REM E M B E R I N G

ELSON S. FLOYD
Dear Friends,

The summer of 2015 was a difficult one for those of us at Washington State University. The passing of our president, Elson S. Floyd, left us deeply saddened and a bit unsettled. Elson was an important leader in higher education in the United States. He was counselor to governors, senators and just about every legislator in Washington state. He was also a personal friend and mentor to me. My colleagues and I will miss him dearly.

Elson's legacy can be felt throughout our state and across our campus. Just read the next few pages. His impact is clear throughout this issue of Northwest Crimson & Gray. The successful initiative to get approval for a WSU medical school resulted from his tireless effort with our state legislators.

The community-based approach will have a direct impact on WSU Vancouver, and more importantly, the medical school will have doctors who live, work, train and practice in our community.

This issue of Northwest Crimson & Gray introduces the 2015 winner of the Chancellor's Award for Research Excellence, Tahira Probst. Elson was a strong advocate for university research and a strong supporter of the research program on our campus. Faculty and student research is an important hallmark of our academic program, and Elson’s support of that work allows it to flourish. The impact of WSU Vancouver faculty research on our community, state and nation is a source of great pride.

Transitions create opportunities to reflect on what’s ahead. This year WSU Vancouver will complete its next strategic plan, a follow-up to our current plan that expires in June 2016. We will begin to integrate the academic and enrollment planning that was a focus last year into a comprehensive vision for our campus. I will be excited to share the results of our planning activities in our spring 2016 issue of Northwest Crimson & Gray.

Elson Floyd’s impact on WSU and WSU Vancouver will be felt long into the future. But WSU is in very capable hands. Our Board of Regents and our Interim President Dan Bernardo share the vision for WSU that Elson developed. They have set the stage for great things to come.

Sincerely,

Emile “Mel” Netzhammer
Chancellor
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Goodbye

to our beloved president
**President Elson S. Floyd** was the 10th president of WSU, where he had served since 2007. He died June 20 of colon cancer. He was 59.

President Floyd was a great champion of affordable, accessible higher education. When he spoke, he often touched on the theme of making WSU accessible to more students, especially those who would be the first in their families to go to college, as more than 50 percent of first-year WSU Vancouver students are. He believed in the transformative power of education. He lived it.

President Floyd was an African American born in the segregated South. His family was poor. His father was a brick mason, his mother a factory worker, and neither of them graduated from high school.

When he was a sophomore, President Floyd earned an academic scholarship to Darlington High School in Rome, Ga., a private boarding school for high-achieving students. He said it changed the trajectory of his life. He went on to earn scholarships to the University of North Carolina at Chapel Hill, where he completed a bachelor’s degree in political science and speech, a master’s degree in adult education and a doctorate in higher education.

Students loved President Floyd because he related to them from his own experience. He knew every student had a story and a personal challenge to transcend, and he believed in them. They affectionately called him “E Flo.”

“President Floyd was such a genuine person. He made others feel as though they truly mattered,” said Shavenor Winters, past Associated Students of WSU Vancouver president.

President Floyd's career was impressive. He started his professional life in student affairs, was president at three universities, including WSU. He sat on national boards and provided consultation to U.S. presidents on issues in higher education.

In the last year of his life alone, President Floyd finished a $1 billion private fundraising campaign, began negotiating a partnership with Bellevue College to offer WSU degrees on their Seattle-area campus, opened a wine science center at WSU Tri-Cities and won approval from the state legislature for WSU to start a new medical school in Spokane.

Mike Worthy, WSU Regent and member of the WSU Vancouver Advisory Council, said he encouraged President Floyd to take some time off to rejuvenate.

“In the spring of 2014 we had a conversation where I asked him to take vacation soon. He recited a list of things he felt he had to achieve with a sense of urgency. He completed every one of those things,” said Worthy.

President Floyd was regarded as a charismatic leader with a presence that commanded a room. He had a special gift for listening and an uncanny ability to recall names.

