News and Misinformation
Dear Friends,

Our issues of Northwest Crimson & Gray are sometimes thematic, focusing on important faculty research or student success. This issue is more eclectic. Research and the transformational experiences of our students are still front and center, but the overall picture we hope you get from this issue is that WSU Vancouver is a campus on the move.

We are entering the second year of our strategic plan, Destination 2021. I am grateful for the energy colleagues and those in our neighboring communities are putting into its success. It is guiding new initiatives that will strengthen and grow WSU Vancouver’s ties to the community and that will support WSU Vancouver students and faculty in their work.

In this issue, you’ll learn about the research conducted by Candice Goucher, the 2017 recipient of the Chancellor’s Award for Research Excellence. Her historical research in African metallurgy and food is rooted in everyday lives and memories. You’ll learn how to detect fake news from Michael Caulfield, a nationally prominent expert on how to tell if information can be trusted or not. And you’ll see students’ entries published in this year’s Salmon Creek Journal, read about the impact of fine arts on the creative well-being of campus and meet the recipient of our annual Notable Alumni Award.

Taken as a package, this issue demonstrates our sincere and strong commitment to work that has a positive impact locally, nationally and internationally. I hope you will look for ways to join us as we embark upon another year on our way to Destination 2021. Learn more at vancouver.wsu.edu/strategic.

Sincerely,

Emile “Mel” Netzhammer
Chancellor
NEWS AND MISINFORMATION
WSU Vancouver’s Michael Caulfield, a nationally known expert on how to fact-check the news, is developing a module to help students learn to tell fact from fiction.

NEW FACES ON CAMPUS
Meet the campus director of equity and diversity, the director of strategic partnerships and the medical school’s associate dean for clinical education for WSU Vancouver.

ART FOR LIFE’S SAKE
Students are embracing art classes to develop creative skills, cultural awareness and innovative thinking.

CREATIVE VANCOUGS
See examples of drawing, painting, photography, poetry, prose and sculpture from the 2017 Salmon Creek Journal.

LIVING HISTORY
Candice Goucher, recipient of the 2017 Chancellor’s Award for Research Excellence, has always thought of herself as a scholar first.

GAME DAY
The Creative Media and Digital Culture program now offers a game studies and design certificate to teach innovative approaches to video games and virtual environments.

NEW OPPORTUNITIES FROM PHILANTHROPIC GIFTS
Four recent gifts enable WSU Vancouver to improve educational opportunities for students.

MISSION POSSIBLE
WSU Vancouver alumnus David Choi is a member of the inaugural class of the Elson S. Floyd College of Medicine.

COMMON READING PROGRAM WILL GET PEOPLE TALKING
Join the campus community as it reads Joshua Davis’s “Spare Parts,” a book about undocumented students pursuing the American dream.

NOTABLE ALUMNA
Annual award honors nurse educator Megan Ludeña, a 2013 Master of Nursing graduate.
IN THE INTERNET ERA, IT IS MORE DIFFICULT THAN EVER TO BE ABLE TO SEPARATE FACT FROM FICTION. HELPING PEOPLE BECOME WEB LITERATE IS MICHAEL CAULFIELD’S PASSION.
Higher education has always aimed to help students become savvy consumers of information. It’s standard practice in college-level writing to think critically, base your work on reliable sources and document them for your readers.

But like the rest of society, higher education was not prepared for the internet age. When anyone can click to spread information rapidly, who knows what’s reliable anymore? The deluge of content on social media platforms, email, instant messages and more may be impulsive or thoughtful, “fake news” or authentic. Figuring out what to believe takes work.

Michael Caulfield has been thinking about this subject for a long time. Caulfield, who is director of blended and networked learning at WSU Vancouver, is a prolific and nationally prominent expert on learning how to tell whether news and information can be trusted or not.

The past couple of years have clarified that a critical aspect of web literacy is learning to become effective consumers as well as producers of information. That is, we all need to know how to tell whether information is reliable, and how to share information responsibly as well.

“We live in a world where everybody is now a publisher,” Caulfield said. “You can repost, share, comment, retweet, Tumbl, Instagram it—whatever you do, you’re a publisher, and if you’re passing along information to other people, you’ve got to take the two or three minutes [he says a basic check can take 90 to 120 seconds] to make sure it’s not completely false. … That doesn’t seem to be a heavy tax on sharing. If you can’t take a few minutes to make sure it’s correct, you shouldn’t be in the business of publishing stuff, even to your circle of friends.”

IN THE BEGINNING

Caulfield’s passion for the subject and his expertise have evolved through both his professional life and his personal interests. He has spent part of his working life helping faculty in positions at the Massachusetts Institute of Technology, Keene State College and now WSU Vancouver integrate web tools into the classroom.

These skills are necessary not only for identifying political misinformation, but also for research in the classroom and on the job.

Caulfield began digging into the subject in 2004 while developing search engines for a news archiving company. “You start to think about what is it you really want when you’re searching,” he said. “And once you’re tuned into this, there’s a slow accumulation of tricks ... like learning how to use date filters to find the original source of a story or, more recently, figuring out whether a user is Twitter-verified or not and what that means.”

Tip: To learn power searching tricks, Caulfield recommends this free, self-paced Google course: powersearchingwithgoogle.com.

FACT-CHECKING ON THE WEB

Many websites seek to sort fact from fiction. Here are some Caulfield recommends whenever you’re confronted with a dubious claim. These websites cover recent and featured news.

- **FactCheck.org:** Considers itself a consumer advocate for voters; a project of the Annenberg Public Policy Center of the University of Pennsylvania.
- **FactCheck.org/SciCheck:** Investigates scientific claims made by partisans to influence public policy.
- **Hoax-Slayer.com:** Investigates email and social media hoaxes and combats spam.
- **Politifact.com:** Investigates claims by public officials or of political importance and subjects them to its Truth-O-Meter.
- **Snopes.com:** Longstanding fact-checking source for urban legends, folklore, myths, rumors and misinformation.
- **TruthOrFiction.com:** Investigates “eRumors.”

Wikipedia is “an interesting case,” according to Caulfield. “Teachers often malign it, but we’ve found that not only is it highly accurate on most subjects, but its long-time editors are some of the best fact-checkers around. In most cases, Wikipedia should be your first stop, and if you have concerns about the information there, follow the links in the footnotes; most articles are well-cited.”
In case you’re wondering, it means Twitter has deemed the account to be of public interest and has verified that the information is coming from a real person with a real Twitter account. Verification is signified by a little white checkmark on a blue badge, and it appears on the account’s profile and next to the account name in search results. Twitter may delete accounts that misuse the badge.

**IN THE CLASSROOM**

Last spring, Caulfield piloted a fact-checking module he is developing to help undergraduates learn web literacy skills. Ultimately intended for use in classrooms in any discipline throughout the country, the module was incorporated into a neuroscience capstone course at WSU Vancouver taught by Allison Coffin, an assistant professor who runs a blog on science communication, Communicatalyst. Coffin invited Caulfield to visit the class first.

“He taught us (the students and me!) how to trace a claim to its source, how to learn more about a source’s author, and how to trace a picture to see if it is legitimate,” she said. The students worked in pairs fact-checking online claims in neuroscience, cognitive science or biomedical science that had recently gone viral. For example, they looked into claims that bald men are sexier and that learning music increases one’s IQ. (Status is mixed on both, Coffin reported.)

The students submitted their results in the form of a wiki. That is, they posted it to a collaborative website that anyone can read (although you need login credentials to post and edit). Wikis are often used by business teams for collaboration. The students also gave presentations and had to defend their positions. One student wrote a post for the Communicatalyst blog titled “Science News and Fact-Checking.”

