the hearing power of bats

Also in this issue:
New chancellor  ✶  Engineering’s “toys”  ✶  OMSI  ✶  Neuroscience degree
Dear Friends of WSU Vancouver,

It gives me great pleasure to introduce to you WSU Vancouver’s second chancellor, Emile (Mel) Netzhammer. You can learn more about him by reading “Getting to Know Chancellor Netzhammer” on page 3 of this issue.

Mel Netzhammer was recommended to me by a 17-member committee that included faculty, staff, students and community representation. The committee had an extraordinary pool of candidates to select from and unanimously recommended Dr. Netzhammer as WSU Vancouver’s next chancellor. I believe, as did the committee, that his dynamic leadership style and authenticity will be an asset to the campus community and the community at large.

I am extremely pleased that Dr. Netzhammer accepted the chancellorship and started in his new role officially on July 2. WSU Vancouver has become an instrumental part of its community and a cornerstone of the Washington State University system. I look to Chancellor Netzhammer to continue to grow the campus and deliver on its mission to increase the baccalaureate degree attainment rate in Southwest Washington.

As a land-grant university, WSU remains steadfast in its commitment to educating students from all walks of life. WSU Vancouver must continue to educate engineers, teachers, nurses and business professionals who will excel in jobs throughout the region and ultimately make a difference in our everyday lives. It must continue to partner with business and industry to help them grow and prosper and create more jobs in Southwest Washington. And it must never decelerate on its efforts to deliver the best science and research into the hands of those who need it most.

Yes, this is a big responsibility and my expectations are high, but I have every confidence in Chancellor Netzhammer to not only fulfill my expectations, but to exceed them. I hope you will have an opportunity to meet him soon. Afterwards I’m sure you’ll share in my confidence.

Sincerely,

Elson S. Floyd
President
Washington State University
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WSU Vancouver lands an unsolicited role in a best-selling novel.
The Community Awards of Distinction were established in 2009 by H.A. “Hal” Dengerink, chancellor emeritus, as part of WSU Vancouver’s 20th anniversary celebration.

Dengerink believed strongly in the reciprocal relationship between the university and the community—when one thrives, both prosper.

Call for Nominations

**Recognize a Community Member Today!**

Nominate an individual or organization to receive WSU Vancouver’s Community Award of Distinction for Community Partnership or Equity, Diversity and Inclusion.

Any member of the community may submit a nomination. Award recipients will be honored at the Scholarship and Service Dinner on November 8, 2012.

Submit a nomination online at [vancouver.wsu.edu/community](http://vancouver.wsu.edu/community)
Emile (Mel) Netzhammer became Washington State University Vancouver’s second chancellor on July 2.

He previously served as provost and vice president for academic affairs for Keene State College, a New Hampshire public college with an enrollment of about 5,700 students. Prior to that, Netzhammer served for 19 years at Buffalo State College in New York as faculty, department chair and, ultimately, dean of arts and humanities.

A native of New Orleans, Netzhammer earned his bachelor’s degree in communication from Loyola University in New Orleans. He earned his master’s degree in mass communication and Ph.D. in communication from the University of Utah.

Netzhammer and his partner, Lee Faver, reside in Vancouver and will celebrate 22 years together in September.

**WHY WSU VANCOUVER?**

So many reasons. As I started learning about the campus, I became increasingly excited. I think you can best tell if you’re going to be a fit with a campus community when you look at the values of that community. WSU Vancouver faculty and staff are committed to providing a first-rate education for our students and to engaging in research that will change our community and our world. I believe strongly that a university must be of the community, not just situated in it, and I was so excited to see that WSU Vancouver has deep community roots as a land-grant university and as a campus committed to community-based research. This sense of shared values was confirmed by my time with the search committee and the campus. It felt like a great fit.
WHAT DO YOU CONSIDER YOUR GREATEST CHALLENGE IN YOUR NEW POSITION?
I am inheriting a great legacy. WSU Vancouver has had great leadership over the years. We have been in growth mode since our earliest days, and that will continue. We need to honor all that we have accomplished in our first quarter-century and prepare for continued growth as we move forward. Whether it’s new programs, residence halls, or other opportunities to grow, we need to be thoughtful and intentional. The challenge is to get everyone talking together and working together as we write this new chapter in our history.

WHAT IS YOUR GREATEST OPPORTUNITY?
WSU Vancouver is part of one of the greatest universities in the world. We have access to resources that few institutions of our size have. We also are part of Southwest Washington, a community that has embraced our campus and our mission. These two facts taken together give us incredible opportunities.

Every day we make a difference in our community. Our students, faculty and staff engage in service. Our faculty conduct world-changing research that involves our students. We partner with so many businesses and organizations. In other words, we have this incredible opportunity to provide a transformative education and to bolster our community economically and culturally.

WHAT’S YOUR VISION FOR WSU VANCOUVER?
I think our three big themes for the next several years are enrollment, infrastructure and community. Of course, these three things are in service of our primary institutional goals, which are to provide a world-class education to our students and to engage in groundbreaking research that will serve our world. We need to do that by managing our growth effectively and responsibly.

We need to offer the array of academic programs and support a research program that will in turn support our community. We need to leverage technology to build upon the quality of our research and instruction. And we need to insure our students are prepared to actively engage as responsible citizens who are successful in their careers in a community that is increasingly diverse. In five years I hope these principles, which are already among our priorities, will have moved from important goals and priorities to being integrated throughout the university.

WHAT IS THE BEST WAY FOR SOMEONE TO ENGAGE WITH YOU AND THE UNIVERSITY?
There are so many points of entry, it’s hard to say. I like to think of every person among the faculty and staff, and every one of our students as an opportunity to engage with the university. We should always be engaging with the community, and we will always welcome the community’s engagement with us. In my first two months, people have come up to me at the Vancouver Farmers’ Market or at a concert in Esther Short Park. They invite me to meetings to discuss issues of importance to WSU Vancouver or to the community. I’m busier than I ever imagined, but I do my best to be accessible.

WHAT IS YOUR GUIDING PRINCIPLE?
I like to move forward intentionally. Though I will take a happy accident, I much prefer to think strategically about things, set a goal and develop a clear path to achieving that goal.

WHAT IS YOUR YARDSTICK OF SUCCESS?
If we provide transformational experiences for our students and community through our instruction and research, it’s a good day.

WHAT DO YOU CONSIDER YOUR MOST REMARKABLE PROFESSIONAL ACHIEVEMENT TO DATE?
At Keene State College I had the honor of working with an incredible group of men and women who completely overhauled the college’s curriculum in just a few years. We revised every program. We developed a new general education program. And most importantly, we integrated new forms of student learning that used technology, incorporated student research and gave student curricular experiences that brought them into the community.

Our community became stronger and our students learned more.

“I AM INHERITING A GREAT LEGACY. WSU VANCOUVER HAS HAD GREAT LEADERSHIP OVER THE YEARS. WE HAVE BEEN IN GROWTH MODE SINCE OUR EARLIEST DAYS, AND THAT WILL CONTINUE. WE NEED TO HONOR ALL THAT WE HAVE ACCOMPLISHED IN OUR FIRST QUARTER-CENTURY AND PREPARE FOR CONTINUED GROWTH AS WE MOVE FORWARD.”

-CHANCELLOR MEL NETZHAMMER
WHAT WAS YOUR TOUGHEST PROFESSIONAL DECISION?
Personnel decisions are always the toughest for me. No matter what the issue or who the person is, we are a profession that is built on human service. Every decision we make affects someone’s life, and I always try to remember that.