“Leadership is not easy to define but one knows when in its presence. When in the presence of President Floyd, one knew they were in the presence of leadership,” said Gay Selby, clinical professor and chair of the educational leadership program in WSU Vancouver’s College of Education.

“My most recent opportunity to work closely with President Floyd came when he asked me to chair the search committee for the selection of the second chancellor for WSU Vancouver. I was humbled by the request but seized the opportunity to work closely with him and to serve my beloved university,” said Selby.

President Floyd's legacy will serve the students and the citizens of Washington state and beyond for a long time to come.

“Elson will not only be remembered as our most impactful president to date, but as the one who convinced us just how great we can be. Go Cougs!” said Worthy.
WSU has all the pieces in place to seek accreditation for a medical school that plans to enroll its first class of 40 students in fall 2017. By fall 2019, WSU Vancouver will begin welcoming third- and fourth-year medical students who will do their clinic rotations at clinics and hospitals in the region, with oversight by WSU Vancouver faculty.

WSU’s medical school will use a community-based model of education. Instead of building its own academic health center or establishing its own clinics, WSU will establish collaborative partnerships with existing clinical networks throughout the state. WSU will save taxpayers millions of dollars by foregoing the expenditures associated with building, maintaining and operating its own hospital and clinics.

The community-based model has been successful in many other states, including California, Florida and Michigan. And it is ideally suited to help solve Washington state’s need for more doctors.

MEETING A GROWING DEMAND

Washington’s physician workforce needs to grow significantly to meet increasing demand. The state is growing. Twelve of Washington’s 39 counties are predicted to grow at double-digit rates through 2020. As the population ages and the baby boomer generation retires, demand for medical services will increase. As the Affordable Care Act is implemented, demand will increase. And to top it off, Washington ranks high for having physicians near retirement age. Twenty-eight percent of providers are age 60 or older.

Washington also experiences a misdistribution of physicians. King County is home to 29 percent of the state’s population and 50 percent of its physicians. “The community-based approach of the medical school fits very well with the mission of WSU Vancouver,” said Amy Wharton, director of WSU Vancouver’s College of Arts and Sciences. “The university has built strong ties to the community and...
has a long history of engagement. The medical school will provide another way for the campus and community to work together in ways that benefit our citizens.”

In their community-based clinical rotations, medical students will learn in the settings where they are most likely to practice. In fact, independent research indicates that medical students who learn in community settings are more likely to practice across a diverse geography and population than those taught in a traditional health center. By providing students with long exposure to underserved communities and populations, WSU’s goal is to make measurable progress against Washington’s misdistribution of doctors. Using a community-based model, Florida State University has seen more than 20 percent of its graduates go on to practice in rural Florida.

HOW IT WILL WORK
Students will earn their bachelor’s degrees at a WSU campus or any other college before applying to medical school at WSU. At WSU Vancouver, prehealth students often earn a degree in neuroscience or biology before applying to medical school.

Once accepted, students will spend two years at WSU Spokane, where the College of Medicine will be based. The campus is currently home to the College of Medical Sciences, the College of Nursing and the College of Pharmacy. After two years of classroom study, medical students will be assigned to clinical rotations in communities across the state—many of them underserved.

Medical students who come to Vancouver will be supervised by a medical school dean and additional faculty members working at WSU Vancouver.

BENEFITS TO WSU VANCOUVER AND BEYOND
WSU Vancouver attracts many students interested in health-related careers. Wharton said degree offerings and curriculum are expanding to meet the growing demand. The addition of a medical school is likely to accelerate student interest in pursuing health-related degrees at WSU Vancouver.

“In addition to students, the medical school will help attract top-quality researchers in biomedical sciences and health-related fields such as mental health and health policy,” said Wharton.

Biomedical research will attract federal research dollars, drive the biomedical industry and have a positive impact on the economy.

