University, 2009)

Kaili has demonstrated outstanding service and leadership in the community and profession as she represented the Physician Assistant Studies (PAS) program on

rotations. The PAS faculty have observed this student's performance as exemplary. Although a past president for the Pre-PAS club here at GVSU, she took on a more quiet leadership during the program, but her professionalism in service has benefited the community and the profession by paving additional rotation opportunities for future GVSU PAS students.

College of Education

❖ **Rebecca Black, Master of Arts in English**

(B.A., English, Grand Valley State University 2003)

Rebecca recently completed her M.A. in English while teaching full-time for Wayland High School. In many respects, Rebecca exemplifies the kind of teacher-scholar whose needs our program was designed to meet. That she has been able to bring her graduate experiences to bear on her teaching was to be expected, but her willingness to share the resources of Grand Valley with her students, particularly through the Shakespeare Festival, speaks very highly of her success at serving both the community and her profession.

**GRADUATE DEAN'S CITATION FOR
EXCELLENCE IN LEADERSHIP & SERVICE TO GVSU
Fall 2011**

College of Community & Public Service

❖ **Ian Fields, Master of Criminal Justice**

(B.S., Criminal Justice, Grand Valley State University 2009)

Because of Ian's classroom performance, as well as his personal character, he was chosen to work in the SCJRC and, eventually, to become its Student Administrator. The SCJRC provides research, writing, and presentation skills support to students taking courses in the School of Criminal Justice. During his two years with the Center, Ian helped develop handouts and classroom lecture modules; made classroom presentations on selected topics; provided one on one mentoring with students on research, writing, and communication skills; met with SCJ faculty and library staff to develop student assessments and knowledge surveys; and drafted interim and final SCJRC reports for faculty and college administrators. During one semester, he provided services beyond his scheduled hours as a volunteer in order to meet student need. His willingness to make this personal sacrifice to serve students, coupled with his professionalism and work ethic, has made Ian well-respected in the department. His service has been invaluable to SCJ students and faculty.

❖ **Selma Tucker, Master of Public Administration**

(B.S., Public Administration and Political Science, Grand Valley State University 2009)

Selma has shown leadership both within the classroom setting as well as during a five week international study abroad program: London Urbanization at Kingston University. Mr. Tucker was clearly one of the leaders of that program, setting the tone for the other 19 students who participated in the program and representing GVSU very well in an international setting.

Selma held the Recruitment Chair position for the Padnos International Center Alumni Chapter, served on the Advisory Committee for the LGBT Resource Center, and is a member of the Hauenstein Center for Presidential Studies Mentor Committee. As an active fellow he was the first

president of the Leadership Academy. He also was the first David and Carol Van Andel Endowed Fellow.

Seidman College of Business

❖ **Joseph Amisi, Master of Business Administration**

(LL.B, Law, University of Nairobi, Kenya)

Joseph (“Joe”) Amisi joined GVSU as an MBA student in 2008 and quickly distinguished himself as a valuable contributor both in the classroom and in the broader Seidman College and university communities. He has served as a member of the Seidman Graduate Student Advisory Board for two years, including as president this past year. In this role, he has provided strong leadership for the board and helped organize a number of events that serve both Seidman and the broader community, such as the annual book drive for needy children and a Habitat for Humanity work day. Joe is highly regarded by both students and faculty and has also been selected and served as the student representative on a Seidman committee to select outstanding faculty award recipients.

Besides his work within his program, for the last two years, Joe has served on the Graduate Council, a faculty governance committee, as a student representative. He also serves as an officer on the Graduate Student Association.

**GRADUATE STUDENT ASSOCIATION
OUTSTANDING FACULTY MENTOR AWARD
Fall 2011**

❖ **Dr. Corey Anton, Communications**

Nominated by: Seth Galligan, M.A., Communications

Dr. Corey Anton's presence in my life over the past year has made my experience at GVSU something truly special. Before enrolling at GVSU, I made sure that the school had the infrastructure necessary for me to get the education that I was after: the right classes, location, assistantship opportunities, technology, quality faculty, and proper accreditations. I was confident that if I applied myself, I would be able to make the experience worthwhile. The one thing I could not plan for was the creation of a close relationship with a faculty member. Long before I started grad school, I knew that what has made the best graduate experiences for people in the past are special relationships with faculty advisors. All I could do was hope that I would come in contact with someone with whom I would click. This hope was fulfilled in spades after I met Dr. Anton. From my first day in class with Dr. Anton he has been a constant source of inspiration, motivation, rugged honesty, intellectual challenge, professional guidance, and support.

Few professors have made themselves so available. Not only does Dr. Anton hold office hours religiously, but he will go to any lengths to meet a student's needs outside of office hours and regular class meetings. Several times, we have met for lunch and used online video conferencing software. Last winter, my family was going through some tough times. I was falling behind and needed some extra help and a little slack. Dr. Anton not only provided what I needed to be successful in his class but also gave me the emotional and moral support that I needed to keep my chin up, believe in my abilities, and persevere.