WHO ARE YOUR MENTORS?
I have had many generous people who have helped me grow as a person, a teacher and an administrator. I have been truly blessed to learn from some of the best people in higher education. But two people deserve a shout-out here: Dr. Muriel Howard and Dr. Helen Giles-Gee. As one of those faculty who was reluctant to leave the classroom for administration, Dr. Howard taught me that we can change the lives of our students from many vantage points. As provost, I had the opportunity to see Dr. Giles-Gee lead our campus every day. Both challenged me, counseled me and gave me a whole lot of tough love. I am a better person and a better chancellor because of them.

WHAT IS YOUR FAVORITE BAND?
My academic background is in communication, with an emphasis on popular culture. I listen to a lot of music, keep current on TV and love going to theater or films. There is a lot of great music out now (Beach House, Adele, Decemberists, Passion Pit, Rufus Wainwright, Stew). My favorite groups of all time would have to be Sigur Ros, The Cure and The New Pornographers.

WHAT IS YOUR FAVORITE MOVIE?
I can’t say. It’s the answer to my security question in a number of places. And I have many films that I have enjoyed over and over.

WHAT IS YOUR FAVORITE VACATION SPOT?
Fernie, British Columbia is top of my list. Lee and I try to get there a few times a year to ski and hike. Our move to the Northwest makes getting there a lot easier, but the beauty of our region is just as breathtaking. For my urban fixes, New York City is my favorite place, particularly for the theater and museums.

HOW DO YOU LIKE TO SPEND YOUR FREE TIME?
Free time? I like the healthy combination of outdoor activities and cultural pursuits. I am getting the impression that it is going to be both thrilling and frustrating that I have joined a community that has such a big helping of both. I may have found the perfect place to live and work.

“WSU VANCOUVER IS PART OF ONE OF THE GREATEST UNIVERSITIES IN THE WORLD. WE HAVE ACCESS TO RESOURCES THAT FEW INSTITUTIONS OF OUR SIZE HAVE. WE ALSO ARE PART OF SOUTHWEST WASHINGTON, A COMMUNITY THAT HAS EMBRACED OUR CAMPUS AND OUR MISSION. THESE TWO FACTS TAKEN TOGETHER GIVE US INCREDIBLE OPPORTUNITIES.”
-CHANCELLOR MEL NETZHAMMER
Dost meets students with learning differences, psychological and physical disabilities and those with unexpected, short-term challenges.

Disability Services seeks to provide students with equal access to academic and campus-related activities. The small-but-mighty staff of three works with students, staff and faculty to create, improve and maintain access for students with disabilities.

Many people are unaware that such services are available at the college level.

“I get calls from parents with students on the autism spectrum all the time. They are so happy to learn that accommodations are available to help their student make their way. They say, ‘Wow, maybe there are possibilities for us,’” said Dost.

Disability Services works with 55-80 students per semester. Students must seek out Disability Services by admissions counselors, advisors or faculty members, but taking the next step is up to them.

Dost said there are a fair number of students who try to go it alone only to discover later they really need some help. Others never expected to need Disability Services and something unexpected happens, such as a broken right hand that throws note- and test-taking for a loop.

“One of the challenges we face is that some students are reluctant to use our services because they fear a stigma will follow them to a job or graduate school,” said Dost. “We provide accommodations for students—reveal what the options are. It’s up to the student to make the choices that are right for them.”

Ultimately most students understand the help they receive and the success they achieve trumps any worries they may have.

Students start by filling out a request for services and must provide appropriate documentation to back up their request. Dost regularly sees documentation for vision, psychiatric, health, physical, learning and attention disabilities. Documentation is different on a case-by-case basis, but needs to show the current impact of the disability on the student’s performance.

The paperwork provided by the student is used to document eligibility for services and as a means to begin identifying appropriate academic adjustments and aids that Disability Services might offer.

“We use a team approach to work out creative solutions to whatever challenge presents itself on a given day,” said Dost. The most frequent request Disability Services receives is for testing accommodations. There are many flavors of accommodation that may be appropriate based on the individual. Extended time for test-taking, a test-taking environment with reduced
distractions, a reader, a scribe, computer access or scantron assistance may be part of the solution.

Testing accommodations are very involved. Dost said she dreams of one day having a testing center on campus to help manage the demand and complex nature of testing.

Sometimes students need help taking notes. Student employees are paid roughly $75 each course to take notes for others. It’s a service to the individual who needs the extra help and a little pocket money for students looking for an on-campus avenue to up their earnings.

Alternative-print textbooks are another top request in Disability Services. Alternatives may include audio recordings, enlarged text, braille or an electronic version of a textbook that would allow a computer to read to the student.

Disability Services is also available to help students determine if they need accommodations. Learning disability testing is available through Counseling Services to students for $100. On the open market students might pay as much as $1,000 for such testing.

Dost, who earned her undergraduate degree in psychology and her master’s degree in student services administration, said she loves her job.

“There is so much to learn—new information, new technology. What I do is not an exact science. There are a lot of variables.”

And while Dost loves her job, she knows she’s not in it alone.

“Access is everybody’s job. We all need to be aware of what we are doing.”

Dost sees a future where WSU Vancouver has a disability services center that is a one-stop shop for all students with disabilities and a place where they can meet and hang out.

Today one of Dost’s clients is heading up a student club called Students with Disabilities at WSUV. The club’s mission is to help support students with disabilities. It focuses on topics such as leadership, advocacy, equality, inclusion and support.

Dost considers the student club a baby step toward her big vision for a center.
Engineering’s “toys” for tots

With wide eyes and curious gazes, the littlest Cougs on campus—the preschoolers and kindergarteners in Washington State University Vancouver’s Child Development Program—flocked to their new toys with abandon. The big kids on campus—those seeking degrees at WSU Vancouver—looked on with anticipation and pride as their young clients offered immediate feedback and praise.

Clockwise from top: CDP kindergarteners test out their new water table play station constructed by WSU Vancouver engineering students Spencer Albright, Alex Flattum and Samuel Kysar; students Michael Hwang, Trevor Kunze, Jeremy Nelson and Steven Rigby ready the Gravity Wall for play; the water table team with instructor Hamid Rad; CDP children test out their new play stations.
BUILT FOR LITTLE KIDS … BY BIG KIDS
Now in its 11th year, the CDP Engineering Design Project offers instructor Hamid Rad’s Mechanical Engineering 314 students the opportunity to take on a special assignment for some very special (and small) clients. The undergraduate engineering students are tasked with designing and building play structures for the CDP children to use in their outdoor playground.

ACTIVE, PHYSICAL LEARNING
Children need a safe, healthy environment to experiment and explore. They are active physical learners who benefit from hands-on work and investigative exploration. To aid in educational discovery, the new play structures had to provide two-dimensional moving parts and engineering transparency: the opportunity for children to observe machine functions.

PRESENTATION AND PROGRESS
To get started, Rad divided his class into small groups and assigned each a theme—such as balance, sound or motion—to base their design around. Each group then presented their concepts to Karen Peterson, professor and coordinator of the CDP, and CDP specialist Steven VanDyke. This year, Peterson and VanDyke selected two concepts for development. The winning groups had until the end of the semester to bring their creations to life—which meant many hours of construction outside the classroom.

It’s up to students to purchase materials, stay on budget and produce a finished project by semester’s end—all in their spare time.

