Dear Friends,

At our 2014 commencement May 10, Washington State University Vancouver launched a yearlong celebration of its 25th anniversary. It was a significant day in the university’s history. The state legislature founded WSU Vancouver on May 10, 1989, to increase access to higher education in Southwest Washington.

True to our founding, the theme for our 25th anniversary celebration is access. You’ll see why the word is so important to us if you take a look at “The Quest for Access to Higher Education” on page 2. This article shares some of the history surrounding access to higher education in Southwest Washington and the progress we’ve made in increasing the degree attainment rate in our community over the last quarter century.

We will celebrate WSU Vancouver’s anniversary with a full program of events, exhibits and activities. The first—our 25th Anniversary Celebration on the Quad—will be held Sept. 6 on campus, and you’re invited. From 3 to 5 p.m. every corner of campus will offer something unique to see and do. Explore programs, labs, financial aid, student clubs and organizations, diversity and veterans’ services, and more. Experience the interactive timeline built by a team of digital technology and culture students. Visit the library to see the historical artifacts on exhibit. Participate in hands-on activities and taste some of WSU’s famous Cougar Gold cheese.

Starting at 5:30 p.m. you can relax in our outdoor amphitheater and listen to live music—folk rock band Lincoln’s Beard and one of Portland’s favorite bands, Sean Flinn & the Royal We. Food will be available for purchase, and you’re welcome to picnic.

The celebration will continue on Nov. 7 with our 25th Anniversary Celebration Dinner. We will honor 25 Notable WSU Vancouver Alumni that evening. Read about the remarkable accomplishments of these alumni on pages 24 – 29.

It is an honor to lead WSU Vancouver into its next 25 years of growth and success. I knew when President Elson Floyd appointed me as chancellor in 2012 that I was coming to someplace special. Knowing that, I have still been amazed at the involvement of our community and our graduates in the success of our campus. Thank you for your ongoing support and partnership. I hope you will take advantage of the many ways to connect with WSU Vancouver during this special time. I look forward to celebrating with you.

Emile “Mel” Netzhammer
Chancellor
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BEFORE WASHINGTON WAS A STATE

The residents of Southwest Washington have long been concerned about lack of higher education in the region. Reportedly, before Washington became a state, the territorial government designated 1,500 acres in what is now Southwest Washington for a land-grant institution. Unfortunately, the Morrill Act of 1862, also known as the Land Grant College Act, applied only to states and not to territories.

Washington gained statehood on Nov. 11, 1889, and on March 28, 1890, Washington’s Land Grant College was established by the state legislature. In April 1891, Pullman was chosen as the site of the new college.

Decades passed and the issue of access to higher education in Southwest Washington went unresolved. Then in 1933, Clark College was founded as a private, two-year junior college. Although it was a step in the right direction, the region still had no four-year or graduate education.

In the 1960s, citizens in Southwest Washington participated in a statewide initiative to create the next four-year school in Washington. Southwest Washington lost out to Olympia, which is now home to The Evergreen State College.

THE NEED GROWS

The need for a four-year and graduate institution became even more important with the expansion of the high-tech industry in the Portland-Vancouver metropolitan area in the 1980s. The high-tech companies and economic development leaders made it clear they needed employees with appropriate degrees to fill positions. Without a qualified local population, businesses were recruiting from outside the area and paying for relocation. They claimed this region’s high-tech expansion was the only one in the country developing without a higher education research partner. And, they warned, continued growth would depend on a generally well-educated populace.

BABY STEPS

In September 1983, the Southwest Washington Joint Center for Education—a collaboration of Clark College, The Evergreen State College and Washington State University—began offering classes in the north wing of Hudson’s Bay High School to 18 graduate students. The Joint Center offered graduate courses in engineering and computer science along with some general undergraduate classes. It filled a gap, but didn’t solve the problem.
A UNIVERSITY IS BORN

Finally, after more than 125 years of wrestling with the issue of higher education, the state legislature founded Washington State University Vancouver in May 1989 to increase access to higher education in Southwest Washington. Initially, WSU Vancouver served only graduate students and upper-division students (juniors and seniors) who transferred from community college. WSU Vancouver operated from Bauer Hall on the Clark College campus.

According to the 1990 U.S. Bureau of the Census—at roughly the time of WSU Vancouver’s founding—only 16.8 percent of persons 25 years and older living in Clark County had a bachelor’s degree or higher. The university had some work to do.

By spring 1995, WSU Vancouver’s enrollment surpassed 850 students, and it was outgrowing its space in Bauer Hall. WSU Vancouver moved to the Salmon Creek campus in 1996, opening with an administrative building, a library, a classroom building and a physical plant.

MAKING A DIFFERENCE

By the millennium, it was clear WSU Vancouver was making a difference. The 2000 U.S. Census revealed that 22.1 percent of Clark County’s adult population held a bachelor’s degree or higher. While still lagging behind the state of Washington’s population overall at 27.7 percent and King County’s population at 40 percent, it was progress.

In 2004, the Washington State Legislature asked for a complete evaluation of the branch campuses and the policies associated with their creation. That study concluded that the campuses were having a major impact on their communities. Not only were people earning degrees, but, with more than 75 percent of them staying in the area after graduation, they were making their communities better places to live. Local employers were benefitting from a better-educated workforce, and local industries were beginning to benefit from research partnerships with WSU Vancouver.

The study also concluded that for some students, especially those who were interested in pursuing degrees in engineering and science, a full four-year option was an important one. The legislature gave WSU Vancouver permission to admit freshmen beginning in fall 2006.

TODAY AND BEYOND

Today approximately 26 percent of Clark County’s adult population holds a bachelor’s degree or higher, according to the 2008–2012 American Community Survey produced by the U.S. Census Bureau. And today there are more than 11,000 WSU Vancouver alumni. Upwards of 8,250 of them reside in the area. WSU Vancouver alumni work at your bank, file your taxes, teach your children and so much more.

WSU Vancouver is one year into an academic planning process that will ultimately lead to more degree programs. Going back to its roots and the reason for its founding, the university interviewed current and potential students, and business and community leaders to see which programs will best meet the needs of students and businesses, with an eye toward growing the local economy. New programs will launch as soon as fall 2015.

WSU Vancouver will continue to grow. The university is looking to serve more students from Cowlitz County, where only 16 percent of adults hold a bachelor’s degree or higher. Thanks to a partnership with Clark College, the international student population is expected to increase as well. Serving more students from farther away will likely lead to on-campus student housing. Today WSU Vancouver boasts a student enrollment of more than 3,000. A decade from now, it may well top 6,000.

Founded in 1636, Harvard University considers itself to be the oldest institution of higher education in the United States. In light of Harvard’s 378-year history, WSU Vancouver’s quarter century is miniscule. But in the words of Chancellor Emeritus H.A. “Hal” Dengerink on the occasion of WSU Vancouver’s 20th anniversary, “The impact of WSU Vancouver on the community is greater than the duration of its existence.”

“THE IMPACT OF WSU VANCOUVER ON THE COMMUNITY IS GREATER THAN THE DURATION OF ITS EXISTENCE.”

—CHANCELLOR EMERITUS H.A. “HAL” Dengerink
“I JUST MADE THE COMMITMENT TO DO IT. IT WAS BY FAR THE HARDEST AND MOST REWARDING THING I’VE DONE IN MY LIFE.”
—KARIN CHANDLER

“I DON’T THINK I DO THIS FOR MYSELF—I DO IT FOR MY COMMUNITY AND MY LITTLE BROTHER AND MY PARENTS.”
—ESMY FARIAS-GOVEA

“WHAT I’VE LEARNED IS TO GET TO COLLEGE, WHEREVER. YOU WILL LEARN WHO YOU ARE THAT WAY.”
—BRITTANY FLOWERS

“I WENT TO A COLLEGE FAIR AND SAW THE PUBLISHED COST OF ATTENDANCE AND CHECKED OUT RIGHT THEN, BECAUSE I KNEW MY FAMILY COULDN’T AFFORD THAT.”
—APRIL TOVAR VILLA

“AT ONE POINT I WAS WORKING THREE JOBS OUTSIDE OF SCHOOL. MY FIRST YEAR HERE, I WOULD LITERALLY SHOW UP AT CLASS WITH NO SLEEP.”
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“At one point I was working three jobs outside of school. My first year here, I would literally show up at class with no sleep.”
—CESAR MORENO
Karin Chandler plans to graduate from Washington State University Vancouver in May 2015. She will be 44 years old. And she will be the proud possessor of something nobody else in her family has—a college degree.

“Nobody—not my mother, father, brother, sister, aunts, uncles, cousins, grandparents—has a college degree,” Chandler said. “I’ll be the first.”

Getting through college has been “a wild ride,” she said, a gut-wrenching rollercoaster of highs and lows. After working in the airline industry right out of high school, she started taking classes following a divorce in 2008. Initially she enrolled in a for-profit college that left her with a lot of debt. In 2011, she decided it was now or never to finish that degree. So she transferred to WSU Vancouver, financing her education and living expenses with scholarships and a part-time flight attendant schedule.

“By the time I’m done, it will be a six-year process,” said Chandler, who is studying human resources.

Chandler is fortunate in many ways. She has strong support from friends and family, a flexible job, and a powerful drive to complete every homework assignment on time, wherever she happens to be. “Wherever” might be an airport lounge in San Francisco, a hotel room in Alaska or a seat on a plane awaiting a flight back to Portland.