The legacy of Elson S. Floyd

The WSU College of Medicine has yet to be named, but the hearts and minds of people around the state and beyond are asking for the Elson S. Floyd School of Medicine at Washington State University. The WSU Board of Regents has announced its intention to make it so.

President Floyd believed the time was right for a second public medical school in the state of Washington and he worked tirelessly to prove his point. He met with lawmakers on both sides of the state and the aisle to convince them to support a WSU medical school. And he spent hours in Olympia testifying in front of committees. Despite opposition and hurdles, he was steady in his pursuit of the goal, and he beat the odds.

President Floyd died of colon cancer June 20, just 10 days before the State Legislature completed a two-year operating budget that included $2.5 million to establish a medical school at WSU.

MARCH 2015
State lawmakers repeal a nearly 100-year-old statute that prohibits anyone but the University of Washington from teaching medicine in the state.

JUNE 2015
The Washington State Legislature approves a two-year operating budget that funds WSU’s one-time, $2.5 million request to seek accreditation and begin the search for a dean and other initial personnel to support the new medical school.

AUGUST 2017
The first class of 40 medical students will begin their studies at WSU Spokane.

MAY 2024
The first class of WSU medical students will complete their residencies and begin practicing medicine.

“The university has built strong ties to the community and has a long history of engagement. The medical school will provide another way for the campus and community to work together in ways that benefit our citizens.” — AMY WHARTON
WSU Vancouver was established in Southwest Washington in 1989 to increase the region’s degree attainment rate. As a land-grant university, WSU is committed to openness, accessibility and service to people. Access means different things to different people, but at WSU Vancouver it means creating pathways to a college degree.

At Commencement on May 10, 2014, WSU Vancouver launched a yearlong celebration of its 25th anniversary. It was a significant day in the university’s history. The Washington State Legislature had founded WSU Vancouver 25 years earlier on May 10, 1989. Access was the theme of the university’s anniversary celebration. For a year, WSU Vancouver focused on getting community members involved with WSU Vancouver and seeing the opportunities it provides, raising money for scholarships and other ways to help people understand there is a way to go to college.

500,000 Voices is a community survey commissioned by the Community Foundation for Southwest Washington last year to capture the views of residents in Clark, Cowlitz and Skamania counties on more than a dozen topics, including education. In the survey, 63 percent of respondents agreed that supporting quality education should be a high priority over the next five years. The top priority was making higher education more affordable and accessible by reducing the cost of tuition.

In April, WSU Vancouver hosted the first Southwest Washington Community Summit on College Access. It was the last major event of its 25th anniversary celebration. About 200 people gathered to seek answers to the questions: “What things make access to college difficult to achieve?” and “What things—big and small—can we do to overcome them?” The goal was for participants to leave the summit with actions they can take to improve college access.
Most participants recognized that, while desirable, a freeze or reduction in tuition would place a financial burden on colleges. A decrease in funding would threaten the quality of faculty, staff and services expected by students and their families. After the summit, Washington became the only state in the country to lower tuition for public universities and colleges next year. In its 2015 – 2017 budget, the State Legislature provided funds to reduce four-year college costs 15 to 20 percent by 2016. Community college tuition will drop by 5 percent.

Participants went on to agree that earlier and increased involvement among parents, high school counselors and teachers in the college preparation process is key to success. Many said high school students need a broader and more in-depth education on the responsibilities of being a college student, including financial support, time management, and communication with faculty and staff. Many participants said representatives from colleges and universities need to be more effective at reaching out to middle- and high-school parents to inform them about the importance and accessibility of postsecondary educational opportunities.

Participants also embraced the idea of colleges offering more online or hybrid courses using Web-based technology to make class schedules more flexible for working students or students with families. And they discussed the need to create a stronger bond between colleges and the community through internships and off-campus work-study opportunities.

True to the goal, the Southwest Washington Community Summit on College Access got some people thinking. They were looking for something they could do to create a pathway to college, and that’s how the Advanced Placement Connect Program came about.