“The fact that they volunteer to complete the projects is incredibly cool,” said Peterson. She credits Rad for helping his students succeed.

“Hamid is phenomenal. He keeps them on task, and I admire that,” she said.

Part of the assignment requires students to exercise customer-service skills. From pitching their complex concepts to Peterson and VanDyke in layman’s terms, to tailoring their designs to meet their young clients’ needs, students learn how to effectively interact with their clients.

“It’s important to provide college students with a ‘real life’ project that’s also a low risk,” Peterson said.

SMALL CLIENTS, BIG DEMANDS
Two play structures were presented to the CDP children this spring. The Gravity Wall—designed by Michael Hwang, Trevor Kunze, Jeremy Nelson and Steven Rigby—features a self-standing panel with a maze inside where a spring catapults a marble through a series of obstacles. The Water Table Play Structure—crafted by Spencer Albright, Alex Flattum and Samuel Kysar—allows little ones to pump water from the base of a pool to a container at the top. There, the children trigger a valve that releases the water down a winding waterfall to the base. Both toys were painted in vibrant colors to fit the playground’s aesthetics.

The challenge lay in creating interactive, fun play stations with an emphasis on “nature play” using green materials—all on a limited budget. Guidelines had to be met to ensure safety, usability, function and educational purpose. But the deciding vote on each structure’s success rested in the hands of a couple dozen kids under age seven.

“Getting the childrens’ immediate feedback makes it very real,” said Peterson.

Not an audience to hold back their thoughts, they were quick to offer opinions (see sidebar).

“It made the work more rewarding to know we were helping create a fun activity station for children,” said Nelson, one of the student engineers.

Nelson said this project taught him how important it is to do more work early in the design stage to avoid problems during the manufacturing/assembly portion, as his team discovered along the way. Initial feedback and testing warranted finding different materials to make the Gravity Wall work as originally designed.

NEW SEMESTER, FRESH IDEAS
“This project allows two departments who wouldn’t typically come together the opportunity to collaborate,” Peterson said.

And with a new semester comes a new wave of creativity, and a chance for kids of all ages to work together again.

Critics’ Corner

Water Table Play Station:
“ I think it’s cool about how fast the water goes down when the door opens up and lets the water out!” —Logan

“ The water going down the ramp is definitely my favorite part!” —Recon

“ I like to play the game ‘give a dinosaur a shower when the door opens up!’ ” —Shay

“ The dinosaurs sliding down the hill is so funny!” —Mackenzie

“ we all scream when the door opens up and the water goes down!” —Finlee

The Gravity Wall:
“ I like the way the marble goes up when I pull the silver thingy!” —Eli

“ I like making the marble go right here (points to place where two parts come together), because the marble doesn’t often go there, but I can get it to do it!” —Esme

“ I like the Cougar part!” —Scottie

“ I like the sound it makes when you pull hard.” —Lily

“ I like the moving stuff.” —Graydon

“ Making the marble move around and catching it is fun!” —Deklan

“ The launch part is the best, I’m good at pulling it hard!” —Levi

To help fund the 2012/2013 project call 360-546-9600

vancouver.wsu.edu | NW Crimson & Gray | 9
If you’re a student at Washington State University Vancouver, chances are you’ve met one of the 12 smiling faces that make up the student ambassador program.

**TWELVE SMILING FACES** that welcome new students, lead campus tours and promote WSU Vancouver at college fairs and recruitment events throughout the region. Behind the smiling faces is a diverse group of exuberant students dedicated to representing the university and its mission.

**BEHIND THE SMILES**
Sporting the signature black polo complete with the embroidered WSU shield, ambassadors start the workday with an exciting, although daunting, slate of duties and responsibilities. Ambassadors participate in ROAR new student orientation, provide prospective students and their families with campus tours, tout the benefits of higher education, and connect and collaborate with other student leaders on campus.

Michael Blankenship, a senior pursuing degrees in anthropology and psychology and the 2012/2013 lead ambassador, recognizes the vast and varying array of information ambassadors must retain in order to perform their many job duties.

“Essentially we serve as the face of the university. With our leadership interactions on and off campus, we represent the university in all aspects of student life, faculty, staff and even research,” said Blankenship. “It functions as a big part of our training—learning the bits and pieces of all these areas while still weaving in our personal experiences as students.”

As lead ambassador, Blankenship is responsible for coordinating trainings, planning meetings and formulating office-hour schedules in addition to his normal ambassador duties. Although the lead ambassador title may be new to Blankenship, this is his second year as an ambassador. He shares this honor with Shyanna Reyes, a junior majoring in business...
Why I am an Ambassador

“I was inspired to become an ambassador by my ROAR orientation leader. She was very enthusiastic about both the ambassador program and the university. It was very welcoming, and I wanted to have the same positive impact on incoming students.”
- ALEX NEVUE, BIOLOGY

“I worked with the community directly for the last five years and loved every minute of it. I became an ambassador because I wanted to have that same involvement on campus. An ambassador in one of my classes last year noticed how I had isolated myself and she gave me that push to try something new and different.”
- KAT RATLIFF, HUMAN DEVELOPMENT

For Reyes, the ambassador program has given her the chance to grow as an individual through reaching out to others.

“I have enjoyed sharing my experiences with others and explaining the positive changes I have been through as a person and as a student. It’s part of why I chose to spend another year with a program that has enhanced not only my leadership skills and public-speaking abilities, but also my confidence in myself,” said Reyes.

STARTING WITH A “ROAR”

As the ambassadors grow individually as leaders, they also foster growth of student life on campus through connecting on a personal level with incoming freshmen and transfer students at the ROAR new student orientation.

A requirement for all new undergraduate students, ROAR is an interactive program designed to prepare students for a successful transition to WSU Vancouver. Students participating in ROAR are grouped with ambassadors who can answer questions about the university, lead group ice-breaker activities and give guided tours of campus. Ambassadors show new students all the campus’s offerings and lend experienced voices to the conversation when it comes to topics like financial aid and advising.

Natalie Brusseau and Anthony Deringer, co-advisors of the ambassador program, understand the meaningful impact ambassadors can create at ROAR.

“All students who attend ROAR are introduced to a member of the ambassador team and immediately they have a fellow student they can talk to or relate to and feel comfortable... continued
approaching if they have questions about campus,” said Deringer.

New this year, ambassadors plan to stay in contact with their freshman OA groups throughout the year—providing Vancouver’s newest Cougs with support and involvement opportunities. This added level of connection aims to promote an open campus environment while furthering student life.

Ambassadors already promote campus life through volunteering with such programs as the Public Affairs Lecture Series and through hosting an annual dodgeball tournament. The tournament has developed into a local legend with a friendly rivalry developing between the ambassador team and the student government team. This year’s lighthearted rivalry culminated in July with a three-to-one win over student government, which the ambassador team eagerly points out is the first in years.

STUDENT-TO-STUDENT
If the dodgeball tournament reveals anything, it’s the fun-loving and approachable nature of the ambassador team. Although they may know more about the university than even some faculty and staff, the ambassadors are still students with dense textbooks to comb through and classes to rush off to.

The ambassadors represent a wide range of academic disciplines, and this diversity enables them to reach out to students in all areas of study. This unique feature, of students helping other students, is partly what has made the WSU Vancouver ambassador program a success with students, staff and faculty alike.

“We get to share the WSU Vancouver experience and having it come from a student is invaluable,” said Blankenship. “We’re actual students living this experience, and that fact seems to resonate with everyone.”