Coffin plans to use the fact-checking module again in spring 2018. “I recommend it for any faculty member who wants his or her students to learn more about digital literacy,” she said. “You can avoid political claims entirely … so it’s appropriate for many types of courses.”

With the wiki format, not only do the students articulate for themselves how to tell if news is legitimate, but they also contribute to what Caulfield calls “our collective information environment.” In the process of learning the skills they contribute back to society by submitting their fact checks in a way that is Google-able.
IN A DEMOCRACY

Caulfield’s writings and his advice are readily available online. He has written an online book, “Web Literacy for Student Fact Checkers,” a succinct, practical, step-by-step approach filled with tips and tricks. He writes a highly informative blog, Hapgood (hapgood.us), where links to student work from Coffin’s class have been posted. He published an article last spring on Medium, “How ‘News Literacy’ Gets Web Misinformation Wrong,” presenting his quick web literacy fact-checking process and why it is more effective than commonly taught “news literacy” techniques.

He is developing and will run the just-launched national Digital Polarization Initiative—part of the American Association of State Colleges and Universities’ American Democracy Project. DigiPo, as it is called, is a cross-institutional initiative to improve civic discourse by developing web literacy skills in college undergraduates. In addition to the Coffin class at WSU Vancouver, Caulfield piloted the fact-checking modules in an environmental issues class at Western Kentucky University and a digital media literacy class at the University of Mary Washington in Virginia.

Caulfield has been featured on “The Today Show,” the New York Times, NPR and ABC News websites, and in many other news sources. He is also the emerging technologies and innovative practices editor for the EDUCAUSE Review, published by a nonprofit association that helps those who lead, manage and use information technology in higher education.

Why devote so much time and effort to this cause?
Partly because it’s so important to democracy to stop the spread of misinformation. It’s true that fake news has always been around, Caulfield said, but “what is relatively new is the rapidity with which it can spread. You can get from the invention of something that’s completely false to the halls of Congress in about four hours today.”

As the word “viral” suggests, the spread of information can be compared to the spread of disease. Disease has always existed, but certain environments (a close quarters such as a cruise ship, conference center or hotel) allow it to spread rapidly. You won’t ever eradicate disease, but you can teach people good hygiene and stop it from spreading in such an environment. “You need to adopt certain practices to mitigate the effects of the environment,” he said.

“If you can be that person who washes your virtual hands before handling food, then you can be a part of stopping this,” he said. “It just requires enough people to slow that down, to get us into a livable zone.”

In the introduction to “Web Literacy for Student Fact Checkers,” Caulfield writes: “As many people have noted, the web is both the largest propaganda machine ever created and the most amazing fact-checking tool ever invented. But if we haven’t taught our students those capabilities, is it any surprise that propaganda is winning?”

WHAT NEWS CAN YOU TRUST?
Whether liberal or conservative, there are some news sources that do a good job of responsible reporting. “You’ll likely choose your analysis providers partially based on your personal values,” Caulfield said. “You want to hear someone smarter than you who cares about the same things as you talk through the news.”

But there is something even more important, he adds—something he calls “the machinery of care.” “When you are fact-checking things on the web, ideally you want to get to one of these sources,” he said. “And ideology doesn’t matter as much as you think.”

To evaluate a source’s “machinery of care,” ask yourself:

- Do they employ people as fact-checkers, either in an individual role or as a job of copy editors?
- Do they have a retraction policy, and does the policy require public retraction of error?
- Do they have a public editor or other position that acts as a liaison to the trust of the public?
- When reporters are deceptive, are they held accountable?

Here are a few U.S. papers that meet these standards, Caulfield said:

- New York Times
- Wall Street Journal
- Washington Post

A handful of regional papers with good records but without the staff to be as effective include the Los Angeles Times, Chicago Tribune and Boston Globe.
Obie Ford III has joined WSU Vancouver as its first full-time campus director of equity and diversity. The position is called for under WSU Vancouver’s 2016 – 2021 Strategic Plan, Goal 4: Equity and Diversity.

Ford has served in similar roles for more than 20 years, most recently as founding director of the Office of Inclusion, Diversity and Equity at Warren Wilson College in Asheville, N.C. He also served as an adjunct faculty member in the department of education and as a faculty research fellow for the University of North Carolina Asheville.

“I love what I do, and I am very passionate about this work. I have been really intentional about equity, inclusion and diversity being part of my professional portfolio throughout my career,” said Ford. “My mantra is to ‘serve, love, create and elevate in the name of community.’ I am a firm believer that you can challenge hegemonic forces, make a positive impact and lead equitable movement forward from wherever you sit or stand.”

At WSU Vancouver, Ford will create, lead and facilitate campus-wide equity and diversity education. He is currently developing a curriculum for a certificate of equity-mindedness that will be open to all WSU Vancouver faculty and staff.

“My mission is to make equity-mindedness tangible for all throughout the campus fabric. I look forward to creating equitable space that is inclusive and affirming of all identities across ability, age, appearance, class, ethnicity, first-generation status, gender, political affiliation, race, sexual orientation, veteran status and any additional attribute of one’s identity,” said Ford.

Ford can be reached at 360-546-9508 or obie3.ford@wsu.edu.
Carolyn Long recently accepted the newly created position as director of strategic partnerships. The position is called for under WSU Vancouver’s 2016 – 2021 Strategic Plan, Goal 5: Community.

Long is a recognized figure both on campus and in the community. She is the Sam Reed Distinguished Professor of Civic Education and Public Civility, and the founder of the Initiative for Public Deliberation. Through IPD, Long and her well-trained students serve as an impartial resource for community problem solving in Southwest Washington. The Initiative has hosted forums on important topics such as access to higher education, affordable housing and homelessness.

Long will spend half of her time teaching and half as director of strategic partnerships. At present she is evaluating the existing partnerships between the university and the community and, along with the Columbia River Economic Development Council’s Vice President and Director of Business Development Max Ault, forming a committee to develop the next phase of community engagement and strategic partnership activities at WSU Vancouver. The committee, with representatives from the campus and community, will explore the campus’s role as a steward of place in Southwest Washington. Long will also create an inventory of civic engagement activities to measure how WSU Vancouver is advancing Goal 5 of its strategic plan.

“I’m excited about this new role,” said Long. “Members of our campus community participate in a great number of engagement activities, and the inventory will help us celebrate their work. I especially look forward to supporting our current strategic partnerships and creating new ones.”

For more information about building a creative partnership with the university that drives economic development in the region, contact Long at 360-546-9737 or coelong@wsu.edu.

The Elson S. Floyd College of Medicine has appointed Dr. Kevin Murray as associate dean for clinical education for WSU Vancouver. He administers the medical education program at WSU Vancouver, and will teach, recruit faculty to teach, and further the college mission by building out clinical partnerships with rural and underserved areas in Southwest Washington. He will also interact regularly with established clinical partners—medical facilities in which students will complete their clerkships—including Legacy Salmon Creek Medical Center, PeaceHealth Southwest Medical Center and The Vancouver Clinic.

Murray is a family medicine physician who spent most of his career practicing in various locations in the state of Washington. Most recently he served as a clinical professor at the University of Wyoming. There he served as the director of medical education, as the designated institutional official for the university as sponsor of Wyoming’s two family medicine residencies, and as the CEO of the Educational Health Center of Wyoming.