“I don’t know where it came from,” Chandler said of that motivating force. “I guess I just made the commitment to do it. It was by far the hardest and most rewarding thing I’ve done in my life.”

IN SEARCH OF A BETTER LIFE
WSU Vancouver has a significant share of first-generation students. Half of the members of the freshman class in the 2013/2014 school year were the first in their families to attend college. The year before, it was 53 percent. Consistent national statistics are hard to come by, but 50 percent appears quite high for a four-year school.

It’s generally assumed that, with a college education, first-generation students will be able to get better jobs and have a better quality of life than their parents did. And that hope drives them to pursue a degree. But once enrolled, they face a mountain of challenges—from culture shock to poor study habits to expenses. Many live on their own, juggling classes with work assignments, childcare and other family responsibilities.

“As a first-generation student, you have to have a lot of motivation to get to the university in the first place, but it’s also easy to get discouraged,” said Renny Christopher, vice chancellor for academic affairs at WSU Vancouver, who was the first in her family to go to college.

“The drop-out rate of these students is four times the rate of their peers whose parents have a postsecondary education,” according to I’m First, an online community founded by the Center for Student Opportunity in Bethesda, Md.

Only 50 percent of first-generation students earned a degree in six years, compared with 64 percent of those whose parents attended college, according to a 2011 UCLA study. By that measure, WSU Vancouver is doing well, with approximately 60 percent of first-generation freshmen in 2006 and 2007 earning degrees in six years, roughly the same as their non-first-generation peers. That’s good news, but it doesn’t lessen the problems first-generation students have to overcome. And those problems won’t go away soon.

“As a society we’re trying to figure out what college is for,” Christopher said. “If a degree continues to be an entry-level criterion for an increasing number of jobs, more people will need bachelor’s degrees, and there will continue to be first-generation students for a very long time.”

COST: THE NUMBER-ONE CONCERN
Although paying for college is an issue for every student, it is a bigger worry for first-generation students, who are more likely than their peers to come from lower-income and/or ethnically diverse populations. Students who are both first generation and low income make up about 30 percent of the student population nationwide, according to I’m First.
“I went to a college fair at our high school and saw the published cost of attendance and checked out right then, because I knew my family couldn’t afford that,” said April Tovar Villa, formerly a first-generation college student and now financial aid and scholarships manager at WSU Vancouver. “And there was no financial aid info at the college fair.”

Instead, she got a job. Ten years later, divorced and a single mother working for minimum wage, she set her sights on a two-year degree and a better job. Learning about Pell grants for low-income students, she “fumbled” her way through the application process and was able to start school at a community college. After moving and attending another community college, Tovar Villa transferred to WSU Vancouver, where she earned her bachelor’s degree in 2010. With part-time school and full-time work, it took 12 years past high school, she said, “But I did it!”

Tuition is not the only financial challenge. For example, many first-generation students are independent and need to work to cover living expenses. They may also be supporting children or other family members. Those still living at home may be expected to help their parents with other children. Such obligations also mean less time for school.

“Being Latina, you have a second role when you come home,” said Esmy Farias-Govea, a senior majoring in human development. “You may not have time for homework because you have to attend to family issues.”

Moreover, lower-income students, in particular, may not be able to afford what they believe is expected of them. It may take everything they have to keep up with rent and basic expenses. They may not own the amenities their professors assume will be available to them, such as constant email access via cellphone, tablet or laptop.

They have to learn quickly how to set financial priorities. “A lot of students need intensive help learning to budget and manage their money,” said Carol Siegel, professor of English and American studies at WSU Vancouver, and herself a first-generation college student. As an undergraduate, she attended a community college and a California state college among other students with similar backgrounds. But when she started graduate school at the University of California Berkeley, she experienced tremendous culture shock.

“I was overwhelmed by the wealth of other students at Berkeley,” Siegel said. “Many had had cars since high school. Many lived alone in one-bedroom apartments. Their parents were paying their way through school.”

Cesar Moreno can relate. He is a first-generation student who expects to complete his bachelor’s degree in anthropology this fall and is an intern at the Student Diversity Center. The scholarships he received did not cover all the costs of living and going to school. “At one point I was working three jobs outside of school,” he said. “My first year here, I would literally show up at class with no sleep.”

In such instances, dropping out of school seems absolutely rational. “It’s incredibly discouraging, when you’ve been working for a week and feel like you’re dead, like you cannot walk, you’re exhausted, and you only made $400 and have to pay $5,000 in a month,” said Moreno. “I just wanted to drop to the ground and say, ’I quit.’ But I didn’t.”

THE EDUCATION LABYRINTH

Parents who went to college know how the system works. They can help their kids understand the application process, the ins-and-outs of financial aid, navigating class schedules and registration, and what to expect from college life. But first-generation students have no built-in guidance.

“I didn’t know what financial aid was, how to fill out the application, the price of textbooks—

little things that may not seem like much, but someone of a different background might never have thought about these things,” Farias-Govea said.

And parents who did not attend college may not understand why their child even wants to do so. Moreno, who emigrated with his parents from Mexico at age 16, recalled, “We had literally nothing, little income and zero wealth. In a situation like that, it’s natural to be constantly questioning everything you do. It’s difficult to think about the future. It’s difficult to do anything not related to ‘what are we going to eat today.’”

At one point he wondered, “Why am I wasting my time doing this? I should have listened to my father and done something more productive with myself.”

THE POWER OF PERSONAL ATTENTION

Part of what kept Moreno in school was the support he found at WSU Vancouver. Everyone welcomed him. They learned who he was and called him by name.

“The first day I got here, every student leader, every person in administration and most of my professors—you can just feel they care,” Moreno said. “When I email them, they reply! That’s huge.”

Moreno, like many other first-generation students, also feels a responsibility to be a role model. He is the oldest of three boys, ages 10 to 24.

“I’ve done my best to give them the best possible example,” he said. “It’s a cliché to say don’t give up no matter how difficult it gets, but I think it’s important.”

Farias-Govea feels responsible not only to her family but to Vancouver’s large, close-knit Hispanic community.

“My success is not just my family’s but the whole community’s,” she said. “They find me in themselves. I don’t think I do this for myself—I do it for my community and my little brother and my parents.” Her 10-year-old brother, Anthony Deleon, hopes to attend WSU Vancouver too.

SUPPORT FOR SUCCESS

Many colleges and universities are introducing special programs to help first-generation college students succeed. WSU Pullman is one of seven universities in an experimental First Scholars program designed to provide extra support for first-generation students. At WSU Vancouver, the Student Resource Center offers the LEAPS program (Learn, Explore, Achieve and Promote Success in Your First Year of College) at no charge to provide extra support and mentoring to help new college students build study skills.

Wendy Olson, associate professor of English, piloted a program last year to retain more low-income, first-generation, racially diverse or otherwise underrepresented college students. Called CLASP (Critical Literacies Achievement and Success Program), the program was adapted from one already in place in Pullman. It gets into full swing in Vancouver this fall. The mentoring program will match first-year students with an instructor from one of their classes. Students and mentors will meet periodically to discuss academic issues. CLASP partners include the Composition Program, LEAPS and the Student Diversity Center.

WSU Vancouver has also formed a Student Success Council as a joint partnership of Academic Affairs and Student Affairs. “We will look at how best to serve all our students on campus,” Christopher said. The council is examining data about existing programs and will explore ways to increase students’ retention and academic success.

Many first-generation students cite above-and-beyond help and personal guidance as key factors in their desire to stay in school. Several
noted the welcoming atmosphere and support they’ve found through the Student Diversity Center. “I felt totally welcome, like I wanted to come back,” Moreno said.

For Brittany Flowers, a senior in elementary education, an important piece of the puzzle fell into place when she took the initiative to get to know her classmates and teachers as a Running Start student at Clark College. “I learned to get there an hour before class,” she said. “Everyone sits outside the classroom so it’s a good time to socialize. I learned to introduce myself and make the acquaintance of the instructor.”

Getting involved on campus, if time allows, makes a difference too. “My freshman year I was really scared,” Farias-Govea said. “I’d park, go to class and leave. I didn’t want to stay on campus. Then I met an intern for the Student Diversity Office, Jair Juarez. I was excited to see someone who looked like me in higher education. He encouraged me to come to events. Because of him, I got involved.”

Another important piece of the puzzle is sheer motivation. Call it grit, persistence, determination or just plain stubbornness, it is the kind of drive that suggests promise for success in later life. “I’ve wanted to cry, throw my laptop and books out the window. I’ve thought, ‘What am I doing here? These kids are younger than I am. Why am I spending all this money? And then I think, I’m going to have a college degree!’” Chandler said.

She’s ready for her college days to be over, but adds, “I wouldn’t trade them for anything. My incredible family, friends and boyfriend have gotten me through the experience. And since I’ve started school, a couple of my co-workers have told me I’m their inspiration, and they are going to school too.”

Moreno wants to share his belief in higher education with others in the Latino community. Taking it one step at a time, he said, can make big dreams come true: “You talk to this person, and that person, and things start falling into place.”

College provides the opportunity for self-discovery, Flowers said, and she recommends it to everyone, even if they just take one class to see what it’s like. “What I’ve learned is to get to college, wherever,” Flowers said. “You will learn who you are that way. You’ll be surrounded by so many people saying the same thing as you.”