With only 12 ambassador positions available—and more than 70 applicants last year alone—not every student can become an ambassador. What they can do though, is respond to the sense of Cougar community created by the ambassadors and discover new ways to get involved.

“Getting involved is all about finding ways to connect with the people around you and the events here on campus,” said Brusseau. “Most of the ambassadors would agree that it all starts with taking a risk and getting out of your comfort zone. Whether that means attending an event that you wouldn’t normally attend or introducing yourself to the person sitting next to you and forming a relationship, it’s a rewarding experience that will pay off both personally and professionally.”

Why I am an Ambassador

“Being an ambassador has allowed me to meet new and current students, as well as faculty and staff, that I would not have met otherwise. I also enjoy the team aspect of the ambassador program—having a group of people working towards the same common goal with respect and support for each other.”

-RACHEL THOMPSON, BUSINESS ADMINISTRATION

“Helping others enjoy success where I have met disappointment is a big reason I applied for the ambassador program. I feel fortunate to be an ambassador now because it has given me a second chance to be involved in my own campus experience in a way I missed out on when I was younger.”

-JASON JACOBSON, BIOLOGY

Student ambassadors take a break from friendly fire during the ASWSUV vs. Ambassadors dodgeball game.
School children look forward to field trips. Families spend whole days getting lost in the exhibits. Visitors who are lucky enough to stop at OMSI leave Portland with lasting memories.

So for 10 Washington State University Vancouver students in the creative media and digital culture program who played a role in designing a permanent display for OMSI, it was a “name-in-lights, Hollywood-premiere” experience to open the exhibit in June.
and a big idea came out of it,” said Mark Patel, “We finished a strategic plan about a year ago involving three organizations.

Dick Hannah, president of Dick Hannah Dealerships, characterized the project as a great marriage of interests. Dick Hannah Dealerships provided funding and built the car frame, and WSU Vancouver’s creative media and digital culture students conceptualized the exhibit and developed the computer technology.

“Autovation” is the ultimate collaboration. OMSI provided the space and did the structural work for the physical aspect of the exhibit. Dick Hannah Dealerships provided funding and built the car frame, and WSU Vancouver’s creative media and digital culture students conceptualized the exhibit and developed the computer technology.

Dick Hannah Dealerships got involved because of its interest in supporting programs that provide local students with training and experience that will prepare them for the workplace. This is Dick Hannah Dealerships’ second project with students from WSU Vancouver’s CMDC program. The first project resulted in a mobile application aimed at providing customer care for Dick Hannah Dealerships’ customers.

The students involved in the project began their journey last summer. First they conceptualized the exhibit and pitched the concept. They also designed and developed all of the interactive components, which required coding, programming and media production. They poured over hundreds of pages of research before beginning work in earnest.

The real work began in the fall, and the crew worked straight through Thanksgiving, winter semester break, spring break and most of the students kept working after graduation in May.

“It was like having a part-time job,” said Michael Langlois, a digital technology and culture major. “I lost a night of sleep about once every two weeks. I’d work at a steady pace and all of a sudden it just wasn’t fast enough. At one point I made three videos in four days.”

Jason Clarke, a digital technology and culture major who is expecting to graduate in December, worked on 3D modeling.

“The technology part of this is basically an iPad video game. This technology is not always well documented, and I spent a lot of time Googling and winging it to figure out how to make it all work,” said Clarke.

Kerri Lingo, who graduated in December with bachelor of arts degrees in English and digital technology and culture, saw the project through from beginning to end. She was the project manager and handled all the communications and coordination between OMSI, Dick Hannah Dealerships and WSU Vancouver.

“You get so close to a project working through obstacles and challenges. To release it is really bittersweet,” she said.

Lingo accepted a job at Dick Hannah Dealerships after graduation and helped organize the exhibit’s premiere party in June.

“Autovation’ represents everything we believe in, in our program,” said Dene Grigar, associate professor and director of the CMDC program. “First, the project is cutting edge, which is a quality the CMDC values highly. Think about it, ‘Autovation’ is the first digital media exhibit at one of the nation’s premier science museums and WSU Vancouver students came up with the idea and developed it. Second, the project shows that this kind of work—that is, digital media production—has at its core a deep connection to scholarship and that undergraduates can play a leading role in such an experience. And finally, it speaks to civic engagement, a cornerstone of the CMDC program, as well the need to develop partnerships with businesses and non-profits. Our students and faculty benefit greatly from these kinds of initiatives.”

“I got way more out of my education at WSU Vancouver than I expected,” said Langlois. “We have had the opportunity to meet with businesses and network. None of my friends who attend other universities have had this kind of opportunity. And we have an exhibit in a museum—how cool!”

Cars today are packed with technology and as technology changes, so too can the “Autovation” exhibit. The exhibit can be updated and changed over time, perhaps giving the next class of CMDC students an opportunity to make a lasting impact and have a “name-in-lights” experience.
“NONE OF MY FRIENDS WHO ATTEND OTHER UNIVERSITIES HAVE HAD THIS KIND OF OPPORTUNITY. AND WE HAVE AN EXHIBIT IN A MUSEUM—HOW COOL!”

Michael Langlois

THE STUDENTS OF “AUTOVATION”

JASON CLARKE - 3D modeling, currently employed at Instructional Technologies

JASON COOK - Coding for iPads and iPhones

HUNTER CRAWFORD - User interface design and development, currently employed at Instructional Technologies

NATALYA GRUNTKOVSKYI - Coding for iPads and iPhones

JACOB HOCHHALTER - Content development

MADI KOZACEK - Content development

MICHAEL LANGLOIS - 2D animations for videos, currently employed at Instructional Technologies

KERRI LINGO - Project management, currently employed at Dick Hannah Dealerships

CHAD MCCLURE - Design and coding

BRIAN MCGOVERN - Usability testing and content development

MARGARETE STRAWN - User interface design and development, currently employed at Instructional Technologies

IF YOU’D LIKE TO SEE “AUTOVATION” FOR YOURSELF, VISIT OMSI.EDU FOR PRICING, HOURS AND DIRECTIONS.
An associate professor of biology and neuroscience at Washington State University Vancouver, Portfors also heads up the Hearing and Communication Lab. More commonly known as the “Bat Lab,” the lab centers around Portfors’ use of bats and mice in an attempt to uncover how complex sounds are processed by the human auditory system and to determine how age-related hearing loss impacts this processing.

FURRY FRIENDS
Any notions of a chilly bat cave are quickly dispelled when entering Portfors’ office. Her space exudes warmth and open-door friendliness. Pictures and sketches of bats line her walls and a bright, stained-glass pane of a bat in flight hangs in her window. While Portfors has openly embraced the bat community, many in the WSU Vancouver campus community do not immediately understand the harmless and environmentally beneficial nature of bats.

“My bats are not vampire bats,” laughed Portfors. “We use fruit bats that are kept in a flight room and cannot escape. Aside from that, they are just really cool, and their native counterparts are good for controlling the mosquito population.”
Although Portfors’ degrees in physiology, biology and human biodynamics have prepared her for her research, her extensive knowledge and affable nature towards the furry creatures stems entirely from a study-abroad program she participated in as a graduate student.

“I was sitting in the middle of some savannah in Zimbabwe in the dark of the night watching these animals fly around the African sky. All I could think was, ‘They can’t see, but they’re using sound. I can’t hear it, and I don’t understand how their brain is doing it, but this is totally cool—this is what I want to study.’ It was a fabulous experience,” recalled Portfors.