AP Connect will offer free hands-on learning, mentorship, AP test preparation and enriched instruction to students in Camas, Evergreen and Vancouver school districts taking AP biology, chemistry, computer science or physics. Students will meet on the WSU Vancouver campus one Saturday a month during the school year, and WSU Vancouver faculty and staff will provide college and career readiness activities.

Southwest Washington cares about higher education. The citizens and politicians who supported the legislation to establish WSU Vancouver in 1989 cared. The people of Clark, Cowlitz and Skamania counties who responded to the 500,000 Voices survey care. The 200 individuals who took time to attend the Southwest Washington Community Summit on College Access care. And the dozen or so people who collaborated to develop the AP Connect program care. Continuing the conversation and clearing the path to a college education will increase the degree attainment rate in Southwest Washington.

Beyond workforce development and economic growth, college graduates are more engaged citizens and make healthier decisions than those who do not earn a diploma. These facts are backed by plenty of data from the Department of Education, the U.S. Census Bureau and others. Because of this public good, the Southwest Washington Community Summit on College Access was a community collaboration co-sponsored by the City of Vancouver, Clark College, Columbia River Economic Development Council, Community Foundation for Southwest Washington, Evergreen Public Schools, Instructional Technologies, Lower Columbia College, Port of Portland, Providence Health & Services, SEH America, Smith-Root, Southwest Washington Workforce Development Council, Vancouver Energy, Vancouver Public Schools, WSU Vancouver and WSU Vancouver College of Education.

ACCESS TO COLLEGE: A PUBLIC GOOD

Some plans for the future include:

- More online or hybrid courses using Web-based technology
- Clearer pathways to college
- Stronger connections between colleges and the community
- Increased help for parents and high school students
OF EVERY 100 FIRST-YEAR STUDENTS WHO START COLLEGE FULL-TIME, JUST 59 WILL EARN A BACHELOR’S DEGREE WITHIN SIX YEARS. The remaining 41 will either take longer to graduate, stop to work for a while before returning or transferring to a different school—or drop out altogether.

This sobering national statistic, which also holds true for WSU Vancouver, is the impetus behind the Student Success Council. The SSC was organized in July 2014 to understand what students need to succeed and how the university can help. Meeting every two weeks, the SSC lost no time in preparing a research report on student retention and graduation and developing its first set of recommendations, some of which will be implemented this fall.

“We’re here to educate and graduate students and get them to the next step in life, so identifying who we’re losing and where is what we need to know,” said Michelle McIlvoy, director of student development.

McIlvoy is co-chair of the SSC, along with June Canty, interim associate vice chancellor for academic affairs. The 10-member council includes two student representatives. Their charge is to identify areas where the university provides effective student support and where more support is needed.

BEYOND ACADEMICS

The vice chancellors of Academic Affairs and Student Affairs established the council and appointed its members. That makes the SSC unusual in being an equal partnership between the academic side and the student life side of the university. Rather than focusing solely on classes and study skills, as is common in student success efforts, the SSC emphasizes social and personal factors that are important to staying in school, such as social networks, campus involvement and community engagement.

“We aren’t losing students just after their first year,” McIlvoy said, “but over their time here. We don’t know yet what we’re losing them to. We can’t keep growing without retaining.”

A key recommendation of the SSC is to invest in “the first-year experience,” as some other colleges have done. The program would emphasize “high-impact experiences,” such as service learning and peer mentorship, McIlvoy said. Such high-impact experiences help students “engage, build community and friendships,” increasing their desire to stick around and be part of something.

This year the SSC is introducing a new student engagement survey for first-year students, the SuccessNavigator Assessment. It is designed to provide the information needed to improve incoming students’ retention and graduation rates, such as commitment to academic success, self-management and social support, as well as academic skills.

“Advisers will have the results immediately,” McIlvoy said, “and can point students in the right direction.”

The role of faculty in student success is a major focus for the SSC.

“To really make an impact, we need to be sure faculty understand the diversity of students and their pressures,” McIlvoy said. The SSC is likely to make workshops and other faculty professional development available to ensure that faculty are prepared to support student success.