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**Resources for First-Generation Students**

WSU Vancouver has several resources for first-generation students (and others) who would like additional help as they figure out the academic world.

**ACADEMIC SUCCESS:** One-on-one study skills consultations and free workshops for any student. Call 360-546-9155 or stop by the Student Resource Center to set up an appointment.

**LEAPS:** A support and mentoring program, including a Student Success Course, to help new students build study skills. Contact the LEAPS advisor, Cindy Morical, 360-546-9567 or cmorical@vancouver.wsu.edu.

**CLASP:** A program matching first-year students with an instructor from one of their classes for periodic meetings about academic issues. Required for students in English 102 and LEAPS; other students are welcome. To learn more about participating, contact Wendy Olson, 360-546-9513 or wmolson@vancouver.wsu.edu.

**STUDENT DIVERSITY CENTER:** Leadership and volunteer opportunities, personal support and mentorship, diversity events, a social justice library, documentary film nights and comfy couches. To learn more, stop by the Fristenburg Student Commons, Room 136, contact studentdiversity@vancouver.wsu.edu or call 360-546-9568.

**SALT:** A financial literacy program that can help you navigate how to finance college, manage debt and build money skills for life. Membership is free to WSU Vancouver students and alumni. For information, see saltmoney.org/WSU.
FROM THE 
COLUMBIA RIVER 
TO 
LAKE GENEVA 

WSU VANCOUVER GRADUATE STUDENT WINS FULBRIGHT TO STUDY IN SWITZERLAND

THANKS TO A FULBRIGHT FELLOWSHIP, Eric Dexter and his wife, Claire, will celebrate their seventh wedding anniversary this fall in Lausanne, Switzerland, the city where they were married. Dexter, who received his M.S. in environmental science at Washington State University Vancouver in May and will soon begin the Ph.D. program, was awarded a Fulbright to study for a year at the University of Lausanne.
Dexter works in the aquatic ecology laboratory at WSU Vancouver with Stephen Bollens, director and professor of the School of the Environment, and Gretchen Rollwagen-Bollens, associate clinical professor. He studies invasive species in the Columbia River ecosystem and plans to extend the research to the watersheds of the Pacific Northwest for his Ph.D. He wanted training in population genetics to expand his research abilities, and Switzerland was attractive because it is a hub of genetics research. Genetic techniques will enable him to reconstruct the origins and spread of aquatic invasions, he said.

“We need a more nuanced approach to understanding how aquatic species get around,” Dexter said. “What brings species to the United States may be entirely different from what allows them to spread within the U.S.”

To apply to the Fulbright program, Dexter had to find foreign scholars interested in working with him. He found two: Severine Vuilleumier, a research scientist, and Jerome Goudet, an associate professor, both in the Department of Ecology and Evolution at the University of Lausanne. The subject of aquatic invasive species is a matter of concern in Switzerland, especially in Lausanne, which is on Lake Geneva, one of the largest lakes in Western Europe.

“Eric’s work is both important and timely,” Bollens said. “Aquatic invasive species are rapidly spreading around the globe, causing both economic and ecological damage. Eric has approached his work with enormous enthusiasm and dedication and is now pursuing international collaborations to ensure that his research has the broadest possible reach and impact.”

Dexter, who earned a B.S. in biology at Portland State University, speaks what he calls “decent French” and is an experienced international traveler who has studied in Ghana and New Zealand. The Fulbright program wanted to be sure he would represent his country well as a cultural ambassador and, Bollens said, Dexter has the potential “to foster greater mutual respect and common understanding across cultures.”

Eric Dexter will bring along two unofficial ambassadors: his wife, Claire, and their son, Redmond, 3.
My earliest memories of WSU Vancouver date back to the mid-1990s, when I was about 5 years old and the Salmon Creek campus had only a couple of buildings. It was summer, so there weren’t many people around. I’d come with my younger brother, Dane, and my grandfather, Hal Dengerink, who was WSU Vancouver’s founding chancellor, to explore the campus. We’d look out the window of his office, and my grandfather would tell us stories, explaining what each building was for. I was too young to realize the importance of the university and its impact on the community. To me, WSU Vancouver was just the place where my grandfather worked.

I have countless memories of being on campus as a kid. My brother, Dane, and I would bring our bikes and my grandfather would let us ride around the Quad if nobody else was around.

One story that comes up again and again—although I don’t remember it myself—was from when I was just starting to walk. My grandfather took my family on a brief tour of the administration building, and apparently I couldn’t resist pulling the fire alarm. To this day, people ask me, “Was that you who pulled the fire alarm?”

Fast-forward to 2011, when my grandfather retired as chancellor of WSU Vancouver. He was quite ill at the time, and it was hard for him to walk. But when he walked into Firstenburg Student Commons for his retirement party, his face lit up. I knew he was entering a place where he loved everyone and loved what he was doing. So many people came up and hugged him and thanked him for his service.

That’s when I realized that WSU Vancouver is more than an institution where a person can obtain a bachelor’s degree and pursue a career. It was a special place to my grandfather—his happy place.

Top left: Hal Dengerink looks over blueprints for the Salmon Creek campus (1994). Middle: Peter, seated in front, with his family. Bottom: Peter rides with his grandfather in a parade.

Courtesy of the Dengerink family.
I grew up in Wenatchee, Wash. During my high school years, I was not planning to attend WSU Vancouver. I hoped to find a school where I could find myself and what I wanted to do with my life. In the fall of my senior year, I applied to several other colleges. But my mom, Kris Dengerink Collier, who got her bachelor's degree at WSU Pullman in 1990, thought WSU Vancouver might be a good choice. “Just apply,” she said. “You’ll thank me later.”

Of course, as a teenager, I didn’t think my mom knew anything. But I obliged her. I got my acceptance letter over winter break and decided to visit the campus for the first time since my grandfather’s passing. Everyone was incredibly welcoming. Other schools had exciting, flashy football games, fraternities and sororities, and countless ways of hooking new students. But I could see that WSU Vancouver had faculty, students and staff who really cared about the community.

On that visit, we put flowers in the amphitheater in my grandfather’s memory. And right then I realized WSU Vancouver is the right place for me—not because it was familiar but because it seemed as special and caring to me as it had been to him.

My first year was hard. I was super shy. I didn’t want to step out of my comfort zone or try anything new. But one of the student ambassadors, Cameron Elde, told me that WSU Vancouver had allowed him to be the kind of person he wanted to be. And a few of my professors offered to help me with my future goals and plans. They helped me build my confidence and realize I’m not that shy.

Professors such as Elizabeth Reilly, Tom Tripp and Ron Pimentel did more than educate me on the topics they teach. They also asked deeper questions than “How are you today?” They’ve inspired me to consider pursuing work with the Peace Corps, or maybe a graduate degree in economics.

Last year I became a student ambassador because I wanted to give prospective students the same welcome that I got. Being a student ambassador helped me grow in confidence.

One of the people who helped me was fellow ambassador, Alex Nevue. Alex encouraged me to explore my interests and never limit myself. I am proud to say that, with his and others’ support, I am this year’s vice president of the Associated Students of Washington State University Vancouver.

Alex, now a close friend, initially thought he wanted to go to a bigger school. He chose WSU Vancouver, and it has been an amazing experience for him too. It allowed him to break out of his shell and realize his strengths, both socially and academically. He is doing amazing research and plans to pursue graduate studies to work in higher education.

And it’s all because he had a professor who showed him how he could use his skills to help the world.

When I came here, I asked people who knew me not to introduce me as Hal Dengerink’s grandson. I wasn’t embarrassed, but I didn’t want to be favored. I was happy hearing about his impact on the campus without the recognition.

Still, one of my favorite things is to walk into what’s now the Dengerink Administration Building with friends who don’t know my family history and hear them say, “That guy whose picture is on
the wall looks like you—his eyes crinkle in the same way.”

When I became an ambassador, I saw how many options there were for getting involved. Sometimes new students are scared to pursue opportunities. But it’s OK not to be the top student or most outgoing—just go for it and enjoy yourself. Whether it’s ping-pong in the Firstenburg Student Commons or student government, the spring gala or the Martin Luther King Jr. Day of Service, WSU Vancouver allows you to pick and choose what makes you feel most comfortable. Once you find what you really like, there are people who will help you make it the best experience you could have.

Of course, not everyone on campus has the time to be an ambassador or get involved in the way I have. I look up to those who work, have families or other commitments. They’re the reason our institution is what it is. They bring an interesting dynamic to the classroom and make sure they get the education they need.

Gloria Lem, the woman who received the first scholarship from a fund our family established in my grandfather’s memory, is a perfect example of this. She is a working mother, going to school here but living in the Seattle-Tacoma area. She chose WSU Vancouver because we are such a supportive institution. Meeting her was a big moment for me.

As ASWSUV vice president, I think it’s my task to help make it easier for students like Gloria Lem. They are the reason I am excited to come to campus every day.

This year, I’m proud to say that I am not the only Dengerink family member on campus. My brother, Dane Collier, is a freshman at WSU Vancouver. I didn’t try to talk him into it—I knew that if it came from me, he wouldn’t listen. To be fair, I did try pitching WSU Vancouver a few times. But when he told me he had signed his acceptance letter, I started tearing up from excitement. We’re both now living with my grandmother, Joan Dengerink. This is a very nice situation, I might add.