The experience spurred Portfors toward a future of bat studies and hearing research. She has studied multiple bat species, although her lab now consists entirely of carollia perspicillata—more commonly known as the short-tailed fruit bat. Indigenous to South and Central America, Portfors’ fruit bats communicate through emitting high-pitched frequencies indiscernible to the human ear.

Famous for echolocation, bats use the sounds and returning echoes to create a detailed image of their surroundings. Since the bats rely primarily on this sense, a larger portion of the brain is devoted to auditory processing. For Portfors, the bat auditory processing system functions as a pivotal piece of her research ambitions.

FINDING ANSWERS
From a scientific perspective, piecing together how the human brain works is not an easy task. Studying the brain and processing systems of bats enables researchers to come closer to unraveling the mysteries of the human mind.

“It’s all about how the brain works. In particular, how the brain works to understand sounds,” said Portfors about her research. “We, as humans, use sound for a lot of things, and one of the biggest things we use it for is to communicate. People who have normal speech development have no problem doing it because we hear all these sounds and we learn to distinguish what each sound means as we grow up.”

Portfors’ research focuses on those who do not have normal speech development, particularly those who suffer from communication disorders and hearing loss. Hair cell receptors in the ear allow us to process sound, but when we are exposed to loud noise, it may damage the receptors and result in hearing loss.

Despite significant research on the topic, hearing loss remains a widespread health concern facing many Americans. According to a study by the National Institute on Deafness and Communication Disorders, nearly one in five Americans suffer from some form of hearing loss—the ramifications of which extend into our social well-being as well as physical health.

“Because humans are social, we use speech a lot in social interactions. As you lose the ability to hear sounds and discriminate, you risk facing severe social isolation. Individuals who face deafness on a daily basis are far more likely to attempt suicide than those with other sensory deprivations such as blindness,” said Portfors.

Portfors aims to combat the social issues associated with hearing loss—mainly through using her research to improve cochlear implant technology. Unlike hearing aids, which simply amplify sounds, cochlear implants rely on generated electrical impulses.

“Cochlear implants encode the sounds coming into the ear and convert them to electrical current to stimulate the corresponding part of the cochlea. It’s a fundamental technology, but it’s not perfect—there is room to make this better,” said Portfors.

Thanks in part to a lab loaded with sophisticated technology, Portfors is on her way to making this happen. High-powered microscopes allow her to see brain cells and high-end electronics enable her to pick up the current change of firing neurons. These current changes are key because they reveal when the brain is responding to a particular type of sound.

Equally important is software that allows Portfors to visualize ultrasonic sounds. Since both bats and mice emit high-pitched sounds that the human ear cannot hear, Portfors uses specialized ultrasonic microphones to record the sounds then relies on the software to map out the features of the sound. Through this, further illumination is cast on how the brain processes certain sounds.

GRANTS AND RECOGNITION
Portfors’ work has not gone unnoticed. Since starting at WSU Vancouver in 2001, she has tallied up nearly $2 million in federal grants. The majority of these grants have come from the National Institutes of Health and the National Science Foundation. She has also received grants from the Howard Hughes Medical Institute, the Bureau of Land Management and Bat Conservation International.

The NSF garnered Portfors further recognition by highlighting her research concerning mice mating vocalizations in a 2011 video for the online science magazine, Science Nation.
Rounding out her portfolio, Portfors has also given more than 40 presentations at national and international scientific conferences including the International Bioacoustics Congress in La Rochelle, France and the Society for Neuroscience Annual Meeting in Washington, D.C.

In addition to her international recognition, Portfors was recognized in May 2012 with WSU Vancouver’s highest research honor— the Chancellor’s Award for Research Excellence.

“It’s nice to be recognized and honored,” said Portfors reflecting on receiving the award. “I think it is an important award to give to a faculty member every year because it reinforces the tenet that WSU Vancouver is a Tier I research institution and many of us are internationally known in our research field.”

BUILDING A FUTURE

While Portfors’ funding and research recognition could propel her past the day-to-day duties of teaching and advising, Portfors focuses on using her academic success to help build a future in areas previously untapped on campus. Portfors observed a growing need for more pre-health degree options and worked in conjunction with the psychology department to bring a bachelor’s of science in neuroscience to the WSU Vancouver campus.

“This degree will bring an opportunity for students interested in a pre-health career to get a degree where that is the focus. They are going to take courses that are totally related to pre-health, and they will have opportunities to work with researchers who study the brain,” said Portfors. “It will also produce graduates who can help with the health personnel crisis that’s going to be happening in this area within the next 10 years.”

Along with the benefits the degree will provide to students and the local community, Portfors thinks it will add greater value to the university and its offerings.

“Undergraduate neuroscience degrees are among the fastest growing degrees in the country. As the degree becomes more established and well known, it is going to attract more and more students specifically to come to this campus,” said Portfors.

Students pursuing the neuroscience degree will have the chance to work directly with Portfors studying the brain processes of the bats and mice in the lab. This student-centered approach is nothing new for Portfors. She currently works with four graduate students in her lab and regularly brings in undergraduate students to participate in the basics of her research.

“For students to be involved in research, they really need to be doing it for the right reasons—they need to have an intrinsic interest in the work—not just be going through the motions for a letter of recommendation for graduate school,” said Portfors.

Not every person’s interests will lead them to a relationship with bats, but Portfors believes in the importance of intrinsic motivation and hopes students will take flight and find the same passion in research that her work has given her.

“I WAS SITTING IN THE MIDDLE OF SOME SAVANNAH IN ZIMBABWE IN THE DARK OF THE NIGHT WATCHING THESE ANIMALS FLY AROUND THE AFRICAN SKY. ALL I COULD THINK WAS, ‘THEY CAN’T SEE, BUT THEY’RE USING SOUND. I CAN’T HEAR IT, AND I DON’T UNDERSTAND HOW THEIR BRAIN IS DOING IT, BUT THIS IS TOTALLY COOL—THIS IS WHAT I WANT TO STUDY.’ IT WAS A FABULOUS EXPERIENCE.”

—CHRISTINE PORTFORS
honor roll

CONGRATULATIONS TO NEWLY TENURED AND PROMOTED FACULTY MEMBERS

**John Bishop**  
promoted to professor  
College of Arts and Sciences

**Marcelo Diversi**  
tenured and promoted to associate professor  
Department of Human Development

**Luz María Gordillo**  
tenured and promoted to associate professor  
College of Arts and Sciences

**Hakan Gurocak**  
promoted to professor  
School of Engineering and Computer Science

**John Harrison**  
tenured and promoted to associate professor  
College of Arts and Sciences

**Stephen B. Kucer**  
promoted to professor  
College of Education

**Jane LaniGan**  
tenured and promoted to associate professor and extension specialist E-3  
Department of Human Development

**Alair MacLean**  
tenured and promoted to associate professor  
College of Arts and Sciences

**Yoshie Sano**  
tenured and promoted to associate professor  
Department of Human Development

**Nicholas Schiller**  
tenured and promoted to librarian III  
Library

**XiuYu Wang**  
tenured and promoted to associate professor  
College of Arts and Sciences
For students who are interested in advancing the understanding of human thought, emotion and behavior, look no further than Washington State University Vancouver. New this fall, students may seek a degree in neuroscience.
Neuroscience is the study of the nervous system—including the brain, spinal cord and networks of sensory nerve cells, or neurons, throughout the body. It focuses on the connection between the brain and behavior, and provides an additional degree option for students interested in health-related careers.