In class, Dr. Anton is a dynamo of energy, enthusiasm, and mastery. I never truly understood what a scholar was until I met him. His deep understanding of the material, endless zeal for the world of thought, and boundless interest in the contributions of others make him the ideal college teacher. Last summer, because I was so excited to have access to such a wonderful individual, I audited one of his undergraduate courses, COM 295. Although I absolutely loved the content of the course, what struck me most in this class as well as in

his graduate level Media Ecology course was Dr. Anton's ability to create a rapport with the students. His rapport is more than just an ability to engage the students. He has the ability to effectively communicate to students things they don't want to hear. This is at the heart of why Dr. Anton deserves this recognition. The best mentor has the courage to be honest, even when what needs to be said is not entertaining or pleasant. I have hopes of being a professor some day and with Dr. Anton's guidance and counsel, I can say with confidence that I have an extremely clear picture of what that will take. At every turn he has never motivated me one way or the other. He has simply shared his love of his work and made sure I know what I am really getting myself into.

I whole heartedly endorse Dr. Corey Anton for this mentorship award. I could not design a better mentor if I had the power to do so myself. Dr. Anton embodies everything a mentor should be. His love for his work is inspiring, his respect for his students is at the highest level, and his absolute dedication to the success of his students has propelled many many people in a direction more positive than before they came in contact with this great man.

❖ **Dr. Priscilla Kimboko, Public, Nonprofit, and Health Administration**

Nominated by: Marenta Klinger, Master of Health Administration

I wish to nominate Dr. Kimboko for the Faculty Mentor Award. I began working with Dr. Kimboko last year as a graduate assistant, a position that ended up lasting for the remainder of my graduate education. During this time she quickly transformed from a professor into a valued mentor. I gained more than I even realized at the time working with her over the last year and a half. Her passion for long-term care echoed mine and made me excited to further pursue my focus in the area. Her drive to increase awareness on the subject of gerontology is incredible and should be recognized. It is not only her passion for the field that I admire, but the way she challenged me to think in unique and innovative ways on long-term care issues was something I had never received before

She was genuinely interested in my thoughts on my work in the assisted living center and how it differed from the home care aspect that she was more familiar with. This sparked numerous lively conversations, some that even challenged me and provoked new thoughts on the way I viewed certain aging related issues. I really valued her informed input and the way I could talk to her about things beyond the work we were doing.

Her commitment to my personal development was also made evident to me in smaller ways. Anytime she received an email about a webinar, local conference, article, or any other type of long-term care speaker or event she was sure to forward them on to me. Dr. Kimboko was very encouraging in everything, academic or otherwise, and has helped me to be confident that my focus in long-term care is the right one for me. I have had countless professors in my six and half years attending college classes, even many great and encouraging ones at the graduate level, but I can honestly say that none come close to the level that I place Dr. Kimboko at. She has truly been a mentor, but also a genuine friend, during the majority of my time in the MHA program and I am confident it will stay this way beyond graduation.

❖ **Dr. Paul Mudde, Management**

Nominated by: Joe Amisi, Master of Business Administration

As an MBA candidate, I have interacted with Dr. Paul Mudde on numerous occasions including my capstone Strategy course this semester (BUS 681, Fall 2011), and now write to nominate him for the above award.

Dr. Mudde is a gifted instructor who has an enormous amount of influence on the academic, personal and professional development of his students.

Numerous times, I have consulted with him on these issues and received valuable advice. In class, he focuses on the development of critical thinking through lively class discussions and challenging homework assignments. He also encourages the application of academic concepts to our daily professional lives and constantly reinforces them with current affairs.

Dr. Mudde has greatly influenced my intellectual development through the rare opportunity to collaborate with him on a research project that aims to publish a scholarly article. This research has expanded my academic horizons and enriched my learning experience with a practical understanding of framing problems, conducting research and writing scholarly works.

Dr. Mudde is also quick to share his vast experience in business to illustrate concepts under study and, more importantly, to benefit his students in terms of career development. Beyond the classroom, Dr. Mudde has positively impacted my professional exploits by providing great advice and assistance which recently led me to successfully apply for an internship at Global Forex

Trading Ltd. A number of fellow students have shared with me similar stories of Dr. Mudde's willingness to help with career advancement, demonstrating a commitment to his students' professional growth.

I have further benefitted from Dr. Mudde's timely encouragement several times, most recently when I had some health issues towards the end of last summer. Such genuine concern for the personal wellbeing of his students is another hallmark of Dr. Mudde's teaching career.

Dr. Mudde's unique blend of vast experience in business, robust academic credentials, excellence in teaching and concern for students' wellbeing deserves recognition by the Grand Valley community. It is my hope that your committee will acknowledge him through this award.

GRADUATE STUDENT ASSOCIATION OFFICERS 2011-2012

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Joseph Amisi, Business Administration

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Destine Hatcher, Accounting (undergraduate)

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