I think Chancellor Netzhammer, is a great asset for WSU Vancouver. At first I was wary of anyone replacing my grandfather, but once I got to know him, I realized he has that same passion for helping students and getting involved in our community.

His goal is to double the size of the university, and I just know it will happen.

As a kid I thought of it as Grandpa’s campus. But now I see it differently. I think that when you come to WSU Vancouver, it becomes your campus. We say it all the time, and it’s true, you really do become part of the WSU Vancouver Coug family.

The 25th anniversary year is an exciting time to be a student here. In the early days, few saw what an impact the university would have. But when you get people together who are passionate about helping students, and who love serving the community, great things can happen.

I know that, years down the road, I will return and remember what this place has brought to me. But more important, I know I will remember all the people who have made this a life-changing experience.

I can’t wait to come back for the 50th anniversary and see how much it’s grown by then.

Peter Collier, a junior from Wenatchee, Wash., is majoring in business administration, with a focus on marketing and a minor in psychology. He is the vice president of the Associated Students of WSU Vancouver.
### 1989

On May 10, 1989, the Washington State Legislature formally established WSU Vancouver as one of four campuses that make up the WSU system.

### 1990

At the first WSU Vancouver commencement, **38 graduates** received degrees.

### 1991

The **Salmon Creek site** was purchased as the permanent home for WSU Vancouver.

### 1993

WSU Vancouver was one of the first institutions in the country to use Interactive Electronic Classrooms (classes simulcast via video).

### 1994

WSU Vancouver broke ground on the Salmon Creek site.

### 2005

**Ed and Mary Firstenburg** became WSU Vancouver’s first Laureate donors. The Firstenburg Student Commons was named for them in recognition of their generosity.

### 2006

WSU Vancouver welcomed its **first freshman class**.

### 2007

The **Firstenburg Student Commons** was dedicated to the student body.

### 2008

The Tod and Maxine McClaskey Foundation gave $1.5 million to expand the **Child Development Program**.

### 2009

The **Undergraduate Building** was completed. It was the first WSU facility to be awarded LEED Gold Certification.

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**AN INTERACTIVE TIMELINE**

Students in the Creative Media & Digital Culture program at WSU Vancouver have created an augmented reality experience for this timeline. Augmented reality (or AR) allows you to view a real-world environment augmented by computer-generated sensory input such as sound, video, graphics or GPS data.

The black icons indicate the availability of additional features for certain dates. These features will be available on Sept. 6.
To learn more and enjoy the 25th anniversary augmented reality experience, visit vancouver.wsu.edu/timeline on or after Sept. 6. You’ll find links to download the Aurasma app for iOS or Android devices. You can also download the app directly from the Apple iTunes App Store or Google Play. Set up a free account, and choose to follow the WSU Vancouver channel.

With the app on your device, you can scan the icons for additional features.
Five student diversity staff members, along with volunteers, used to congregate in a shared cubicle space off Bola Majekobaje’s office. Now they have a bigger space designed for hanging out, with a social justice library, tables, chairs and couches, plans for documentary film nights and other events, and three student work stations.

The Student Diversity Center, located in Firstenburg Student Commons, Room 136 (next door to the previous office), is the result of a student-led initiative (or, as one student leader said, “I complained a lot.”)

Students lobbied to increase the space available for events, as well as for dialogue and collaboration. The move from office to center was made possible by funds from student activity fees. The center opened quietly in the spring, with a grand opening the day after classes began in August.

“Everyone interested in learning about issues of diversity and equity and committed to creating a safe environment where we can all be ourselves is welcome,” said Majekobaje, assistant director for student diversity and the newly appointed advisor to the chancellor for equity, diversity and community engagement.

Veronica Hebert, a student who works at the center, provides an example of how it serves the campus community. “My work involves helping former and current foster youth on campus and encouraging them to follow their dream,” she said. “My passion has always been to give the love and support to others that I never got growing up.”

The center will be able to serve students better now, said Amanda Shannahan, the new advisor to the Student Diversity Center.

“A vision for the future

The existence of the Student Diversity Center is one of two key diversity developments on campus this year. The other is Majekobaje’s appointment as advisor to the chancellor. She will help WSU Vancouver further one of its strategic goals: advancing diversity.

For starters, Majekobaje plans to inventory existing diversity efforts at WSU Vancouver and align them for greater impact. “It is not my role to add new initiatives, but to assist in aligning the work already being done, expand on it, expand the profile of that work and maybe expand our reach,” she said.

“I’m also interested in relationship building and creating meaningful partnerships with community leaders who represent or advocate for different communities, and identifying how we can serve them more and in turn increase their presence on campus, whether staff, faculty or students.”

In the last half-dozen years, the diversity of the student body has increased, with the proportion of students of color growing from about 10 to almost 20 percent.

“To me that’s exciting,” Majekobaje said. “We need to be able to tell that story and empower other students to see that this campus is for them too.”

By the end of the two-year appointment, she will make a recommendation about the future of the position: Should it be part-time or full-time? Faculty or administrative?

“If you fast forward two years,” she said, “I’d want people to say Bola did a good job because she elevated issues of diversity and equity for the entire campus and assisted in making diversity not just a core value on paper, but a core value as a lived value.”

Words to live by at the Student Diversity Center

Inclusion: Cultivating a welcoming and inclusive environment on campus where differences are respected and celebrated.

Social Justice: Increasing awareness of social justice issues and taking action to end oppression based on race, gender, ethnicity, religion, class, sexual orientation, age, and physical and mental abilities.

Knowledge: Seeking out new information and perspectives to enhance our personal understanding of the human experience and challenges impacting marginalized and underserved communities.

Leadership: Pursuing opportunities for growth in an effort to become more effective leaders, allies and advocates on the path to a more just society.

Dialogue: Encouraging positive dialogue to promote cross-cultural understanding, collaboration and personal reflection.
Advancing diversity is one of three main goals of Washington State University Vancouver’s strategic plan. To help deliver on the goal, Liz Kamerer served as a summer fellow in the Student Diversity Center. Her position was sponsored by the Pride Foundation, a regional community foundation that advocates for access and leadership opportunities for those in the LGBTQA community; Campus Pride, a national organization; and WSU Vancouver.

“I’m brand new to WSU Vancouver, and I am still learning about the campus and its goals,” said Kamerer, who is completing her master’s degree in postsecondary adult and continuing education at Portland State University. But she has high praise for the Student Diversity Center.

“Diversity offices are valuable spaces,” she said. “They create opportunities for students to explore their identities. They foster vital community among students with shared identities and help students develop skills for dialogue across difference. They offer students who are marginalized support to succeed in college and opportunities to build leadership skills.”

For her fellowship, Kamerer organized one of the first LGBTQA-friendly College Fairs in the Pacific Northwest, to be hosted at WSU Vancouver in October. The event aims to increase the numbers of LGBTQA students enrolling in and completing college by giving them information about inclusive schools and scholarships and providing a comfortable space to ask questions and have their concerns addressed.

The Student Diversity Center partnered with Campus Pride and the Gay, Lesbian & Straight Education Network on national outreach to extend an invitation to colleges and universities to attend the fair.

“As a culture and as a society, more and more people are aware of the LGBTQA community and advocate for equal rights, including access to education,” said Bola Majekobaje, assistant director for student diversity. “We hope whether people are enrolled already or are planning to, they will see WSU Vancouver as a welcoming community.”

WSU Vancouver expects about 30 colleges and universities at the LGBTQA-friendly College Fair. Many have made explicit policy decisions to build a safe, inclusive and welcoming environment for students who may otherwise be marginalized, and WSU Vancouver is no exception.

“It is important to have visible indicators that we are investing resources and hosting events that advocate for diversity,” said Majekobaje. This event will also promote accessibility.

“Accessibility can include physical characteristics, such as having gender-neutral bathrooms on-site and being reachable by public transportation,” Kamerer said. “But it also means reaching out to diverse communities and creating an event that is a valuable opportunity for students who are definitely college-bound as well as those still trying to decide.”

Kamerer plans to develop an LGBTQA network between WSU Vancouver and the community. She is also compiling research about LGBTQA student inclusion and best practices for creating a welcoming campus. This will advance the mission of the Student Diversity Center to increase access to higher education for students of diverse backgrounds and promote a positive environment for them.

The center plans to host LGBTQ-ally trainings through partnership with counseling services and many other organizations. The center works closely with student-led efforts, such as the annual Gender-Neutral Bathroom Week and other Cougar Pride Club events.

“College can be a great opportunity for transformative learning and identity development, not only because of the time period in students’ lives, but in the environment fostered by an academic setting,” Kamerer said. “It is important to provide opportunities for students to practice critical analysis skills and look at how policies and institutions affect them and shape their experiences. This can make them stronger advocates for themselves and their communities and help create long-term change.”

For more information about student diversity, visit vancouver.wsu.edu/studentdiversity.
ad managers are everywhere. You’ve probably worked with one. Maybe it was one who played favorites, promoting undeserving toadies ahead of you. Or who embarrassed you in front of your co-workers. Or who betrayed you by broadcasting a confidence you’d shared. Or all of the above.