Murray is excited to serve in a position that is part of a brand-new medical school. He believes in the medical school’s goals and curricular design intended to attract a greater number of medical students from medically underserved backgrounds and increase the number of primary care graduates who will serve the state of Washington. He is also eager to see WSU-trained doctors practice in ways that address the needs of underserved communities.

Murray can be reached at 360-546-9180 or kevin.f.murray@wsu.edu.
The opportunity to teach art at a land-grant university brought Avantika Bawa to WSU Vancouver in 2010. She had been one of dozens of art professors at an art college in Georgia. Now she is one of just two full-time professors in a small fine arts department that does not offer a bachelor’s degree—currently only a minor or an area of concentration within a broader humanities degree. Department Chair Harrison Higgs is the other faculty member, and a full-time staff technician, Dale Strouse, keeps the labs supplied, repaired, safe and open.

But while WSU Vancouver’s fine arts department may not have a lot of person-power, it has a powerful commitment to the creative well-being of the campus. With the assistance of three regular adjunct faculty members, the department offers classes in painting, drawing, sculpture, photography, printmaking, two- and three-dimensional design and art history.

In addition, the department offers two or three community workshops each semester, in such topics as handmade books, Japanese papermaking and calligraphy. Open to the public as well as faculty, staff and students, the workshops serve “to keep the creative spark alive on campus and to provide outreach to the community,” Strouse said.

In some senses, WSU Vancouver’s art department has an edge over more traditional art schools. “Most art facilities separate every area—painting, photography, printmaking and so on,” Higgs said. “Here, we have only two rooms and a darkroom, which means all of these things overlap. … In the end, it’s fortunate our facility was a bit constricted [when it was built], because it forced us to take on the direction all art departments are going in terms of hybridizing.”

WSU VANCOUVER’S FINE ARTS DEPARTMENT HELPS STUDENTS DEVELOP CRITICAL THINKING AND CULTURAL AWARENESS AS WELL AS CREATIVE AND TECHNICAL SKILLS.
ART'S NEW DIRECTION

Higgs, who earned a Master of Fine Arts degree from the University of Washington, joined WSU Vancouver in 1997, just as the university had moved to the Salmon Creek campus. Soon he was asked to help design the art spaces for the Multimedia Classroom Building, which opened in late 2007. That led to the opportunity to help create a fine arts program.

“My research at the time was exploring alternative photography and nontoxic printmaking methods,” Higgs said. “I started to see the sweet spot between these old art processes, which had started to be considered obsolete, and digital imaging, which was just coming on at the time. We designed the facility so digital overlapped photography, which overlapped printmaking.”

The intermingling of disciplines helps open students' eyes. “There's always going to be something new that gets incorporated into the practice,” Higgs said. “It's interesting from an artist standpoint to choose what makes sense or combine them.”

Students have led the change in many ways, he said. “A lot of them grew up on tablets and workstations. I think our students take our classes because they want to work with their hands.”

Students also enjoy small class sizes—usually 16 per class—and longer meeting times than most other disciplines—2.5 hours. “That puts more contact between students and instructors,” Higgs said, “and also gives students more time to practice.”

“There's a level of intimacy at WSU Vancouver that is so good for a budding artist,” said Ariana Hall, a 2017 graduate in humanities with a fine arts concentration. She had intended to pursue a psychology career but, even after earning a psychology degree, decided to take more art classes because she loved the way they expanded her thinking.

“The interdisciplinary environment was interesting for me as well,” she said. “It creates a social environment that is conducive to trying new things and not feeling pressured to be perfect.”

While students in humanities fields make up most classes, increasingly students are coming from fields such as engineering, nursing, business, human development and the sciences. “Instead of art for art's sake, we emphasize more how art fits into everyone's lives and how it connects to the discipline they're studying,” Higgs said.

Art classes can help with practical skills such as eye-hand coordination and the ability to move between digital and analog experiences. And they can instill critical thinking and cultural awareness in students. “Some tell us they want to improve their ability to think outside the box,” Bawa said.

Some students are uncomfortable with the open-ended nature of the creative process. In that way, Higgs said, “It's unlike other disciplines. But we try to get them to embrace working with a process where they don't always know what the end result is going to be.”

“Instead of art for art's sake, we emphasize more how art fits into everyone's lives and how it connects to the discipline they're studying.”

—HARRISON HIGGS
**DIVERSE THINKING**

Higgs’s own work is interdisciplinary, combining imaging and sculptural techniques with bio-based materials. For example, his project “FIELD Study” draws from food science, manufacturing and sustainable building materials.

“I’m trying to connect obsolete processes with new tools,” Higgs said. “I’m interested partly to bring my research closer to my teaching and showing that the artist’s mind should be inquisitive, challenging the status quo, looking toward unorthodox solutions. An artist can be part experimenter or entrepreneur or investigator.”

Bawa, a native of India, also combines different techniques and processes in her work, mostly installations. She earned her Master of Fine Arts degree at the School of the Art Institute of Chicago, taught at Savannah College of Art and Design and had work represented in museums and private collections. Looking for a change, she gave herself a year off, drove across the country for a residency and decided to see what happened. She found herself in Portland and found a place at WSU Vancouver.

Strouse is in his sixth year on the art department staff. Formerly a graphic designer in Longview, Wash., he came to WSU Vancouver as a student to complete a Digital Technology and Culture degree. He took several classes from Higgs and ended up staying on as the fine arts technician. “Students love Dale,” Higgs said. “He’s the guy who helps them get out of a jam.” Strouse is also a professional photographer whose work hangs in buildings around campus.

Campus art galleries owe their professionalism and variety to the members of the fine arts department, who select the artists for exhibition and mount the work for display. It’s all part of keeping the creative spirit alive on campus.

The campus culture has influenced their personal work. Higgs, for example, cites WSU’s “Grand Challenges” research goals in describing “FIELD Study”: “I am connecting this inquiry to ‘foundational and emergent materials’ (bio-based materials and green manufacturing) found in the WSU Grand Challenges schema,” he wrote in a statement for WSU’s website.

Consider the “green plastics” industry. It draws on research that is a century old, before plastics were made from petrochemicals. “I’m using seaweed and collagen to make sculptural molds,” Higgs said. “I’m trying to connect so-called obsolete processes with new tools.”

Bawa, too, says her research changed when she came to WSU Vancouver. “All these scientists and geologists around me—I wanted to make sure my work was significant in the larger context of life and not just a cool art community,” she said. “It was a bigger challenge.”

At a time when we’ve become aware of how our lives are constricted by the bubbles we live in, the members of the art department have a refreshing perspective on the campus. “What is unique here,” Bawa said, “is that you’re not surrounded just by people who think and look like you. There’s a greater diversity of thinking.”

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Avantika Bawa’s “Mineral Spirits” is a mixed media art installation of paint, scaffolding and looped audio.

PHOTO: AVANTIKA BAWA
CREATIVE VANCOUGS

EXCERPTS FROM THE 2017 SALMON CREEK JOURNAL

The Salmon Creek Journal is the annual art and literary journal for WSU Vancouver.
Since 1997, the Salmon Creek Journal has been a student-led publication representing the interests and talents of the WSU Vancouver community. It includes poetry, prose, visual and performing arts submissions from WSU Vancouver students, faculty, staff and alumni.
To submit creative work for the 2018 Salmon Creek Journal, visit salmoncreekjournal.com/submissions.