Neuroscience is an interdisciplinary degree that will require students to take classes in biology and psychology in addition to neuroscience. Participation in neuroscience research or outreach will also be a key part of the neuroscience educational experience at WSU Vancouver. Students can expect to work with faculty on research projects or contribute to research at neighboring organizations such as Oregon Health & Science University or the Legacy Health Research Institute.

Graduates with a bachelor’s degree in neuroscience are likely to find work in research laboratories as technicians, in pharmaceutical or health-product companies as marketing or sales representatives, and in federal, state and local public health programs as health analysts or managers.

A neuroscience degree also provides excellent preparation for medical school or advanced degrees in other health-related fields such as veterinary medicine and pharmacy, both of which are offered through WSU in Pullman and Spokane respectively. In addition, neuroscience students interested in a career as a biomedical researcher or university professor will be well prepared to continue their education in graduate school.

There is increasing demand at WSU Vancouver for pre-health degrees such as biology and psychology. The number of certified biology majors more than doubled from fall 2007 to fall 2011, and the number of certified psychology majors jumped almost 50 percent in the same time period. The addition of neuroscience offers students another pathway to the health-related fields.

“We are very excited about offering a neuroscience degree. Neuroscience is a cutting-edge field. Many of the exciting advances in our understanding of and treatments for neurological and psychiatric disorders are coming from neuroscience,” said Karen Schmaling, vice chancellor for academic affairs at WSU Vancouver.

Anyone who is interested in exploring the neuroscience degree at WSU Vancouver may visit vancouver.wsu.edu/neuroscience or call 360-546-9459.
Like all good libraries, WSU Vancouver’s takes to heart the mission to preserve and share knowledge, including the archive’s aim to make local historical materials available for university and community research. Couple that with today’s technology and you have a library fulfilling its goal by digitizing archive collections. This additional step dusts off library resources and makes them accessible far beyond its brick walls.

WSU VANCOUVER’S DIGITAL HISTORY

In 2001 the WSU Vancouver Library branched into digital preservation with the Columbia River Basin Ethnic History Archive. This 1,000-photograph collection was funded by a grant from the Institute for Museum and Library Services and partnered WSU Vancouver with the Idaho State Historical Society, Oregon Historical Society, Washington State Historical Society, and WSU Manuscripts Archives and Special Collections. This project also started Robert Schimelpfenig ’98, then a reference assistant, on his path to becoming WSU Vancouver Library’s archive specialist.


“The original idea was to locally house unique collections and collections documenting the development, history and culture of WSU Vancouver. Since Leslie and I had already worked together on the CRBEHA project, we naturally viewed the incorporation of a digital process as a way to further preserve materials as well as provide wider access to collections,” said Schimelpfenig.

The WSU Vancouver Library currently houses six digital collections including the Vancouver Historic Photographs and Documents Collection, which gives viewers a glimpse of the campus’s early days.

RE-CIRCULATING A NEWSPAPER

Schimelpfenig’s current archive assignment has him partnering with the Clark County Historical Museum to digitize and preserve The Vancouver Independent, a local newspaper dating back to the 1870s. The collaborative effort is essential for turning the old newspaper into electronic media. The museum provides the collection and grant-supported funding while the university supplies the preservation skills, equipment and digital access.

Two years ago Schimelpfenig began his role by consulting with faculty and researching other
digital newspaper archives. He investigated ways to define The Vancouver Independent’s metadata system, the “card catalog” of information that determines how the online collection will be organized and used. Once the newspaper’s data structure was identified Schimelpfenig could begin the hands-on phase.

Old newspapers were often bound for use as library reference books. This is the case for The Vancouver Independent, which must be carefully taken apart before each page can be scanned. The newly created digital images are saved in two formats: PDFs for searchable databases and TIFFs for high-resolution preservation. Individual newspaper articles are created by repeating the file-saving process. After digitization, the original newspapers are wrapped in acid-free folders, placed in boxes and returned to the museum where they are stored in a dry location to slow down their decomposition.

Even with the use of a large-format scanner it takes a full day to preserve one issue of The Vancouver Independent. A task that can be measured by the 135 issues of the newspaper now online.

Though digital archiving takes time, Schimelpfenig finds it rewarding.

“I love the mystery of what might be contained in an archive box. I like being surprised by a photograph, document or newspaper that tells me something about local history I didn’t know,” he said.

What gives research value and a return on the time investment is Optical Character Recognition software. OCR lets computers “read” the text in images, turning 140-year-old newspaper articles into identifiable, searchable content.

BACK UP THE FUTURE

Technology is changing what we save and how we save it. Family records and photographs, once tucked away in attics, are now kept on computers, phones and in clouds. While a proponent of digital tools, Schimelpfenig cautions about relying solely upon them.

“ Though digital files can be distributed immediately, they are fragile. They depend on lots of pieces of hardware and software to work together, and the technology used today might be obsolete tomorrow. Even though a printed book ages, at least it physically exists.”

Sentimentalists take heed: back up your files to preserve tomorrow’s history.
Washington State University Vancouver may have lost some of its top students last May due to the inescapable forces of graduation, but the sun-soaked 2012 commencement ceremony illuminated the bright futures brimming on the horizon for the record-breaking 979 graduates.

After graduating in May, Cori Jones headed to Chicago where she completed a rigorous five-week training course through Teach For America. Her training included three weeks as lead teacher of a sixth grade summer math class outside the city. When not learning how to teach, Cori explored the Windy City’s sights, including the “Cloud Gate” sculpture, also known as “The Bean.”
Donning the black caps and crimson trimmed gowns of their soon-to-be WSU alma mater, graduating students from across all academic fields demonstrated the drive, dedication and determination that commencement speaker Washington State Supreme Court Justice Steven C. González evoked in his keynote address.

“In this year with partisan strife, you can hold our nation together,” encouraged González. “Not by joining the rhetorical debate, but by working to make a difference in someone’s life. Be a mentor now. Do not wait. There will never be a time when it is convenient. You will only get busier. And you already have all the skills you need to help others.”

A total of nine doctoral candidates, 121 master’s candidates and 849 bachelor’s candidates received degrees—many heeding González’s call and moving on to graduate schools and professional careers.

Despite the graduates’ recently minted degrees and González’s encouraging words, dark harbingers of doubt understandably clouded the minds of some graduates. As of May 2012, the Clark County unemployment rate still loomed at 9.3 percent according to U.S. Bureau of Labor Statistics. Further adding to this situation of fiscal uncertainty, many WSU Vancouver graduates left commencement already feeling the pressure of massive student loans in addition to the stress of finding a college graduate-level paying job.

For students facing such fears, though, they only need look at a handful of the many 2012 graduates who have gone on to find personal fulfillment and career success outside of the classroom walls.

Cori Jones, B.A. in social sciences, is one such student—a student who also exemplifies González’s call to service and action. Jones served as the 2011/2012 ASWSU public relations assistant and was integral in increasing student involvement on campus. She also has worked closely with the American Cancer Society—serving as a volunteer for the past 14 years.

Further enriching the lives of those around her, Jones will serve for two years in the Teach for America program. Through the program, she will teach at under-resourced, urban public schools in the Seattle-Tacoma area.

“Looking for a job before graduation, I decided to check out Teach For America and basically applied on a whim. I didn’t think anything would come of it because it is a difficult program to get into, but I made it in,” Jones said smiling. “Children are our future, as corny as it is to say, but they truly are—education is the most important thing for a child to become a good citizen of the world.”