Whatever the infraction, it made for a bad day at work. It might have made you mad enough to respond with some small but satisfying gesture of revenge. Chances are you didn’t punch the manager in the nose. Rather, you took 15 minutes extra at lunch a couple of days. Or took home a ream of paper or a couple of pens that surely would not be missed.

Such frustrating but ordinary aspects of working life have been the subject of Thomas Tripp’s research for more than two decades. Tripp, professor of management in the Carson College of Business at Washington State University Vancouver, has taught at the university since 1991. The 2014 recipient of the Chancellor’s Award for Research Excellence, he specializes in the psychology of workplace conflict.

More broadly, he studies organizational justice—the psychology of what workers perceive as fair or unfair. Organizational justice can have a significant impact on a company’s bottom line. Employees won’t trust a manager they see as unfair, so the manager can’t be effective at the job. Trouble escalates from there.

“If the manager is not effective and cannot accomplish his or her objectives, then it’s bad for upper management; bad for the manager, who is frustrated and looks bad; and bad for the employees, who are unpleasantly distracted,” Tripp said.
**WORKPLACE REVENGE**

When he began studying organizational justice, Tripp said, little was known about how employees respond to a sense of unfairness, and that is where he has found his niche. The subject of “workplace revenge” has little to do with violence, but simply means any reaction to a workplace where people don’t feel fairly treated.

“Employees [who perceive unfairness] don’t necessarily stop showing up or do the bare minimum,” Tripp said. “Far more common is that they stop going above and beyond the call of duty. They are not as good organizational citizens as they used to be.”

Companies, of course, have a vested interest in clearing up an atmosphere of unfairness and preventing workplace revenge. But managers and employees tend to place the blame differently and would solve the problem differently.

Managers, not surprisingly, usually blame employees. They would prefer to screen for impulsive, vengeful behavior and not hire those people in the first place.

Employees, on the other hand, believe managerial practices are pushing people toward revenge. Statistical research by Tripp and others suggests that most problems have to do with the workplace environment rather than personalities.

“So the punch line is: You shouldn’t worry so much about what employees you’ve hired but how you treat them,” Tripp said.

Tripp has published many articles on the subject as well as a book co-written with Robert J. Bies of Georgetown University, “Getting Even: The Truth About Workplace Revenge—and How to Stop It” (2009). The book issues a call for leadership. “By treating [employees] fairly, not only do you avoid triggering revenge yourself, you also provide the sense of law and order that makes victims willing to turn over their grievances to the system rather than taking the law into their own hands,” the authors concluded.

**CONSUMER REVENGE**

Moving from employee complaints to consumer complaints was a logical extension of Tripp’s research.

“Thomas Tripp is one of few scholars adept at finding novel approaches to apply the theory he develops to new contexts outside management,” said Jane Cote, academic director for the WSU Vancouver Carson College of Business, who nominated Tripp for the research award. “And he is a realist—he explores what behaviors actually occur in companies, and is especially interested in how to solve problems that can erode the health of an organization.”

Like employee complaints, consumer complaints often lead the dissatisfied party to seek some form of revenge that can be costly for a company. At one time the company or retailer held the power advantage—against the muscle of a big corporation, the individual consumer didn’t have much of a voice. But that changed with the spread of the Internet.

In an article for MIT Sloan Management Review in 2011, “When Unhappy Customers Strike Back on the Internet,” Tripp and co-author Yany Gregoire, associate professor of marketing at HEC Montreal, related the story of Dave Carroll, the musician whose guitar was damaged during baggage handling by United Airlines. Carroll responded by posting a music video about the experience on YouTube in 2009. The video went viral. Eventually the airline offered compensation and promised to re-evaluate its policies. But a lot of damage had been done beyond Carroll’s guitar.

Carroll had tried to complain through the system. He contacted customer service multiple times without success. Tripp’s and Gregoire’s analysis found that the vast majority (96 percent) of online complaints followed a “double deviation.” A double deviation involves two departures from acceptable practice—a poor product or service, and a poor response to the customer’s complaint.

“Just giving bad service wasn’t enough to make customers go online,” Tripp said. “It had to be giving bad service and then not doing the proper thing about it.”

Because online complaints are almost always preceded by double deviations, companies can usually prevent them.

“Online complainers are not necessarily terrorism-minded individuals who go online at the slightest provocation to impede commercial operations,” Tripp and Gregoire wrote. “Instead, they are simply exhausted customers who kept complaining about a serious issue that the company kept failing to address.”

Some companies have learned the wrong lesson, though. Simply rewarding any online complainer may solve a short-term problem (eliminating one online complaint), Tripp said, but “it does so at the long-run expense of encouraging more people to complain online once they learn that’s how you get a company to respond.”
Although he is one of the most productive researchers on the WSU Vancouver campus, Tripp said he spends “way more time” on teaching. He leads classes in negotiations, leadership and decision-making, and has received teaching awards at WSU Vancouver, as well as the WSU systemwide Sahlin Faculty Excellence Award for Instruction in 2010.

Gregoire, who was teaching at WSU Pullman when he and Tripp began collaborating, said of Tripp: “Tom is a ‘true’ scholar with a very high sense of morality, and with a true desire to make a difference for students and the other constituents of the academic system.”

For his current research project, Tripp is collaborating with three former WSU Vancouver students: Lixin Jiang, now at the University of Wisconsin Oshkosh; Maja Graso, at Zayed University in the United Arab Emirates; and Kristine Olson, at Dixie State University in Utah. They are studying fairness in the classroom.

For example, student evaluations are of great interest to faculty, who believe that if they give lower grades, students will give them lower ratings.

“The correlation is there,” Tripp said, “but it isn’t as high as some people may think. And there’s another management phenomenon that I think will apply to the classroom. It’s well known that as long as managers use transparently fair procedures, employees will tolerate unfavorable outcomes without protest. The only time they don’t commit to outcomes they find unfair is when they perceive the process as unfair or don’t know about it.”

This so-called Fair Process Effect suggests that people would prefer to work within the system, as long as they find the system impartial.

“I’ve never seen it tested in the classroom,” Tripp said, “and if it works in the classroom, it would be important news to professors. They could stop worrying about grades affecting evaluations and just use transparently fair procedures. They could give the grades they think students deserve. Students could have a better chance to succeed, and a number of good things should happen from that.”
The Chancellor’s Award for Service to WSU Vancouver recognizes an individual for selfless dedication of time, talent and resources toward advancing the university’s mission.

Barnes recently retired after 20 years as a member of the Campus Advisory Council and is retiring this fall as superintendent and CEO of Educational Service District 112. The Advisory Council represents all sectors of the community who advise the chancellor to help support the university’s mission.

Barnes was instrumental in the university’s growth, tireless in building support for the university with the legislature and in the community, and deeply committed to connecting the university with local and national educational resources. She helped to establish strong and effective community partnerships among higher education, the schools and local businesses to strengthen education at all levels in Vancouver.

Barnes spent 10 years in the classroom before moving into educational administration. She earned her bachelor’s degree from the University of Montana, her master’s degree at the University of Alaska, and a doctorate in educational administration from the University of Miami in Florida.

Each year, a graduating student receives the Chancellor’s Award for Student Achievement in recognition of the individual’s love of learning, overcoming barriers in pursuit of academic goals, leadership potential and involvement in campus life.

Lucia, a member of the Class of 2014 who earned a bachelor’s degree in computer science, is a born leader who is helping other young women build careers in a male-dominated field. Now an application developer at Intel, she is the first undergraduate to be offered a place in a 10-person training program for future leaders, Intel’s IT Rotation Program.

Lucia started an Association for Computing Machinery for Women chapter on campus, tutored computer science courses and worked as a lab assistant. She has been active in many campus activities, including MESA (Mathematics, Engineering, Science Achievement) workshops to encourage students to pursue science, technology, engineering and math.

Lucia’s drive to succeed helped her overcome a background that did not value higher education for women. Divorced, she raised four children while attending school full-time and working. She hopes to pursue a graduate degree in computer science after settling in at Intel.

Each year, students select a faculty member to receive the Students’ Award for Teaching Excellence. The award recognizes exceptional dedication to students and infectious enthusiasm for the subject matter.

Since joining WSU Vancouver in 2006, Grigar has built the Creative Media and Digital Culture Program from 44 students to 210, increased the number of courses taught per semester from 5 to 17, and raised more than $250,000 for the program and student fellowships. CMDC offers an interdisciplinary bachelor’s degree in digital technology and culture that helps students prepare for a culturally diverse, technologically complex 21st century.

Grigar goes above and beyond in helping students turn their education into jobs. Through partnerships with local organizations and support from such funders as the National Endowment for the Humanities, students get hands-on experience in innovative uses of digital technology. For example, her students helped create the first interpretive app in the National Park System—the Fort Vancouver Mobile app.

Grigar directs two research labs: the MOVE (Motion Tracking, Virtual Environment) Lab, which uses motion-tracking technologies and multimedia to create interactive installations and performances; and the Electronic Literature Lab, a collection of vintage computers used for studying electronic literature. A prominent artist and curator, she exhibits and speaks on digital media and electronic literature around the world.
KERRY HODGE RECENTLY CELEBRATED HER 25TH ANNIVERSARY as an employee of Washington State University’s library system. But she didn’t always work in a library. Once upon a time she was a cashier at a convenience store.