“Countless Stars With You”
BY ROBIN NGUYEN
Digital photograph

“Long Pauses”
BY ROMNEY KELLOGG

You must think I am crazy when I turn my head,
And walk away from you when you need me to talk instead,
You must become furious when I look at you in silence,
Wondering if my lack of words is just showing my defiance,
But when I lose the will to speak it feels as if I’m dying,
My heart is being ripped piece by piece on the inside I am crying,
I wish I could come to you and lay all my feelings on the table,
Though the very thought of that makes me quite unstable,
I want to do my best with you and give it all my might,
So I can break these tall dark walls guarding my glowing light,
One day I will be able to put an end to all the causes,
Until then though there will be silence and long pauses.

“Undone”
BY MAGGIE HANDRAN
Pen and ink drawing
“Death of a Writer”
BY CONNOR SHEDDEN

The writer was shot in the head by the robbers. They then watched, astounded and still, in fear and disbelief as he looked up and started.

“Oh great. OK, OK, just give me a moment.”

He stood up from his desk. Blood dripped in a stream down his face. The robbers’ heads and eyes followed him as he moved across his office. Aside from that, none of them spoke or moved. They could see the hole in the back of his head the bullet had left behind. He picked up a large volume from a shelf and returned with it to his desk, slamming it down on his work surface. He sighed as he flipped the tome open to nearly the back of the volume. He picked out a pencil from his pencil holder and began writing in the book. And that’s what he did. For the longest while he just sat there attempting to finish his work. Every now and then he’d “hmph” to himself, curse and pick up his big pink eraser to wipe something out, or laugh as something amusing occurred to him.

By the time he was done writing, blood stains ran down both the front and back of his shirt. His skin was growing rather pale from the blood loss, but he didn’t seem bothered by it. When he was done writing he put down his pencil, closed his book, and pushed it off to the side of his desk. He glanced up at the statue-still robbers for a second. “I know, I know, I’m taking a bit, but I’m almost done.”

He reached across to the other side of the desk and pulled his phone towards him. He put the speaker up to his ear and the microphone to his mouth, and started dialing on the old-fashioned dialing wheel. He sat back in his seat as he waited for the dial tone in his ear to end. His eyes were now milked over. Finally, whoever he was calling answered. “Hi, Steven? Yeah it’s Gilbert. Listen I don’t have long. I just wanted to let you know that I finished the last book. Yeah, you’ll have to come pick it up yourself. I won’t be able to send it to you. No, no, there won’t be another book after this one. Alright, thanks. Goodbye.”

He hung up the phone, let out a large sigh, and leaned back in his chair. “OK.”

And then he was dead. When the police arrived, all of the robbers were standing in place, still staring silently at the finally dead writer.

Gilbert’s eyes fluttered open again.

“Huh?”

He stood up from his body and, clutching the book to his chest, walked past the frozen robbers and out of his office. He stepped through the front door of his house and out into the street to find a man waiting...
“A Version of Us”  
BY VALERIE PARRISH  
Graphite on drawing paper

for him. The man was sitting on the front steps, leaning against the low, stone wall of one of the step’s hand rails. Gilbert cleared his throat. “Ahem. Excuse me? I’m done now.”

The man jerked back upright and closed his open mouth. “Right then. Good.”

He turned around to face Gilbert, yawning, wiping the drool off of his clothes, and rubbing the sleep out of his eyes. His eyes were completely milky white. “You ready to go then?”

Gilbert nodded. “Yeah, thanks for letting me finish.”

Death shrugged. “It’s fine. I enjoyed the short nap, and my girlfriend wanted to read that one anyway.”

He turned around and walked away. Gilbert followed him and handed him the completed book once he caught up. “Always nice to meet a fan.”

“S-Stutter”  
BY EMILY HAYS

My s-stutter is subtle  
Most people don’t even notice  
But I notice  
Every time  
Every repeated syllable  
Every repeated word  
I hear it  
Boom-booming in my ears  
It’s a failure to c-c-communicate  
Drag-drag-dragging every word from my throat  
Kicking and screaming  
And most people don’t hear it  
But I do  
Every time  
Every repeated syllable  
Every repeated word  
I-I hear it  
I hear it

“Gold Hair”  
BY ERIN CARLIE  
Wire sculpture
Living History

PHOTO: CANDICE GOUCHER
Although she spent many years of her career in administrative positions, Candice Goucher has always thought of herself as a scholar first and foremost. She came to WSU Vancouver in 2000 as director of the College of Liberal Arts (now the College of Arts and Sciences) and later was director of undergraduate studies. Before that, Goucher chaired the Black Studies Department at Portland State University. She joined the PSU faculty after earning her doctorate in African history from the University of California Los Angeles.

Even before returning to full-time teaching at WSU Vancouver in 2008, Goucher remained enormously productive as a research historian. Her work combines the theories and methods of history, archaeology, ethnography, art history, ecology and chemistry. She is well known for her books and articles on African foodways, metallurgy, and popular and political culture, as well as global themes in world history. For example, she studies how European, African and Asian foods, and culinary traditions came together in the islands of the Caribbean and then dispersed throughout the world as part of globalization.

In just the last five years, Goucher has published four books (in five volumes), four journal articles, six invited chapters in books, edited a special issue of a scholarly journal, created a blogsite, contributed 31 short essays and/or encyclopedia articles to various publications, and curated two exhibitions. She received WSU Vancouver’s Chancellor’s Award for Research Excellence in 2017, the latest in an impressive list of honors and awards from such organizations as the World History Association, the Society for Visual Anthropology, the National Endowment for the Humanities and the Huntington Library.

She embarked upon one of her signature achievements shortly after she arrived at WSU Vancouver, when she was part of a $2.8 million grant from the Corporation for Public Broadcasting and the Annenberg Foundation to create a huge project called Bridging World History. She and Linda Walton of PSU, who had published history texts together, were the co-lead scholars. They brought together “dozens and dozens of scholars” to film 26 videos and a website that have been used on public television and in world history classes all over the globe. Even today, after nearly 10 years, the website receives 190,000 discrete hits per year.

AN INTERDISCIPLINARY PERSPECTIVE

Goucher is currently relishing the fruits of her disciplined career.

In the late 1970s, when she began researching African metalwork for her graduate studies, she had the field practically to herself. “I’m recognized as being kind of an old timer in terms of research on African ironworking,” she said. Initially she worked with a blacksmith in 1979 in a small village in Ghana. Around the same time, she was involved in an archeological excavation of a medieval town. There, she discovered the extraordinary technology involved in the production of iron objects, implements and weapons that supported everyday life.

Now she is collaborating on a monumental exhibition, “Striking Iron: The Arts of the African Blacksmith,” which opens in spring 2018 at the Fowler Museum in Los Angeles and travels to Paris and other cities. Goucher is also co-editor of a book to be published by the University of California Press in conjunction with the exhibition.

In addition, she is working on another volume about African ironworking as it has spread throughout the African diaspora via immigration. “I am looking at the global impact of African technology, which has been very understudied and underappreciated,” Goucher said. Tentatively titled “The Memory of Iron,” this book will seek to restore the role of African ironworkers to the history of technology, which for centuries has ignored Africa.
Skills with iron were valued in the New World, and the knowledge of African craftsmen helped forge a new understanding of working with metal. “We now know Africans contributed essential knowledge and skills, especially to the Americas but also to the whole Atlantic world,” Goucher said. She sees “The Memory of Iron” as the culmination of decades of scholarship around African metallurgy.

Goucher has studied Caribbean food almost as long as she has studied African ironworking. “I had these two parallel interests that have been percolating for a long time,” she said. Among her many honors, her 2014 book “Congotay! Congotay!” won both the National and the World Gourmand Awards for Best Book on Caribbean Food.