In concurrence with Teach for America, Jones will also further her own education by attending classes at University of Washington for the masters program in elementary education.

Steffen Silvis, B.A. in English, also aims to continue with his studies. Before coming to WSU Vancouver, Silvis worked as theater critic and fine arts editor for Willamette Week, as theater and literary critic for the Prague Post in the Czech Republic, in theater administration and archiving at the Royal Opera House in London and also coordinated writers’ talks at Powell’s Books. Additionally, Silvis was named as a semi-finalist for the National Playwrights Conference of the world-renowned Eugene O’Neill Theater Center.

Silvis, a recognized face around campus who was responsible for carrying the College of Liberal Arts banner in the 2012 commencement ceremony, will continue on to get his master’s degree and recently was awarded a fully funded spot in the theater program at the University of Wisconsin, Madison.

“I worked diligently in the years while I was in school to gain as much industrial experience as possible through internships and research at WSU Vancouver and it has paid off.”

-JASON JUHALA

Jason Juhala, B.S. in electrical engineering, was one graduate ready for the career-driven world awaiting him. Juhala was one of eleven WSU Vancouver students to graduate in May with a B.S. in electrical engineering—the first of such degrees to be granted at the Vancouver campus.

Juhala spent his time at WSU Vancouver as a University Scholars Honor Program student and also worked as an undergraduate research assistant in the microsensors and microelectronics laboratory. The Monday following graduation, Juhala started work as an electrical engineer at Harris Group, an electrical consulting firm in Portland.

“I feel incredibly fortunate to have begun working in the industry directly after graduation,” said Juhala. “I worked diligently in the years while I was in school to gain as much industrial experience as possible through internships and research at WSU Vancouver and it has paid off.”

For current graduating students still in doubt, more good news is on the way. According to a survey conducted by the National Association of Colleges and Employers, employers expect to hire 10.2 percent more college graduates this year than in 2011.
Over the past 23 years, scholarships at Washington State University Vancouver have provided opportunities for thousands of students who might not otherwise have had an opportunity to pursue a college education.

With tuition on the rise—16 percent this year alone—scholarship support is more important than ever. Raising funds for scholarships is WSU Vancouver’s number one fundraising priority.

WSU Vancouver awarded $256,000 in scholarships in the 2011/2012 academic year to upwards of 300 students. See for yourself the impact a scholarship can have on a student.

The Student Leadership Fund, and others like it, make a huge difference. To find out how you can support students, call 360-546-9600.

L.M. HIDDEN CHARITABLE TRUST SCHOLARSHIP

The Hidden family has been a part of Vancouver since the 1860s. The contributions of the Hidden family can be seen everywhere from the bricks that built the St. James Cathedral to the preservation of the Providence Academy. Lowell Mason Hidden was the first to arrive in Clark County. He worked and saved enough money to purchase land on the west side of Main Street for $500. Lowell’s oldest brother joined him in Vancouver, and the brothers organized Hidden Brick Company in 1871. It has been estimated that 60 million bricks were manufactured by the Hiddens at their first brickyard off of 15th and Main. Most of Vancouver’s downtown buildings are made from Hidden bricks. Lowell Hidden passed away in 1923. His sons, W. Foster and Oliver Hidden, took over the brickyard business after his death.

Robert Hidden, W. Foster Hidden’s son, continued the brickyard business after his father’s death in 1963. He is known for his philanthropic and community activities and perhaps is best known for purchasing the Providence Academy in 1969, saving the historic structure from destruction.

EDUCATION GOAL: Get into a physician’s assistant program

CAREER GOAL: Become a physician’s assistant

RECIPIENT: LILIANA SALAZAR CHAVEZ
Junior studying biology

Chavez is a transfer student who maintained two jobs while earning her associate’s degree at Clark College. She is a first-generation college student who volunteers with Project Access at the Free Clinic of Southwest Washington as both a Spanish interpreter and an administrative assistant.

Chavez’s little brother, Gerardo, was born with Down Syndrome. His health complications required a colostomy and other surgeries immediately after birth. Chavez’s family came to the United States to seek adequate medical care and resources that would help Gerardo live a more fulfilling life.

As his older sister by only a few years, Chavez’s is Gerardo’s favorite hand to hold and he is her inspiration to stay strong. 

Laura Evanchich

LAURA EVANCHICH

26 | Fall 2012
Lori Irving joined the faculty at WSU Vancouver in 1993. Throughout her eight years at WSU Vancouver, she excelled in all aspects of her job—teaching, research and community service. A dedicated teacher, researcher and advocate, she was the only WSU Vancouver faculty member to receive the Students’ Award for Teaching Excellence twice. She was also widely published in research journals and served as founder and coordinator of the Columbia River Eating Disorder Network.

Jenell Ashbaugh, a staff member, was the main organizer of this scholarship. Each year she rallied support from all corners of the office suite. After she retired her name was added to the scholarship to honor her commitment to the business students.

Ballenger returned to school as a full-time student after taking a break from education for many years. He works part time at Clark College in the business and computer technology departments and runs his own business to make ends meet while he finishes his degree.

Ballenger is retired from the Air Force and a member of both the WSU Vancouver chapter of the Institute of Management Accountants and the Campus Conservatives club.

Juhala fell ill during her freshman year and lost her ability to read. After months without a clear diagnosis, she was declared legally blind and has since had vision therapy to help her retain and improve her vision. Juhala considers her vision impairment a blessing because it has challenged her to grow more than she could have ever imagined.
Are you a WA high school student with a WA resident

If so, there's a scholarship for you.

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Guaranteed four-year, $4,000 per year* scholarship at WSU Vancouver

APPLY FOR ADMISSION BY JANUARY 31, 2013.

For more information, contact the office of financial aid & scholarships at 360.546.9559 or finaid@vancouver.wsu.edu

*contingent upon meeting renewal criteria of 3.2 WSU G.P.A. and full-time enrollment of 12 credits or more.
Why WSU Vancouver?
I was impressed by both the campus and the quality of instructors at WSU Vancouver. I liked the campus a lot, and by talking to the instructors I realized that I would have all the support I required to finish my Bachelor of Science degree—and I was right. Attending WSU Vancouver allowed me to work as a research assistant and have a very flexible schedule that suited my needs. Looking back I am very thankful for the quality of education I received at WSU Vancouver and for the caliber of instructors, who were and continue to be, role models for me.

What have you been doing since graduation?
I finished medical school at University of Washington in 2007. I just finished General Surgery Residency at Mayo Clinic in Rochester, Minn. Next I will complete a Colon and Rectal Surgery Fellowship at Mayo Clinic. After that I plan to return to the beautiful Northwest.

Who was your favorite instructor and why?
I have two favorite instructors. Dawn Banker, clinical associate professor in the College of Arts and Sciences, has been a very important role model for me. Soon after I met her I was impressed by her commitment to her students, both in class and outside. She helped me become a competitive applicant for medical school. Despite the fact that I was a nontraditional applicant with quite a few challenges, she helped me get into my first-choice medical school.

I was a research assistant in Christine Portfors’s, associate professor in the College of Arts and Science, lab. She taught me the principles of research I use today. Her work ethic and dedication to the people she mentors is inspiring. She demands a lot from the students she mentors but clearly not more than she does of herself.

If you could have dinner with anyone, dead or living, who would it be and why?
Thomas Edison. He was a genius, scientist and business man, but most importantly, a man who had common sense and placed a lot of value in work ethic and perseverance.