Hodge didn’t want to be a cashier forever. But she wasn’t sure exactly what she wanted to do. So she took a thoughtful approach to her career search. She made lists of things she liked to do and things she thought she was good at. Her affinity for libraries started early. She remembered the thrill of being asked to stamp the date due in library books in elementary school. In middle and high school she had been a library aide. She had scored well on “library research” on an aptitude test.

Even though she would rather knit socks than devour a novel, libraries are in Hodge’s blood. Hodge continued cashiering to pay the rent while attending Spokane Falls Community College to earn a library media technical associate degree.

When she finished her degree, Hodge faced a tough job market. She completed 200 job applications while continuing to sell gas and snacks at a convenience store. Then came the final blow. While she was working a 10-hour shift, three teen-aged boys attempted to steal beer. Hodge was on them. One got out the door with a six-pack. One escaped, but with no merchandise. And the third she grabbed by the hair. In the ensuing struggle, Hodge and the would-be thief fell to the ground. Her leg landed in just the wrong way, and it broke. She was more certain than ever that cashiering was not for her.

Out of the 200 applications she had completed, Hodge eventually lined up 13 interviews for library positions on the WSU Pullman campus. She completed one interview from home in a leg cast.

Her persistence paid off. In August 1989, Hodge accepted a job in the interlibrary loan department in Pullman. In seven years she earned a promotion and was reorganized into another position on the Pullman campus. Then in 1996, Hodge took a position at WSU Vancouver and arrived in town on a dark and rainy night in January.

In Vancouver, Hodge first worked in the library at Bauer Hall on the Clark College campus. She moved into the library on the Salmon Creek Campus in June 1996.

Today Hodge says there isn’t a library department she hasn’t worked in.

“We were so peer-to-peer when I got here,” Hodge said. “Everyone backed everyone up.”

She started in Vancouver as the night reference person, and backed up interlibrary loans and helped order books. She later became the circulation supervisor, continued with acquisitions and retained her role as a reference person. After a reorganization in 1998, Hodge was assigned to oversee all technical services—the position she still holds today. She is in charge of acquisitions, cataloging, database management and serials. “I can say with confidence that what I do today is equivalent to the entire fourth floor of the Holland Library in Pullman,” said Hodge.

Hodge loves her long history with WSU. “What I do is so ingrained in me. I can explain a situation to my supervisor in detail to help her make more informed decisions,” said Hodge.

Hodge choked up a little when she explained the sense of community she feels as a WSU employee. Five years ago her apartment caught fire. She, her husband, son and daughter lost everything. “Everyone came together—my WSU Vancouver colleagues, my Pullman colleagues—and they helped with basic needs for my family. It was very touching,” said Hodge.

Her greatest wish for WSU Vancouver on the occasion of its 25th anniversary is that it remembers where it came from. “I hope WSU Vancouver retains its sense of connectedness and that the feeling of being a family doesn’t get lost,” said Hodge.
Anthropology, B.A. and Ph.D.*
Biology, B.S.
Botany, Ph.D.*
Business Administration, B.A. and MBA
Computer Science, B.S. and M.S.
Digital Technology and Culture, B.A.
Earth and Environmental Science, B.S.
Education, Ed.M. and Ed.D.
Electrical Engineering, B.S.
Elementary Education, B.A.
English, B.A.
Environmental Science, M.S. and Ph.D.*
History, B.A.
Hospitality Business Management, B.A.
Human Development, B.A.
Humanities, B.A.
Mechanical Engineering, B.S. and M.S.
Neuroscience, B.S.
Nursing, B.S.**, M.N. and D.N.P.
Prevention Science, Ph.D.
Psychology, B.S. and Ph.D.*
Public Affairs, B.A. and M.P.A.
Social Sciences, B.A.
Sociology, B.A.
Teaching, MIT
Zoology, Ph.D.*

*Can be completed at WSU Vancouver in conjunction with WSU Pullman.
**For applicants who have a Washington state RN license or eligibility for licensure.

To see the complete list of academic offerings, visit vancouver.wsu.edu/programs.
Washington State University Vancouver has graduated more than 11,000 students, many of whom continue to live and work in the area. WSU Vancouver asked the community to nominate alumni living remarkable lives. Meet 25 notable VanCougs who are doing great things.

Ron Wysaske
MBA, 1989
President and COO, Riverview Community Bank
Resides: Washougal, Wash.

First in a family of die-hard Cougs. Bachelor's degree from WSU Pullman (1974), service on the WSU Foundation Board of Trustees and WSU committees, former adjunct professor of business. Wife Karen, daughters Kelly Ritter and Holly Jones, and son Kevin are all Cougs. Every Wysaske vehicle sports a Cougar license plate.

“We think our education from Washington State University and the entire college experience is the best in the land. But we can never rest. We strive for universal and constant improvement. The Wysakes love Washington State. Go Cougs!”

Ifellie Henderson
B.S., PSYCHOLOGY, 1996; M.P.A., 2000
Juvenile probation counselor, Clark County Juvenile Court
Resides: Vancouver, Wash.

Champion for youth. Has worked with at-risk youth for 20 years; longtime community educator and advocate for YWCA (Vancouver) Sexual Assault Program; served on Council for the Homeless and Meals on Wheels; co-founded Safe Communities Task Force in 2008 with Mick Hoffman of Vancouver Public Schools; works tirelessly to provide community education on gang and youth violence.

“My years as a WSU Vancouver student truly helped me become an agent of change in my community. Our family firmly believes that we are not individuals to live solely for the purpose of self-gratification but rather we live as stewards of the community with an obligation to a greater cause.”

Jonathan DeHart
B.A., BUSINESS ADMINISTRATION, 1996
President and CEO, NorthShore Bio, Seattle; and Director, Allegory Venture Partners, Portland
Resides: Camas, Wash.

Business and technology innovator. Began as a marketing intern in Germany with Mercedes Benz and went on to help start Mercedes Benz U.S. International, Inc., and several technology and services companies through Mercedes Benz Technology GmbH; managed startups and business development for Intel’s New Business Initiatives Group before founding NorthShore Bio, a disruptive genome sequencing platform.

“Each of the faculty members I attended classes with demonstrated a focus on individual engagement and mentoring, both in and out of class. Their interest in academic achievement is equally balanced with real-world applications.”
Donna Sinclair  
B.A., General Studies and Social Sciences, 1996  
Consulting Historian  
Resides: Washougal, Wash.  

Public historian. Research and oral history for the Center for Columbia River History, Vancouver National Historic Reserve, the Confluence Project, Oregon Historical Society, Reed College and others; honors include Catherine Prelinger Award for a nontraditional scholar of excellence from the Coordinating Council for Women in History; adjunct instructor in history at WSU Vancouver and Portland State University; Ph.D. candidate at PSU.  

“It is impossible to count all of the ways that WSU Vancouver has informed who I am and how I contribute to my community. … I got my true intellectual start and found my life’s work at WSU Vancouver.”

Jeff Olson  
B.A., Criminal Justice, 1999  
M.P.A., 2007  
Police Officer, Vancouver Police Department  
Resides: Vancouver, Wash.  

Brings a research perspective to hands-on police work. Helped shape criminal justice program at WSU Vancouver; executive board member of state and local Fraternal Order of Police; treasurer of Vancouver Police Officers Guild Executive Board; many honors, including Vancouver Police Department award for meritorious service; coaches Salmon Creek Little League baseball and youth football.  

“WSU Vancouver has significantly shaped the person I am today and how I serve my community. … Working with my professors, conducting research and staying abreast of the most recent policing studies has allowed me to embrace new ideas and techniques.”

Alyson Galloway Rotter  
M.P.A., Psychology, 2003  
Program Manager, 21st Century Grant SUCCESS, Olympic Educational Service District 114  
Resides: Bremerton, Wash.  

Impassioned activist for youth and education. Director, Bremerton School District; former executive committee member of Kitsap County Youth Commission; active in College Goal Sunday; volunteer campaigner for YMCA of Pierce and Kitsap Counties; worked in Student Affairs at WSU Vancouver; former Running Start advisor in Port Angeles, Wash.  

“At WSU Vancouver, I gained so much additional insight beyond that of my own experiences. I began to recognize what collaboration, community building and an entrepreneurial spirit can provide in furthering one’s goals. I am honored and proud to have been a part of WSU Vancouver’s vision for a campus and a community in Southwest Washington.”

Paris Powell  
B.A., Business Administration—Accounting & Finance, 2002  
Senior Manager, Perkins & Co., Portland  
Resides: Ridgefield, Wash.  

Advocate for foster children, financial literacy, and community and alumni engagement with WSU. Volunteers extensively in support of foster children; represents accounting and finance professions to schools; educates children and adults on budgeting and financial literacy; named one of Vancouver Business Journal’s Accomplished & Under 40 in 2009; Outstanding Service Award from WSU Foundation in 2011; professional credentials include Certified Public Accountant, Accredited in Business Valuation and Certified in Financial Forensics.  

“WSU Vancouver’s incredibly engaged faculty invested in me and encouraged me to apply for scholarships and for positions in my career that blew doors wide open for me.”

Elson Strahan  
M.P.A., 1999  
President and CEO, Fort Vancouver National Trust  
Resides: Vancouver, Wash.  