In fact, student success is a matter for everyone on campus. Everyone can listen, show interest, give directions, suggest resources and generally contribute to a welcoming and stimulating environment.

“Faculty, staff and students—all play a role in helping form the experiences students have,” McIlvoy said. “We all have areas of influence.”

GRADUATION RATES

The news about graduation rates at WSU Vancouver is mixed. While 59 percent of first-year students earn their degrees within six years, the rate is higher for transfers, at 72 percent. But for those who transfer with fewer than 60 credits, only 48 percent earn a degree in six years. Among first-year students, men are likelier than women to drop out of school, and racial and ethnic minorities are likelier than their Caucasian counterparts.
LEAPS (Learn, Explore, Achieve and Promote Success), an offering of the Student Resource Center, is available to a select group of first-year college students by invitation. “We target admitted first-year students whose admission materials show they might benefit from added support,” said Cindy Morical, an academic and LEAPS coordinator in the SRC. For example, first-generation students often have no one in their families with college know-how, and there are more first-generation students in LEAPS than in the first-year class as a whole.

This year, thanks to past success, LEAPS has doubled in size, from one cohort of 25 students to two. Students go through the program together, developing friendships and supporting each other throughout the year.

When students sign up for LEAPS, they commit to a set of activities throughout their first year, such as meeting with advisers periodically, completing career assessments and workshops. The LEAPS group accesses these activities together on a regular schedule. A two-credit Student Success class in the fall focuses on academic skills but also addresses the big picture, Morical said, “such as how do you want to be changed by your college experience? What do you want your diploma to mean?” Spring is more socially oriented, with student organizations sending representatives to talk about becoming involved on campus.

LEAPS gets great feedback from participants, and Morical is excited to see many go on to become student leaders themselves.

“My goal is to have them feel empowered to make the college experience what they want it to be, so that by the start of their sophomore year, they feel confident,” Morical said. “It sets them up to be in charge of their academic success.”

Although there aren’t enough resources to offer LEAPS to all students, every student can participate in the same activities (e.g., resume critiques, study tips and career counseling) on their own schedule.

In fact, the philosophy of the SRC itself focuses on student success. Students with no prior college credits start with an academic adviser in the SRC, who helps them develop general college success skills until they commit to a major and move on to that department. The SRC offers workshops in a wide variety of topics, such as time management, library research, stress management, interviewing and etiquette.
Other student success programs at WSU Vancouver include:

**CLASP:** A program matching first-year students with an instructor from one of their classes for periodic meetings about academic issues.

**SALT:** A financial literacy program that can help students navigate how to finance college, manage debt and build money skills for life. Membership is free to WSU Vancouver students and alumni.

**Office of Student Involvement:** OSI offers events, activities and programs to engage students in the areas of leadership, recreation and student organizations, all with the goal to connect students and help them grow through involvement.

**Quantitative Skills Center:** The QSC (Math Lab) offers drop-in math tutoring five days a week, as well as a schedule of tutoring in specific subjects such as physics, chemistry and statistics.

**Student Ambassador Program and ROAR:** Ambassadors are current students who guide and mentor new students during the transition period to WSU Vancouver. Most new students connect with them at ROAR, new student orientation, where they also learn about campus resources and support systems, and hear stories of success from faculty.

**Student Diversity’s Impact Volunteer Program:** Volunteers contribute 10 hours of service during their first semester at WSU Vancouver. Open to new undergraduates only, the program helps students meet others and get connected. Members of the Student Diversity Team mentor the volunteers.

**Writing Center:** The center is staffed by consultants who work with students on effective communication, style, formatting and revisions. Consultants offer help both one-on-one and electronically via the Online Writing Lab.