Motto?
Who dares wins.
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<tr>
<th>Date</th>
<th>Event</th>
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<tr>
<td>September 24</td>
<td>Career Workshop: Job and Internship Searching Skills</td>
<td>4 – 5 p.m.</td>
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<td>September 26</td>
<td>A-Z of Financial Aid &amp; Scholarships Workshop</td>
<td>6 – 7 p.m.</td>
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<td>October 3</td>
<td>Encounter Research: Student Faculty Collaborations</td>
<td>3 – 4 p.m.</td>
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<td>October 5</td>
<td>MESA Math and Science Day</td>
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<td>October 12</td>
<td>Career Workshop: Job and Internship Searching Skills</td>
<td>9 – 10 a.m.</td>
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<td>October 13</td>
<td>Workshop Series 1</td>
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<td>“Manage Your Social Media Time Effectively”</td>
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<td>“Control Your Privacy on the Web”</td>
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<td>October 16</td>
<td>Lecture: “Structure Information to Create a Better User Experience”</td>
<td>6 – 7 p.m.</td>
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November 15

Engineering and Computer Science Information Night
6:30 – 8 p.m.

November 29

Career Workshop: Résumé Writing
4 – 5 p.m.

A-Z of Financial Aid & Scholarships Workshop
2:30 – 3:30 p.m.

December 24 - January 1

University-wide closure

January 7

Spring 2013 term begins

January 31

WSU University-wide scholarship application deadline

February 7

Preview Day
5:30 p.m.

February 12 and 13

2013 Career and Internship Fair
(for current students and alumni)
Feb. 12: General Business
Feb. 13: Non-Profit, Science, Government and Engineering

February 15

FAFSA priority submission date

2012 WSU football schedule

Sept. 8 – Eastern Washington
Sept. 14 – at UNLV
Sept. 22 – Colorado (Homecoming)
Sept. 29 – Oregon (at Seattle)
Oct. 6 – at Oregon State
Oct. 13 – California
Oct. 20 – Bye
Oct. 27 – at Stanford
Nov. 3 – at Utah
Nov. 10 – UCLA (Dad's Weekend)
Nov. 17 – at Arizona State
Nov. 23 – Washington

Season tickets are on sale at wsucougars.com or by calling 1-800-GO-COUGS.

Cheer on the Cougs—WSU football viewing parties will be held for televised games at Dodge City Bar & Grill and Spirit of 77

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Washington State University Vancouver, together with the WSU Foundation, appreciates the generous support of every contribution made to the institution. Every gift has a significant impact on the quality of teaching, world-class research and scholarship at WSU Vancouver. Private giving provides the support that makes the university all that it is today and would not be possible without the generosity of extraordinary friends and alumni whose giving reflects their passion for the institution. Through their generous support, the following individuals and organizations create and maintain the margin of excellence. We honor our Laureates and Benefactors, those who have established named endowments, those who have chosen to leave a legacy through a bequest or planned gift and our annual giving donors. Thank you.

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Maja Graso
Margaret Hardwick
Trish Kellogg
Jill Homme and Deborah Libbey
Paris Powell
Tamara and W. Randolph Shoup
Janel Skreen
Doris Troxel
Unitus Community Credit Union
Lynn and Ed Valenter
Vancouver Business Journal

Bryan Society
Annual gift of $1,000 - $1,999
AAUW - Vancouver Branch
American Institute of Bio Sciences
John Barber and Dene Grigar
Holly Black
CED Consolidated Electrical Dist
Columbia River Economic Development Council

US Bancorp
Wine & Food Society of Clark County

Debra Sanders and Glen Dulski
Mark and Nancy Feichtinger
W. Glenn and Tammy Ford
K.C. Hsu and Mingming Wang
IQ Credit Union
Jane Kirk
Daniel and Val Ogden

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*John Brown
Robert and *Elsa Gleason
Hewlett Packard Company
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Bruce and Jolene McClaskey Foundation
*Gayle Rubin
SEH America, Incorporated
Society of Manufacturing Engineers Education Foundation
Watkins-Johnson Company

*indicates deceased
Olympus Controls
Leonard Orr
Palena Dental Arts
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Every effort has been made to ensure the accuracy of this list.
If you discover an error, please bring this to our attention and accept our sincerest apologies.
“Miss Kavanagh is indisposed, so she sent me. I hope you don’t mind Mr. Grey.”

“And you are?” His voice is warm, possibly amused, but it’s difficult to tell from his impassive expression. He looks mildly interested but, above all, polite.”

“Anastasia Steele. I’m studying English literature with Kate, um…Katherine…um…Miss Kavanagh, at WSU Vancouver.

So what are the chances that Washington State University Vancouver would show up in any novel, let alone a best-selling novel? Slim, you might guess, and yet…

How it is that E.L. James, author of the “Fifty Shades” trilogy selected WSU Vancouver as a setting in her first novel, “Fifty Shades of Grey,” is a mystery. The author and her publisher could not be reached for comment.

WSU Vancouver has some pretty good local company within the pages of “Fifty Shades of Grey.” The Heathman Hotel in downtown Portland pops up 18 times in the book, as Anastasia Steele and her billionaire boyfriend Christian Grey meet in elevator No. 3 and have dinner in a second-floor private dining room.

In a television interview with ABC News, James said that “Twilight” author Stephanie Meyer’s books were her inspiration. And like Meyer’s fans, who helped put the sleepy town of Forks, Wash. on the map, “Fifty Shades of Grey” fans and the media have been popping up at WSU Vancouver and the Heathman to catch a glimpse of Steele’s and Grey’s fictional lives.

James, a former TV executive, wife and mother of two based in west London, has admitted in several interviews that most of her research was conducted online and it seems she’s taken a smidge of artistic license with what those who work at WSU Vancouver would find to be factual.

“Fifty Shades of Grey” is not five miles from campus,” said Barb Holder, an administrative assistant at WSU Vancouver who is working her way through the book to see what everyone is talking about. “I also found it hilarious that Christian Grey was scheduled to confer the degrees at commencement. That would never happen.”

Facts aside, it’s the BDSM—bondage, dominance/submission and sadomasochism—scenes that seem to keep people turning pages. The erotic romance has led to the invention of a new genre dubbed “mommy porn.”

And the mommies just keep on coming. The “Fifty Shades” trilogy currently occupies positions 1, 2 and 3 on the New York Times Best Sellers list in “combined print and e-book fiction.” According to an Aug. 13 article in the Hindustantimes, 43 countries have bought the rights to the book. With more than 40 million copies sold, WSU Vancouver is certainly now “on the map.”
Alumni Opportunities

Attend Cougs and Coffee, golf tournaments, wine tastings and other alumni-fun events

Cheer on the Cougs—WSU football viewing parties will be held for televised games at Dodge City Bar & Grill and Spirit of 77

Shop ‘til you drop—save on Adidas, Columbia Sportswear and Nike apparel during special, Cougar times

Volunteer with Cougs in the Community—connect with other Cougs as you help local charities

Contact Development and Alumni Relations at 360-546-9600 or van.alumni@vancouver.wsu.edu to get involved. Visit events.vancouver.wsu.edu to see what’s happening.

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“Living in Kelso/Longview, I could not find a better university with endless opportunities so close to home. I have been involved with student government and started an internship with the university’s marketing department. These opportunities let me network with a wide array of community leaders—all while staying close to the place I call home.”

JACOB SCHMIDT,
English major