Oversees the Trust’s resource development, programs, education, and preservation efforts of staff and volunteers. Former president, Clark College Foundation; has served on state and national task forces and commissions; currently chair of Vancouver Public Schools’ Management Task Force and president of the Rotary Club of Vancouver; has been a member of numerous nonprofit and governmental boards and committees.  

“My experience at WSU Vancouver has been tremendously significant in its value to my work and community service. And, while my graduate studies greatly enhanced my professional skills and perspective in myriad ways, my greatest reward was unquestionably a personal one.”
Tamara Roark Shoup  
**B.A., HUMAN DEVELOPMENT, 2007**  
Director of Family Engagement, Vancouver Public Schools  
Resides: Vancouver, Wash.

PropONENT of lifelong learning and community building. Excels at project development, including strategic initiatives, goals, funding, governance and operational structures; coordinated grant proposals for WSU Vancouver; served as budget and research project coordinator for a National Science Foundation grant; has written several successful proposals for early learning and family support programming; active in several community collaborations. Recently completed a master's degree in research administration from the University of Central Florida College of Health and Public Affairs. Received several scholarships as a student and was the first recipient of the Gloria Hall Leadership Scholarship, which she now supports.  

“I want to give someone else the same sense of encouragement that receiving a scholarship offered me. I never feel more proud than when I am giving a gift to another Coug.”

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Joe Winton  
**B.A., DIGITAL TECHNOLOGY & CULTURE, 2004**  
Web Developer, Office of Information Technology, University of Nevada, Las Vegas  
Resides: Las Vegas

Marketing strategist and IT problem-solver. Formerly Web and new media manager at South Dakota State University; held Web communications positions at the University of Nevada, Las Vegas, and at WSU Vancouver; invited expert for W3C HTML Working Group that helped develop the HTML5 standard; many volunteer roles as mentor and educator on technology; volunteered to help Portland Beavers baseball team create their first website; named one of Vancouver Business Journal’s Accomplished & Under 40, 2006.

“As a first-generation college student, I had the opportunity at WSU Vancouver to work closely with several professors in class and on research projects. The small class sizes and close community made me feel like I mattered at WSU Vancouver as a person, not just a student they wanted to push through.”

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Caroline Heldman  
**B.A., BUSINESS ADMINISTRATION, 1993**  
Associate Professor of Politics, Occidental College  
Resides: Los Angeles

Presidential scholar; social justice activist and expert on the objectification of women in society. Political observer and commentator; co-author of “Rethinking Madam President: Are We Ready for a Woman in the White House?”; co-founded Faculty Against Rape and End Rape on Campus; worked on post-Katrina recovery efforts in New Orleans; co-founded Lower Ninth Ward Living Museum and New Orleans Women’s Shelter; presented TEDxYouth talk, “The Sexy Lie,” viewed more than one million times on YouTube. Transferred to WSU from Clark College; M.A. and Ph.D. from Rutgers.

“WSU Vancouver altered my worldview and molded me into the scholar-activist I am today. My professional and activist life is modeled after the faculty I met at WSU Vancouver.”

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Cynthia Ann Meyer  
**B.A., HUMANITIES, 2013**  
Program Manager, Chronic Disease Prevention, Clark County Public Health  
Resides: Vancouver, Wash.

Local citizen who volunteers with a global perspective. Board secretary for Café Femenino Foundation; past board member for Families with Children from China; past president of Southwest Washington chapter of the American Academy of Nutrition and Dietetics; local responder with the Clark County Medical Reserve Corps; puppy raiser for Guide Dogs of America; advisory council member for local school districts; humane society volunteer; past editor-in-chief of the VanCougar and leader of the first two First Amendment events on campus.

“From the day I stepped on the WSU Vancouver campus, I felt energized, welcomed and challenged. Instead of being the ‘old lady on campus,’ I was embraced by students, faculty and staff. I cherish the years I spent there and feel it was the best investment I have ever made in myself.”

---

Joe Winton  
**B.A., DIGITAL TECHNOLOGY & CULTURE, 2004**  
Web Developer, Office of Information Technology, University of Nevada, Las Vegas  
Resides: Las Vegas

Marketing strategist and IT problem-solver. Formerly Web and new media manager at South Dakota State University; held Web communications positions at the University of Nevada, Las Vegas, and at WSU Vancouver; invited expert for W3C HTML Working Group that helped develop the HTML5 standard; many volunteer roles as mentor and educator on technology; volunteered to help Portland Beavers baseball team create their first website; named one of Vancouver Business Journal’s Accomplished & Under 40, 2006.

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Sunrise O’Mahoney  
B.A., PUBLIC AFFAIRS, 2003  
Executive Director,  
Vancouver Watersheds Alliance  
Resides: Vancouver, Wash.  
Coalition builder. Co-founded Vancouver Food Co-op; helped start certificate program for Center for Social and Environmental Justice at WSU Vancouver; initiated a marketing/awareness campaign for Community Supported Agriculture; media contact for Urban Growers Market; co-founded Blanket Brigade for homeless people; active in many local governmental activities and campaigns, most recently Home Rule Charter for Clark County.  
“While studying at WSU Vancouver, I thought I was simply working on a degree as a means to find a job/career. What I found while in school was that, yes, there is the ‘simple’ degree, but what I did not expect to learn were all the personal growth aspects and the broad skill set I acquired outside of actual class time. These are the intangibles that 11 years after graduating I still carry with me.”

Sam Freshner  
B.A. IN GENERAL STUDIES AND SOCIAL SCIENCES, 2002  
Police Officer, North Plains, Ore.  
Law Enforcement Instructor,  
Sabin Schellenberg Center, Milwaukie, Ore.  
Resides: Portland, Ore.  
Volunteer par excellence. Received President Obama’s Volunteer Service to America Award for giving more than 500 hours in one calendar year; extensive community service work includes Drug Abuse Resistance Education (DARE), SkillsUSA criminal justice program, Taekwondo School for Children in Haiti, breast cancer and other fundraisers; worked in Baghdad with Iraqi national police force; police officer in Oregon for 27 years.  
“I have always tried to provide my students and the public with the best customer service possible. I always try to focus on all that was done for me at WSU Vancouver by people who I am sure went above and beyond their job.”

Kelly Love  
B.A., HUMANITIES, 2003  
President and CEO, Greater Vancouver Chamber of Commerce  
Resides: Vancouver, Wash.  
Community leader with extensive nonprofit board service. Former TV reporter at KGW; served as district director for Congressman Brian Baird; board chair, Children’s Center; board member, Southwest Washington Workforce Development, Association of Washington Business, Washington Chambers Council; volunteer service with several nonprofits, including Meals on Wheels and Clark County Development Disability Board; regional Emmy for news coverage in 2013 covering wildfires in Central Oregon.  
“At WSU Vancouver I earned confidence in my ability to learn. I continue to test my limits in learning new skills and applying them in new ways in my professional work. … I learned that if I am willing to work, I will succeed.”

Cheryl Snodgrass  
B.S. IN NURSING, 1999; M.N., 2009  
Clinical Educator,  
PeaceHealth Southwest Medical Center  
Resides: Vancouver, Wash.  
Seeks to build cultural awareness among healthcare professionals. Preceptor and mentor for WSU Vancouver nursing students; coordinates placements for nursing students; received Robert Wood Johnson and Washington State Workforce Training grants; former president of Oregon Council of Healthcare Educators; chair of Clark College Nursing Advisory Committee; Outstanding WSU graduate student in 2009.  
“I give WSU Vancouver the credit for the influence I have in my organization and my community. … I was prepared well by WSU Vancouver to do qualitative and quantitative research, develop curriculum and bring evidence-based practice to the bedside.”

Kim Abegglen  
M.I.T., 2006  
Science Teacher, Hockinson Middle School, Brush Prairie, Wash.  
Resides: Vancouver, Wash.  
Science ambassador. One of 24 educators selected by NASA in 2014 as part of the Stratospheric Observatory for Infrared Astronomy’s Airborne Astronomy Ambassadors program. Paired with professional astronomers, the teachers observed Jupiter, black holes, nebulae and other celestial objects from an infrared telescope mounted in a plane flying at 40,000 feet, then brought the experience back to their communities to promote scientific literacy. Received additional honors from NASA and others.  
“My intensely rich learning experience was a positive beginning to a rewarding career that has been marked with amazing, once-in-a-lifetime personal and professional experiences, including a NASA fellowship and ambassadorship.”
Christina Reyes  
B.A., HUMAN DEVELOPMENT, 2006  
Project Manager,  
U.S. Bank, Portland  
Resides: Vancouver, Wash.


“In my current profession, I help others hone their leadership skills and advance their careers. As a volunteer, I have spent the last several years advocating for the basic human rights of abused and neglected children and for better educational outcomes for low-income children. Having faced similar challenges growing up, I find great personal fulfillment in doing this work. I am grateful to WSU Vancouver for investing in me—for equipping me with invaluable skills, building my confidence to dream bigger and challenging my beliefs to be more inclusive of broader viewpoints.”

Jennifer Cullison  
ED.M., 2004  
AP Biology and Medical Science Teacher, Woodland (Wash.) High School  
Resides: Vancouver, Wash.

Outstanding science educator. Member of the Science Assessment Leadership Team, Washington Department of Public Instruction; Washington State Career and Technical Education grants for STEM education; helped create and advise Woodland’s Academic Scholars program for college-bound students; president of Woodland Education Association; overcame congenital heart disease to become an accomplished competitive triathlete and urban adventure racer.