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"Entering college is intimidating, but LEAPS helped me realize that everyone is going through the same transition. LEAPS was a huge help my first year, and I will continue the skills throughout my college experience.” – EMILY

"As a first-generation college student, I have felt a ton of stress and anticipation. Because of LEAPS and other resources I have been able to overcome so much and do better than I ever thought. I have many goals planned for my future, and thanks to LEAPS I am at a great beginning point for the rest of my college life and my life to come.” – CECELIA

"Moving to Washington from Texas really took me out of my comfort zone. Joining LEAPS helped me make friends and get good study habits. LEAPS really helped me be successful my first semester at WSU Vancouver.” – ALLI

"I was very excited for my first semester of college and really underestimated the workload. LEAPS helped me deal with the amount of work while balancing my job and other responsibilities.” – ALEJANDRO

"My first semester at college was really difficult and frightening to me. I was struggling, but LEAPS helped get me back on track and moved me to get better grades.” – CECELIA

"College is probably the hardest thing I’ve ever had to do in my life. LEAPS helped with getting to know other students so that I would feel more comfortable.” – XHAYNE
An underappreciated member of the WSU Vancouver family resides quietly within a stairwell in the Science and Engineering Building. Dubbed the Titan VanCoug, it is one of only a few corpse flower plants cultivated in the United States.

The corpse flower, or Titan Arum, is well known for the odor of its flower, comparable to that of a decomposing animal. The plant is native to the limestone hills and rainforests of Sumatra, an Indonesian island and the only place in the world where it naturally grows. It first flowered in cultivation at the Royal Botanic Gardens at Kew in London in 1889 and is now cultivated by botanic gardens and private collectors around the world.

Since its planting in 2001 by Steven Sylvester, professor of molecular biosciences at WSU Vancouver, the Titan VanCoug has sprouted many leaves from the corm (a bulblike growth from which the plant stems), and at one time four leaves were present at the same time, an extremely rare occurrence. The corpse flower generally requires 7 to 11 years of vegetative growth before blooming for the first time, but this particular plant has not yet bloomed.

Blooms range from 4 to 8 feet tall and produce a strong odor that attracts corpse flies, which pollinate it. Its deep red color and texture contribute to the illusion that it is a piece of meat. Its temperature, from 80° to 100° F, helps the perfume volatilize. The scent disperses over 24 to 48 hours.

The Titan VanCoug is the offspring of a plant at the University of Wisconsin-Madison called Big Bucky. Sylvester started Titan VanCoug from a seed and has taken care of it with occasional help from students. Initially it grew in a pot on his desk. After it became a foot tall, Sylvester thought it had died until he noticed a new sprout, soon followed by a taller leaf. The plant continued to grow and die back until the newest leaf became too big to keep in his office. It was transplanted to another pot and continued to grow until its two leaves reached the height of the room. It now dwells in a stairwell, where its tallest leaf is approaching the ceiling.

All the leaves but one had died back when the plant recently produced a new sprout. Though its rapid growth initially suggested it could be a bloom, it has become apparent that the sprout is another leaf. “I am amazed at how many people have observed the plant and are looking forward to the bloom,” Sylvester said. “I overheard one student ambassador tell her tour group that Titan VanCoug was her favorite part of the tour. That made my day—VanCougar pride!”

**TITAN VANCOUG
A rare plant keeps us in suspense.**

**BY KATHRYN CHRISTOPHER**

ABOVE: **Titan VanCoug.**

TOP RIGHT: A **corpse flower** (Amorphophallus Titanum) in full bloom at Edmonton’s Muttart Conservatory.
When Ben Stephens goes to school, his service dog, Scout, is right there—in the classroom, on the Quad, in Firstenburg Student Commons, where he and fellow student ambassadors congregate. “She goes everywhere I go,” Stephens said. “The only exception is a sterile environment, like the dentist’s office.”

Stephens, an Army veteran with post-traumatic stress disorder, and Scout, a shelter dog of mixed lineage who was rescued from Clackamas County Animal Services, have been together for a year. “She does a couple of things for me,” Stephens said. “Mostly she’s a confidence booster and allows me to interact with people a little more freely. If I have a panic attack, she’ll get close and try to engage me. She wakes me at night if I have nightmares and calms me down by lying across my chest.”