“My interest in food really came from having eaten on both sides of the Atlantic,” Goucher said. At home, she and her husband, Joseph Lambert, eat a lot of African, Caribbean and South Asian foods. “You get accustomed to the spices,” she said. “For me to have a meal without a little bit of curry or a little bit of pepper is unusual.”

This past summer, she spent a few days in Boston at the World History Association conference with the theme of food in world history. Goucher was one of five professors demonstrating different Atlantic World cuisines. She made crab callaloo, a Caribbean dish popular from the 18th century with African origins, featuring coconut milk, crab and greens. She opened her presentation with a Trinidadian calypso song, “Gimme Crab and Callaloo.”

“We don’t tend to acknowledge how historical the food is that we eat,” she said. “All foods are amalgams of cultural history.”

IN THE CLASSROOM

Goucher is as committed to teaching as to research, and says that “when teaching goes well, you learn so much from your students.”

What makes a good teacher? “It’s hard to know where your inspiration comes from, but history is part storytelling,” she said, “and when you travel as I have had the good fortune to do, you have a stable of stories to tell about the past. It’s a nice way to tell students how history is constructed—that it’s a process of reconstructing lives from the past.”

She has been instrumental in shifting the teaching of world history from an outdated rise-and-fall-of-civilizations approach to a more engaged thematic approach to the past, which makes it possible to see contemporary global and environmental issues borne of history. “It’s a way to make history more relevant to our lives,” Goucher said.

Goucher encourages students to pursue a multicultural education. “The availability of study abroad is so important for our students,” she said. “It is often the key defining experience of their education.”

She should know. Her own career has its roots in her experiences as a high school exchange student in South Africa, and as an undergraduate she spent time in Nigeria.

Goucher’s next project, after the ironworking exhibition, is to write a book about food and culture on Michigan’s Upper Peninsula, her home territory.

Meanwhile, the exhibition in Los Angeles promises a different kind of thrill than solitary scholars usually get to experience—as well as the possibility that a missing link in the worldwide history of technology will receive its rightful recognition. “It is so much fun to be around other people who are so excited about these works of art that African blacksmiths created over centuries,” Goucher said.
Imagine running through a fantastical digital world of myth and danger—treasures and ancient artifacts around every corner.

Now imagine being a new college graduate and saying “I built that” in a job interview.

Both are reality for the 2017 graduates of the WSU Vancouver Creative Media and Digital Culture program. Last May, the program graduated 28 designers, programmers and developers, all with real-world experience in virtual storytelling already on their resumes.

The newest group of digital technology and culture alumni worked on the game “Beasts and Heroes,” produced by Emortal Sports, Inc., as part of the CMDC program’s new game studies and design certificate. Collectively, the senior gaming cohort spent more than 2,000 hours making “skins” (virtual goods or currencies that can be traded) and “assets” (game components, such as artwork and sound effects) for the 3D, virtual-reality game, said Christopher Pien, who put in 427 hours over the course of the semester as a project manager.

“This has been an absolutely fantastic experience for me,” Pien said. “It’s something I’ve wanted to pursue for a long time. I started doing this as a hobby when I was 12 or 13. The CMDC program gave me the rare chance to work with people in the industry and explore an area I want to work in.”

DO ANYTHING, GO ANYWHERE

That’s the goal, said Dene Grigar, director of and a professor in the CMDC program. The gaming certificate was introduced in the 2016/17 school year to connect students with game design companies across the region. Grigar plans to offer real-world partnership opportunities to students every year.

“I say to students that they’re not guaranteed a job as a game developer in Silicon Valley or Seattle, but if they can learn how to do games they can do anything,” she said. “It involves workflow management, partnerships and teamwork, collaboration and the intensity and skill of building the game. If they can do that, they can go anywhere.”

They also enter the workforce with a contact in the real world. In this case, David Ortiz, who owns Emortal Games, Inc., worked with the students closely throughout the project.
Game Studies and Design Certificate

The seniors working on “Beasts and Heroes” were part of the first to earn the game studies and design certificate awarded at WSU Vancouver. The certificate was approved during the 2016/17 school year as a 15-credit certificate available to students in any major. It is unique to WSU Vancouver and is part of the Creative Media and Digital Culture program.

The game studies and design certificate aims to teach innovative approaches to games and game environments using augmented reality, virtual reality, motion-capture and motion-tracking technologies, which are experimental digital technologies the CMDC program already teaches in its Bachelor of Arts in Digital Technology and Culture degree program. To date, no other university in the region offers a four-year degree in this area of study.

Ortiz said he came to Vancouver from Seattle about once a month to meet with the class and held meetings via Skype and email. The chance to work with students is invaluable for both his business and the students’ future careers, he said.

“I get a first look at the talent and students coming out of school,” he said. “...And students get the benefit of experience and learning from my experiences, and the chance to work on a AAA-product and see how the workplace really works. It increases their skill set and gives them exposure to professional techniques, which is obviously good for their resume.”

WSU VANCOUVER ACADEMIC DEGREES

Anthropology, B.A.
Biology, B.S.
Business Administration, B.A.
(Majors: Accounting, Business Administration, Entrepreneurship, Finance, Management, Marketing and Management Information Systems)
Computer Science, B.S. and M.S.
Digital Technology and Culture, B.A.
Earth and Environmental Science, B.S.
Education, M.Ed. and Ed.D.
Electrical Engineering, B.S. and M.S.
Elementary Education, B.A.
English, B.A. (Options: Creative Writing, Literary Studies, Rhetoric and Professional Writing and Teaching)
Environmental Science, M.S.
History, B.A.
Hospitality Business Management, B.A.
Human Development, B.A.
Integrated Strategic Communication, B.A.
Mathematics, B.S.
Mechanical Engineering, B.S. and M.S.
Neuroscience, B.S.
Nursing, B.S., MN and DNP
Prevention Science, Ph.D.
Psychology, B.S.
Public Affairs, B.A. and M.P.A.
Social Sciences, B.A. (Options: Anthropology, Criminal Justice, History, Human Development, Personnel Psychology and Human Resources, Political Science, Psychology, Sociology and Women’s Studies)
Sociology, B.A.
Teaching, MIT

To see the complete list of academic offerings, visit vancouver.wsu.edu/programs.

Grigar is also committed to ensuring that games are not vulgar, overly sexual or violent. “There are these horrible games that aren’t healthy and demean the human spirit,” she said. “It’s their choice as to whether they participate in that, but we hope to instill an ethic about what it means to be human and embrace a spirit of humanity in all that we do.”

The newest college-age cohort has noticed the newfound respect for gaming culture and the connection between intellectual and real-world skills.

“Games as a medium have been outside the academic scope for a very long time,” Pien said. “Since the rise of digital gaming in the 1980s and 1990s, it’s been seen as something kids and teens do and not something worth putting time into—unlike film, for example, which gets more respect. The opportunity we had to work on a game before even finishing school puts us at the forefront of a new medium and at the forefront of the ‘games as academic pursuit’ movement.”

The approach seems to be working: Fall enrollment is up 45 percent from the 2016/17 academic year, Grigar said. That represents about 100 additional students in the program. And it represents about 100 more future graduates with bright futures.

“You want to see folks who have actually worked with and touched the tools in a workspace, as opposed to being purely theoretical, which is what happens with a fair amount of programs,” Ortiz said, noting the top quality of the technical tools in the CMDC workspace. “It’s a very practical approach, and Dene’s work to source professionals in the real world to work with students before they even graduate sets students up to get great jobs coming out.”
Hospitality Business Management Gets First Endowed Chair

The Tod and Maxine McClaskey Foundation has invested $2 million to establish an endowed chair in hospitality business management in the Carson College of Business at WSU Vancouver. This is the first endowed chair at the Vancouver campus. The gift honors the late Tod McClaskey, founder of Red Lion Inn Hotels, and his wife, Maxine.