“I thank WSU Vancouver for helping me to find my true passion, teaching science. Every day I get to go into work and talk about something I love and watch students make connections and learn life lessons that will help them be successful and in turn help the world be successful.”

Christopher Nye  
B.S., PSYCHOLOGY, 2003  
Assistant Professor, Organizational Psychology, Michigan State University  
Resides: Dewitt, Mich.

Rising star in his field. Conducts research on how organizations can more effectively hire new employees; has applied his research in both public and private organizations; volunteer for mental health, family and child services, and others. Earned Ph.D. at University of Illinois in 2011; taught at Bowling Green State University.

“WSU Vancouver was my first step toward starting a career that has allowed me to serve my community on a daily basis. … I had never heard of industrial/organizational psychology before. I may not have found a profession that met my interests so perfectly if it weren’t for the faculty who took the time to introduce me to the topic.”

Cynthia Myers  
B.S., NURSING, 2004; M.S.N., 2007  
Director of Nursing, Clark College  
Resides: Vancouver, Wash.

Engaging nursing instructor. Researched why non-native-speaking students struggle with nursing school and implemented strategies to improve retention in her own classroom; promotes collaboration and networking among nurse educators from different schools in the area; co-chairs leadership subcommittee for the Council of Nurse Educators of Washington State; board member of Washington Center for Nursing; one of 20 nursing leaders nationally selected for National League for Nursing’s LEAD program in 2011.

“The nursing professors at WSU Vancouver inspired me to change my career path. I have past hospital and clinic experience, and I began to pursue a master’s degree in nursing education. Now, as director of nursing at Clark College, I have learned a great deal about nursing administration and once again have the professors at WSU Vancouver to thank for their ongoing support and guidance.”

Mike Bomar  
M.P.A., 2005  
President, Columbia River Economic Development Council  
Resides: Ridgefield, Wash.

Effective advocate for business development. Board member, Greater Portland, Inc.; STEM Network Governance Board; Southwest Washington Workforce Development Council Board; Clark County Skills Center General Advisory Council; Washington Economic Development Association Board; WSU Vancouver Campus Advisory Council, among others; Vancouver Business Journal Accomplished & Under 40 Award, 2009; turned internship into a job at Building Industries Association of Clark County; volunteer for several children’s, neighborhood and Cougar organizations.

“What began as a brief internship has now become an exciting and rewarding career in managing one of the region’s most prominent economic development organizations. I am thankful to have the opportunity to continue working with WSU Vancouver in connecting businesses to this great institution.”
**Alex Dondanville**  
**B.S., MANUFACTURING ENGINEERING, 2004**  
Founder and Project Engineer, Desert Scanning, Phoenix  
Resides: Laveen, Ariz.

Expert and innovator in 3D scanning, CAD, reverse engineering, prototyping and volumetric inspection for Desert Scanning. Worked as senior test engineer and later development engineer for Daimler Trucks North America; co-founder and lead engineer at Global Inspection Solutions; docent at Evergreen Aviation Museum, providing education and information about the science of flight; volunteer at Oregon Commission for the Blind, creating guidance paths for visually impaired employees to negotiate a busy warehouse.

“WSU rewarded me with the competitive edge needed to partake in extraordinary opportunities and industries: aerospace, automotive, medical, marine and manufacturing, to name a few. Another quality I gained was making connections, broadening my network and maintaining communication.”

**D’Alene White**  
**B.A., PUBLIC AFFAIRS, 2004**  
Probation Officer,  
Clark County Juvenile Court, Vancouver  
Resides: Portland, Ore.

Juvenile justice leader. Volunteered on issues related to juvenile crime and gangs in Clark County; returned to school in 2002 to become a juvenile probation officer; instructor for Clark County Juvenile Court; appointed to several law enforcement commissions and councils, including Washington State Law & Justice Council and Washington State Sentencing Guidelines Committee; co-chaired Clark County Law & Justice Council and helped form the Inter-agency Gang Solutions Task Force.

“I was 50 years old when I decided to see if it was possible to complete my four-year degree. If it weren’t for WSU Vancouver, I wouldn’t have my current position, a juvenile court probation counselor. Now I have a career that feeds my passion to help kids turn their lives around, which also helps make our community better on many levels.”

**Bryn Murdock Browning**  
**M.Ed., 2003**  
Assistant Superintendent, Hermiston Public Schools  
Resides: Hermiston, Ore.

Directs the district’s federal programs and all teaching and learning. Formerly superintendent at Ione School District; fundraiser for Hermiston and Ione Education Foundations to support local schools; president of Hermiston Rotary Club; extensive volunteer activities for youth, low-income, environmental and health causes. Professional honors include Vancouver School District VIP, 2004; Hermiston Rotarian of the Year, 2008/09, and Hermiston School District Administrator of the Year, 2012/13.

“The program was thorough, the requirements tough, but as I have watched and worked with other administrators, I am grateful for the value and experiences I had through WSU Vancouver.”
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Members of the Carlson family, owners of Evergreen Memorial Gardens and longtime donors, sport their Cougar pride.

Photo: Laura Evancich
HERE’S A LOOK AT FUN FACTS ABOUT THE YEAR WSU VANCOUVER WAS ESTABLISHED.

TECHNOLOGY
The Nintendo Game Boy was released.

The 486 series microprocessor was released by Intel, opening the next generation of more powerful PCs.

Microsoft released its Office Suite, which still dominates in office applications today.

First World Wide Web server and browser was developed by Tim Berners-Lee of England.

Toyota launched its luxury brand: Lexus.

HAPPENING IN THE WORLD
East Berlin opened its borders; demolition of the Berlin Wall began.

U.S. troops invaded Panama to capture Gen. Manuel Noriega.

A student-led pro-democracy movement in China’s Tiananmen Square was crushed by troops.

Salmon Rushdie published “Satanic Verses” and Muslim nations everywhere began burning the book and accusing heresy.

Zimbabwe gained independence.

Hungary proclaimed itself a republic.

Nelson Mandela received a BA from the University of South Africa.

The Dalai Lama of Tibet received the Nobel Peace Prize.

ENTERTAINMENT
“Indiana Jones & the Last Crusade” and Disney’s “The Little Mermaid” premiered in theaters.

Whitney Houston and George Michael won at the 16th American Music Awards.

Tracy Chapman won Best New Artist at the 31st Grammy Awards.

“The Cosby Show” was the highest-rated show on TV.

“Seinfeld” debuted on NBC.

Daniel Radcliffe, of future Harry Potter fame, was born.

Time Magazine Man of the Year: Mikhail Gorbachev.

The Energizer Bunny was introduced to the public.

SCIENCE
BREAKTHROUGHS AND HAPPENINGS
The first of 24 satellites of the Global Positioning System was sent into orbit.

First complete ring around Neptune was discovered.

Loma Prieta earthquake hit San Francisco/Oakland with a magnitude of 7.1.

Hepatitis C virus was first identified.

Three U.S. physicians developed the first human gene transfer.

COST OF LIVING
Average cost of a new house: $120,000
Average Income per year: $27,450
Postage stamps cost 25¢
97¢ a gallon for gas

POLITICAL
George H. W. Bush was inaugurated as 41st President of the United States.

Soviet President Mikhail Gorbachev and U.S. President George H. W. Bush declared the Cold War over.

Ayatullah Ruhollah Khomeini, the Supreme Leader of Iran, died at 86.

The Exxon Valdez Oil spill released an estimated 11 to 30 million gallons of oil into Alaska’s Prince William Sound.

36 | Fall 2014
**Community Celebration**

ON THE QUAD

SATURDAY
SEPT. 6
3–8 P.M.

WSU VANCOUVER CAMPUS

### Things to See

- Let one of WSU Vancouver’s student ambassadors take you on a guided tour of campus.
- Tour the creative media and digital culture MOVE lab and view the new multimedia “Curlew.”
- Go to fine arts in the Multimedia Classroom Building to see an exhibit and participate in hands-on art activities.
- See the Community Art Show in the Dengerink Administration Building Gallery featuring faculty, staff and student works.

### Things to Do

- Taste WSU’s famous Cougar Gold cheese at Legacy Square.
- Help artist Erin Dengerink complete a sidewalk chalk mural.
- Get a Butch T. Cougar balloon animal to take home.
- Say “cheese” in the photo booth.
- Listen to “Steampunk Alphabet” author Nat Iwata read his book, and help him create a new character at 3:30 p.m. in the library.
- Listen to Thousand Waves perform live music at 4 p.m. in the library.

### Things to Learn

- Attend an A-Z of Financial Aid and Scholarships workshop at 3:30 p.m. in the Dengerink Administration Building, Room 110.
- Talk to admissions counselors and financial aid experts to get all your questions answered.
- Visit research labs and participate in hands-on activities.
- Explore WSU Vancouver’s history at the interactive timeline in the Firstenburg Student Commons.

LEARN MORE AT VANCOUVER.WSU.EDU/25

CELEBRATE 25 VANCOUVER

Proudly presented by iQ Credit Union
Community Celebration
ON THE QUAD

SATURDAY
SEPT. 6
3–8 IN THE P.M.

Tours, exhibits, cake, giveaways, activities for kids, music and more. FREE and open to the public.

CALL. VISIT. APPLY.
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