Scout wears a vest that identifies her as a working dog and advises people not to pet her. It’s a hard rule to enforce, because people are naturally drawn to the dog. But Scout must keep focused on her job at all times.

SERVICE DOGS CAN BE A LIFELINE

Stephens would like to set an example for veterans with PTSD. He became a student ambassador this year in part to help new veterans acclimate to campus life. He credits Scout with giving him the confidence to go through the application and interview process to become an ambassador.

“Since I’ve had her, my world has opened up quite a bit,” said Stephens, a senior biology major with a pre-med focus who aims to become a physician’s assistant. He wishes everyone with PTSD had a service dog. (PTSD affects many people besides military veterans.)

“It affects every veteran differently,” Stephens said. “There’s a social aspect. It’s harder to be in public. That’s why service dogs are so great. They’re really great at getting veterans to re-engage with society. I think it’s a lot better than medicating the problem.”

Stephens also volunteers with an organization that trains service dogs, including Scout: Northwest Battle Buddies. Based in Battle Ground, Northwest Battle Buddies has trained 23 dogs for veterans. Dogs train for six to eight months with the organization, and then another two to three months with their veteran handler. Animals must pass an evaluation and recertify each year.

Before bringing Scout to campus, Stephens contacted Dave Stephenson, head of Public Safety and Police Services at WSU Vancouver. Stephenson was glad to learn about the dog, although notifying him was not a legal requirement. According to the Americans
with Disabilities Act, service dogs must be allowed to accompany people with disabilities in all areas where members of the public are allowed to go.

To Stephens, it’s vital that Scout not be a distraction for himself or anyone else in the classroom. He is happy that Scout has made herself so unobtrusive that some other students don’t even notice her until two or three weeks into the semester.

“The teachers have been pretty accommodating,” Stephens said. “This campus has smaller classes, so teacher-student interaction is more frequent. Some teachers have said they wish every student could bring a dog. It creates a different atmosphere.”

**THERAPY DOGS RELIEVE STRESS**

For two days during Dead Week last spring, four therapy dogs from Columbia River Pet Partners spent a few hours on campus with their handlers to help students deal with the pressure of studying for final exams. More than 200 students stopped to pet the dogs each day, said Nikki Hinshaw, student activities adviser. Therapy dogs had visited in the fall as well.

“There’s something about a dog,” she said. “Just petting it provides stress relief.”

Science agrees. “In addition to lowering brain chemicals associated with stress and helping to increase chemicals that promote positive feelings, the presence of therapy dogs provides students with needed support and validation during finals,” said Chad McGhee, clinical psychologist with Counseling Services.

As if that weren’t enough, McGhee points out another benefit: “It is especially validating for students to know that others care about their endeavor enough to provide therapy dogs during a time of heightened stress. Further-more, by interacting with therapy dogs in the presence of their peers, students may gain a sense of comradeship to counter feelings of being alone in their struggles.”

Cheryl Johnson, coordinator for the Child Development Program, needs no convincing. Stella, a Norwich terrier who is a therapy dog, has been part of the CDP’s kindergarten reading program for three years.

Learning to read can be stressful, Johnson said, “but when kids are reading to a dog, the stress is lifted. They become more natural readers.” Stella’s presence also helped one child overcome her fear of dogs.

The silent communication between people and dogs is its own reward. When a child’s turn to read is over, Stella recognizes the accomplishment with a high-five—paw version, of course.

Because they are trained to perform a service for their handlers, **service dogs** have special rights to go places where dogs are not usually permitted, such as businesses, hospitals and schools. According to the Americans with Disabilities Act, you may ask if the dog is a service dog and what task it is trained to perform for the handler, but may not ask about the handler’s disability. When you see a service dog in public, assume that it is on the job assisting its handler. Do not pet or talk to the dog unless the handler permits it.