The McClaskey Foundation previously funded a faculty position for the first five years of WSU Vancouver’s hospitality business management program, part of the WSU School of Hospitality Business Management in Pullman, which ranks among the top 5 percent of such programs in the country.

“This endowment is both a reward for past successes and an investment into the future of hospitality business management in the Vancouver/Portland area. Hospitality business management Vancouver is not only here to stay, but to be the leader in hospitality in this area,” said Florian Zach, Tod and Maxine McClaskey Faculty Fellow.

The program offers the only bachelor’s degree in hospitality business management in the region, which is one of the nation’s fastest-growing tourism destinations. Students from Clark College, the Cascadia Technical Academy and other schools and colleges in the area now can continue their education in this specific field.

Tod and Maxine McClaskey established their foundation to support the communities they loved past their lifetimes. The foundation supports health and education programs in Clark County.

Sunlight Supply Amphitheater donates $250,000 to scholarships

Students who are at risk of dropping out of school because of financial pressures may be eligible for scholarship relief, thanks to the Sunlight Supply Amphitheater operated by Quincunx of Washington.

This summer, the amphitheater donated $250,000 to a scholarship fund that will support students from Clark and Multnomah counties who have financial barriers and cannot afford to pay for college.

In all, the amphitheater has donated $375,000 to scholarships. As part of the WSU Campaign launch on Dec. 2, 2010, the amphitheater donated $25,000 to endow a scholarship. In 2016, the amphitheater donated $100,000 to the fund. With the new gift, the fund will support scholarships for three students from Clark County in Washington, and two students from Multnomah County in Oregon.

When the amphitheater started operating in 2003, the business was committed to building a charity fund to benefit the local community. Education has been the focus of the charity fund from the beginning. The company also has provided more than $300,000 worth of new musical instruments for the local school systems, and countless ticket and VIP packages to local organizations for auctions at various fundraising events.

WSU Vancouver students are encouraged to apply for scholarships in fall semester for the 2018/19 academic year. Learn more at vancouver.wsu.edu/finaid.

New opportunities from philanthropic gifts

WSU Vancouver has received four significant philanthropic gifts recently, enabling the university to improve educational opportunities for students.
BUSINESS GROWTH MAP ESTABLISHES ITS FIRST ENDOWMENT

The Business Growth Mentor & Analysis Program has received a matching gift from anonymous donors to establish an endowment to further advance this successful program. The anonymous $12,500 gift is being matched by charter donors. The endowment will ensure the program’s growth and continued prosperity while making a difference in the lives of students and the economic development of the local business community.

Since its inception in 2011, Business Growth MAP has grown tremendously, and so has its influence. More than 1,000 students have participated in at least one project, helping almost 200 businesses in the Vancouver/Portland area. Students analyze real business problems and recommend practical solutions. The experience boosts their career prospects while helping companies increase revenue and create jobs.

Business Growth MAP’s success has brought prestige and numerous awards. Most recently, the program was one of 35 selected from 315 submissions for an award from AACSB International, a global business education network.

To invest in WSU Vancouver, contact the Development and Alumni Relations Office at 360-546-9600 or email j.miltenberger@wsu.edu.
David Choi ’16, a member of the inaugural class of the Elson S. Floyd College of Medicine, looks back fondly on his college years while looking forward to a future in medicine.

Growing up in a low-income household in Washougal, Wash., David Choi and his brothers didn’t expect to go to college. After his older brother died as a teenager, Choi expected that most of the responsibility for supporting his family would fall on him. Music became his outlet. Then his band teacher, Kelly Ritter, a WSU alumna whom Choi considers one of his most influential supporters, recommended he look into scholarships before crossing college off his list.

He applied and got the College Bound scholarship, a state award for hard-working, low-income students that would see him through his college years. Despite offers from other colleges as well, he chose WSU Vancouver. “They allowed me to support my family during school and offered
a more personalized, less intimidating education while maintaining the integrity of a world-class education,” Choi said.

He graduated with a biology degree in 2016. This year, he is a student in the inaugural class of the Elson S. Floyd College of Medicine. He won scholarship assistance again. In his medical school application, he wrote that he wants to focus on mental health in part because there is such a great need, and because mental illness in people close to him allows him to relate and understand.

A FUTURE IN HEALTH CARE

Choi has been preparing for a future in health care for many years. He began volunteering at Columbia River Mental Health Services in 2008 and was hired as a contractor with Columbia’s IT department while still in college. Seeing a need to better integrate technological changes into mental health services, he started a medical transcription company. (He closed his company to focus on his medical education.)

Choi made the most of his college years, getting involved with the campus and the community. Working with the Associated Students of WSU Vancouver during an important period in its history—and serving as its president in 2014/15—he helped advocate against sexual violence on college campuses, make the campus smoke-free, create a new Veterans Center and bring physical health services to the campus.

His time at WSU Vancouver was transformational, he said. He met outstanding people and grew both personally and professionally. While his classes this year are on the WSU Spokane campus, he plans to return to Vancouver for clinical rotations in his third year.

To Choi, the Elson S. Floyd College of Medicine is a thrilling prospect and a perfect fit. He shares its mission to address the needs of underserved communities. “All 60 students within the inaugural class have an intense sense of compassion and drive to meet those needs,” Choi said.

As a medical practitioner, he hopes to work in a team-based environment that emphasizes “innovative solutions to meet the needs of underrepresented demographics, specifically with an emphasis in accessibility, affordability and preventative health.” He aims to be a leader who can pull from the group’s diversity of experiences to produce effective new solutions. He is also interested in technology innovations that can be used to integrate mental and physical health—a career path that may mean specialized training after medical school.

DEEP ROOTS AT WSU VANCOUVER

Choi returns to the WSU Vancouver campus often, volunteering at events, running the trails or having lunch with friends. “I still actively advocate for WSU Vancouver outside of campus, but I’ve made so many memories at campus that I come back to relive them for a bit. It’s a simple thing, visiting campus, but it means the world to me.”

He appreciates that WSU Vancouver students tend to have more life experiences than the average college student. “Those individuals who chose to freely share their experiences truly helped my class gain realistic perspective of the outside world and prepare for life outside the university,” he said.

His recommendation for future Cougs? “Spend just as much effort growing personally as professionally,” he said. “One of the greatest gifts college can provide is the chance to learn your interests, cultivate new experiences, and build new connections that can make you the best version of yourself you can be. Spend time with friends, put effort into exploring new perspectives, and take calculated risks that might forever better your life.”

He said one of the best decisions he made at college was not academic. He decided to attend the annual Mt. Bachelor snowboarding trip, “and that experience led me into student involvement and later student leadership,” he said. “That leadership ended up being critical to both my life goals and for getting accepted into medical school, and it all started with a recreation trip I might not have taken.”

“I still actively advocate for WSU Vancouver outside of campus, but I’ve made so many memories at campus that I come back to relive them for a bit. It’s a simple thing, visiting campus, but it means the world to me.” —DAVID CHOI
Common Reading Program will get people talking

BY AMELIA VENEZIANO

A book can bring a community together, whether its readers are future engineers or community advocates. The WSU Common Reading Program embraces that wisdom, which is why new students across the system will find a book covering “frontiers of technology, health and society” on their course reading lists this fall.

At WSU Vancouver that book is “Spare Parts: Four Undocumented Teenagers, One Ugly Robot, and the Battle for the American Dream,” by Joshua Davis. “Spare Parts” is a true story about four Mexican-American high school students living in Phoenix, Ariz., who overcome seemingly insurmountable odds as they learn about building robots and surviving in the United States as undocumented students. Thanks to the guidance of a special teacher, these teenagers build a robot to compete in the Marine Advanced Technology Education Robotics Competition at the University of California, Santa Barbara.

“Spare Parts” was selected by a committee of six, including WSU Vancouver staff and faculty members, and a student, said Suzanne Smith, director of academic planning in the Office of Academic Affairs and chair of the selection committee. She said the book was the committee’s favorite by far.

“This book has great appeal across age groups,” Smith said, noting WSU Vancouver’s diverse student population. “We also liked the Deferred Action for Childhood Arrivals (Dreamers) element of this book, given the statistics of our students. It’s an easy read. It’s entertaining, and we felt more of our students could relate to ‘Spare Parts’ than to other proposed books.”

The Common Reading Program began in Pullman in 2006/07. Each campus selects its own book. First-year students at the other WSU campuses will read “Ready Player One,” a science fiction novel by Ernest Cline about a world altered by an energy crisis and global warming.

First-year WSU Vancouver students received “Spare Parts” for free at ROAR, the new student orientation. About 500 copies of the book were distributed, Smith estimated.

“Spare Parts” will be used throughout academic disciplines in different ways. Events and programming related to themes in the book will take place throughout the 2017/18 academic year. A community relations officer with the U.S. Citizenship and Immigration Services will talk about the history of immigration in the United States on campus Sept. 12. “Spare Parts” author Joshua Davis will be on campus Oct. 19. One of the high school students featured in the book will come to campus in the spring to talk about his experience and what has happened in his life since the book was published. Other events, including a naturalization ceremony, are yet to be scheduled. Keep an eye on WSU Vancouver’s events calendar to learn event details and see new events: vancouver.wsu.edu/events.

Author Amelia Veneziano is a 2007 WSU Pullman graduate in communication, with an emphasis in journalism. She is in the final year of the Masters of Public Affairs program at WSU Vancouver and plans to work in public information and nonprofit outreach upon program completion.
Megan Ludeña considers it “a surprise and honor” to be chosen for WSU Vancouver’s 2017 Notable Alumna Award. The award is the latest in a string of accolades she has received in the last five years. As meaningful as these awards are to her, however, she said that “really, my biggest achievements have been caring for my mom at the end of her life, and raising my two girls.”

Caretaking is Ludeña’s life purpose. That is a major reason why she is increasingly recognized for the careful, conscientious work she does as a nurse and nurse educator. Currently she is a nurse educator with Kaiser Westside Medical Center. Although she sometimes fills in for clinical nurses attending to newborns or patients in early labor, she spends most of her time helping her fellow nurses to maintain their specialized skills and work at the top of their scope of practice.

“The majority of my time is spent on orientation and onboarding of new hires, reviewing and updating our policies and procedures, teaching some of Kaiser Northwest’s regional nursing classes, and planning and executing our staff education throughout the year,” Ludeña said.

ACHIEVING GOALS

She received a bachelor’s degree in nursing in 2004 from Linfield College, and her master’s degree and a Nurse Educator Certificate in December 2013 from WSU Vancouver. She was chosen to carry the College of Nursing banner for WSU Vancouver’s 2014 commencement. She holds nursing licenses in both Oregon and Washington.

Initially, Ludeña planned to become a labor and delivery nurse. Upon receiving her bachelor’s degree, she worked in a medical-surgical unit at Tuality Community Hospital in Hillsboro for nine months before transferring to the Family Birth Center. She subsequently worked at Legacy Good Samaritan Hospital and Kaiser Sunnyside Medical Center, both in Portland, before joining her current employer, Kaiser Westside Medical Center, in 2015.

In 2007, with the encouragement of friends, she decided to pursue a master’s degree. “I am a self-proclaimed nerd,” she said. “I love learning and anticipate being a lifelong learner.”

Then, after taking a few years off to work and be a mom, she attended school part-time while working full-time for about four years. Because the program was a hybrid (online plus in person/videoconference), she was able to plan her work schedule around the dates she needed to be at school. For her final year, she was chosen to participate in a program through Kaiser Permanente that afforded her the opportunity to take one day off a week to focus on school, while still being paid her full wages.

She credits three of her WSU Vancouver professors, Dawn Doutrich, Lida Dekker and Linda Eddy—as “my top encouragers and supporters.”

Ludeña knew she wanted to teach, too, and has been
able to do so in both clinical and classroom settings. In addition to her work with Kaiser, she has served as a preceptor to student nurses from University of Portland and Concordia University, and has taught at Linfield Good Samaritan School of Nursing in Portland. For the last two years, she has been a finalist in the Nurse Educator category for the March of Dimes Nurse of the Year award.

**MAKING EVERY DAY COUNT**

Ludeña lives in Vancouver with her husband, Joseph, daughters Ariana, 8, and Mikayla, 5, and their puppy, Oreo. Mikayla was born while Megan was finishing her master’s degree.

A couple of years after receiving her master’s degree, Ludeña began caring for her mother, who was suffering from amyotrophic lateral sclerosis. “We spent the first six to nine months after her diagnosis doing things that were really important to her,” Ludeña said, such as visits to California, Florida and the Oregon coast. Although her mother had proclaimed she wanted to go to a nursing home when she could no longer take care of herself, Ludeña had other ideas.

“We were able to buy a house that suited her needs perfectly,” Ludeña said. She and her family gave her mother constant care and attention. Her mother died surrounded by family.

“Because of my experiences as a WSU Vancouver grad student and then as a result of my career path after graduation, I was able to become comfortable with death,” Ludeña said. “I was able to give her what she wanted and needed at the end of life. I was also able to expose my daughters to death and explain to them that, as hard as it is, it’s a normal part of life.”

To Ludeña, the Notable Alumni Award carries special significance. “I’m not the CEO of a startup company,” she said. “I didn’t invent anything really cool. I’m not volunteering in a third-world country. But my efforts to work hard and love hard have been noticed. This award says to me that everyday people doing everyday things DO get noticed.”

**THE WSU VANCOUVER NOTABLE ALUMNI AWARD**

The WSU Vancouver Notable Alumni Award honors alumni who have made significant contributions to society, and whose accomplishments, affiliations, careers and/or community service reflect WSU Vancouver’s legacy of excellence. The nomination process begins in the spring, and a committee scores the nominations and chooses one notable alumna/alumnus for the year. The award began in 2014 with 25 notable alumni/alumniu for the year. The award began in 2014 with 25 notable alumni/
CAMPUS GROWTH
It’s official—WSU Vancouver is no longer a “branch” campus. The Washington State Legislature eliminated the term when describing public institutions of higher education.

Last May, WSU Vancouver graduated a record 1,014 students at its commencement ceremony. The class of 2017 was made up of 28 doctoral, 110 master’s and 876 bachelor’s candidates.

E-LITERATURE
WSU Vancouver will be home to the international Electronic Literature Organization for the next five years. Previously, the ELO was sponsored by the Massachusetts Institute of Technology in Cambridge, Mass. Founded in 1999 to foster and promote the reading, writing, teaching and understanding of literature as it develops and persists in a changing digital environment, the ELO is the only scholarly body dedicated solely to the investigation of literature produced for the digital medium.

AWARDS AND HONORS
Enrique Brouwer, instructor of psychology, and foreign languages and cultures, received the 2017 Students’ Award for Teaching Excellence. “Enrique always puts his students above himself,” a nominator wrote. “He says that he is there to learn as much as we are.”

Henri Burns, a doctoral student studying mathematics and science education, was one of 36 students worldwide invited to participate in the National Association for Research in Science Teaching Abell Institute in Taiwan this summer. The Institute offers doctoral students opportunities to build a global community of science education scholars among the students and internationally renowned scholars.

Samantha Edgerton, ’17, bachelor’s in history, received WSU Vancouver’s 2017 Library Research Excellence Award for her paper, “The Story of Our Lives: Portland, the Battered Women’s Movement, and the Establishment of Bradley-Angle House.” The annual award recognizes excellence in undergraduate research that demonstrates evidence of significant inquiry using the library, its resources and collections. Edgerton will pursue a master’s degree in history at WSU Pullman this fall.

ROADWORTHY COUGS
Scholarship funds from the WSU license plate, the number-one specialty plate in the state, hit a new record of $613,283 in the 2016/17 academic year. Of the 44 specialty plates issued by the Department of Licensing, the WSU plate accounts for 22,935 of the 147,895 currently registered in the state. A win-win—Cougar Spirit vehicles and scholarship dollars for WSU students.

Lindsey Lavaysse, a graduate student pursuing a doctorate in psychology, received a three-year National Science Foundation Graduate Fellowship. The fellowship provides three years of financial support—a $34,000 annual stipend and $12,000 payment to the university. Lavaysse is focusing on occupational health and safety threats to vulnerable populations, such as pregnant and minority workers, under the supervision of Tahira Probst, professor of psychology.

Julian Rivas, bachelor’s in social sciences, ‘17, received the 2017 Chancellor’s Award for Student Achievement. Overcoming a troubled youth that included incarceration, Rivas, the first in his family to earn a college degree, now helps Latino youth and low-income families.

Gretchen Rollwagen-Bollens, clinical professor in the College of Arts and Sciences, has been awarded a 2017/18 Teaching Fellowship from the WSU Office of the Provost, and the Office of Academic Outreach and Innovation. The fellowship comes with the permanent title of University Distinguished Teaching Fellow and $20,000 to use towards a project to broaden participation and success among undergraduates in science disciplines.

The Washington State Department of Early Learning’s Early Achievers awarded the Child Development Program its highest rating—a five out of five. The CDP is the only program in Southwest Washington and the first licensed childcare program in the state to earn this distinction.

The Professional Sales Certificate program in the Carson College of Business has been recognized by the Sales Education Foundation as one of the “Top Universities for Professional Sales Education” in the foundation’s 2017 annual magazine. SEF recognized WSU Vancouver for preparing students for successful careers in professional selling and helping to elevate the sales profession.

Students in the professional sales program get plenty of pitch practice before they graduate. Above, a student participates in a mock sales call with a community volunteer “client” during the annual Professional Sales Competition.

PHOTO: TAYLOR JONES

what’s next

STAY IN TOUCH
Calling all Cougs—tell us what you’re up to! Do you have a story worth sharing? Send submissions to van.website@wsu.edu.

FOLLOW US ON SOCIAL MEDIA
facebook.com/wsuvancouver
twitter: @wsuvancouver
instagram: @wsuvancouver
youtube: wsuvancouver
snapchat: @wsuvancouver
October
4 Labor Day
University-wide holiday
8 Job- and Internship-Seeking Strategies
11:10 a.m. - Noon
12 Common Reading Program: History of Immigration
Noon - 1:15 p.m.
The A - Z of Paying for College
6 p.m.
14 Interviewing Skills Workshop
3 - 3:50 p.m.
20 Business Growth Map Alliance Forum—Challenges and Opportunities Unique to Complex, Multiple-Issue Negotiations
8:30 - 10 a.m., Pacific Continental Bank Community Room, downtown Vancouver
Hebocon
Noon - 1 p.m.
Meet the Firms: Accounting
6 - 8 p.m.
21 Resume and Cover Letters Workshop
Noon - 12:50 p.m.
22 Cougs in the Community at Columbia Springs
9 a.m. - noon
26 Negotiating Salary Workshop
Noon - 12:50 p.m.
27 LinkedIn Lab
3:10 - 4 p.m.
The A - Z of Paying for College
6 p.m.
November
2 LinkedIn Lab
Noon - 12:50 p.m.
3 Negotiating Salary Workshop
1:10 - 2 p.m.
5 Fall Career and Internship Fair
For current WSU students and alumni
1:30 - 4:30 p.m. each day
Oct. 17 - General Business (all majors)
Oct. 18 - Engineering and Computer Science
8:30 - 10 a.m., Pacific Continental Bank Community Room, Hudson Building
17 Resume and Cover Letters Workshop
3 - 3:50 p.m.
The A - Z of Paying for College
6 p.m.
19 interview skills workshop
1:10 - 2 p.m.
12 Making the Most of the Career Fair
For current WSU students and alumni
Noon - 12:50 p.m.
Preview Day
5:30 p.m.
December
5 Job- and Internship-Seeking Strategies
3 - 3:50 p.m.
Scholarship 101
6 p.m.
9 Preview Day
1 p.m.
25 University-wide Holidays/Closure
(Through January 1)
January
8 Spring Semester Begins
15 Martin Luther King, Jr. Day of Service
17 Business Growth Map Alliance Forum—Management and Leadership
8:30 - 10 a.m., Pacific Continental Bank Community Room, Hudson Building
20 Preview Day
1 p.m.
February
13 Spring Career and Internship Fair
For current WSU students and alumni
1:30 - 4:30 p.m. each day
Feb. 13 - General Business (all majors)
Feb. 14 - Nonprofit, Public Service and Government
19 Presidents Day
Class holiday, university offices are open
21 Business Growth Map Alliance Forum—Process Management
8:30 - 10 a.m., Pacific Continental Bank Community Room, Hudson Building
March
12 Spring Break (Through March 16)
View the 2017/18 WSU football schedule at wsucougars.com. Go Cougs!
what’s happening at Washington State University Vancouver

PREVIEW DAYS

• 5:30 p.m. Thurs., Oct. 12
• 1 p.m. Sat., Dec. 9
• 1 p.m. Sat., Jan. 20
• 5:30 p.m. Thurs., May 17

Learn about academic programs, the application process, campus life and paying for college.

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THE ONE CAMPUS VISIT THAT COULD LAST FOUR YEARS.

LGBTQA EMPOWERMENT CONFERENCE

NOVEMBER 7

• Engage in workshops focused on LGBTQA community empowerment
• Learn about LGBTQA resources and programs
• Make new friends in the LGBTQA community

FREE and open to the public. Learn more at events.vancouver.wsu.edu.

Cougs in the Community

at Columbia Springs
12208 SE Evergreen Hwy, Vancouver WA

Plant trees with fellow Cougs

Sept. 22
9 a.m. - Noon

Call 360-546-9281 to RSVP

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what’s happening at Washington State University Vancouver

PREVIEW DAYS

• 5:30 p.m. Thurs., Oct. 12
• 1 p.m. Sat., Dec. 9
• 1 p.m. Sat., Jan. 20
• 5:30 p.m. Thurs., May 17

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“WSU Vancouver is a great place to get an education, because of advantages such as small class sizes and professors who go out of their way to make themselves available outside of lectures. Overall, my experience here has exceeded my expectations.”

— Adriana Toth
human development major