**Therapy dogs** do not have those same rights of access. They may be registered with a therapy animal organization but are basically pets that have a special aptitude for interacting with the public. You may see therapy dogs and their handlers at college campuses, nursing homes, libraries and hospitals, but usually by invitation or special arrangements.

**Therapy dogs and service dogs**

There are many differences between therapy and service dogs. For general purposes, here is the basic difference:
WHAT I LOVE MOST IS THAT WE ARE A SMALL AND RELATIVELY YOUNG CAMPUS. WE ARE IN A PRIME TIME FOR DEVELOPMENT AND GROWTH.”
—SHAIN WRIGHT

Student government is the foundation for leadership, where students put their trust in their peers to be the voice within the system. No one knows that better than Shain Wright, the 25th president of the Associated Students of Washington State University Vancouver.

“We recognize that our number-one duty is to the students, to represent them,” Wright said.

Fall 2015 marks the 25th anniversary of the ASWSUV—the official student association elected by students to represent and advocate for the enrichment of students both within and outside the college system. Over 25 years, the ASWSUV has given students the opportunity to experience the political process firsthand in a representative democratic model.

A LOOK BACK

The roots of the ASWSUV reach back to 1990, when WSU Vancouver served graduate and upper-division transfer students on the Clark College campus. That year, the newly founded ASWSUV represented fewer than 400 students. The first ASWSUV constitution was written in 1992, when the organization consisted of a few officers whose main objective was to help shape the development of the WSU Vancouver student government. With the opening of the Salmon Creek campus in 1996 and the addition of first-year and lower-division classes in 2006, the opportunities for student leadership and involvement amplified.

A lot has changed in the last 25 years. With a new campus and a growing student population, the organization has focused on growing “diversity, transparency and community, fostering an environment where every student is valued and heard,” according to its mission statement.

For many involved in student government, the ASWSUV is a way to grow personally and make the most of their college experience.

“Participation in campus governance is linked to desirable outcomes for individual students as well as to positive contributions to the welfare of the campus community,” according to George D. Kuh and Jon P. Lund, authors of “What Students Gain from Participating in Student Government.” Those “desirable outcomes” include confidence and self-esteem.

“I feel confident in saying that serving as a representative, as part of a team dedicated to making the world a better place, was as crucial to my experience at the university as the academia itself,” said David Choi, the 2014/2015 president.

Before a general election, students seeking office campaign for four weeks, with debates, brochures, social media, media interviews and the like. Officers and senators are elected in the spring to serve for the following academic year. Positions are paid and have specific responsibilities. For example, senators must hold
regular office hours and are responsible for reviewing funding requests from campus clubs and organizations, such as the Gender Inclusivity Committee, which requested T-shirts for Gender Neutral Bathroom Week last spring.

IT TAKES A VILLAGE

Like the U.S. democratic model, the ASWSUV has three branches:

- **The Executive Branch** is made up of the student-elected president, vice president and executive staff, including the director of legislative affairs, public relations director and Student Activities Board.
- **The Legislative Branch** consists of 11 senators responsible for adopting and amending the ASWSUV budget, confirming presidential appointments, approving funding requests through the ASWSUV and advocating for student needs.
- **The Judicial Branch** has three members appointed by the president and approved by the senate. This branch adjudicates disputes involving the interpretation and application of the ASWSUV bylaws and constitution.

LOOKING FORWARD

Today, ASWSUV responsibilities include representing students before university administration, providing resources for students, managing student groups, ensuring a safe campus environment, bringing quality events to campus and the community, and serving as the unified voice of the students.

“What I love most is that we are a small and relatively young campus. We are in a prime time for development and growth,” Wright said.

The current administration is focusing on diversity, equality and accessibility, Wright said, adding: “I am interested in making systematic changes, like cultural awareness training for all faculty and staff, and recording more demographic information during enrollment about our diverse students.

“Through understanding our demographic makeup, we’ll know where we need to improve as a campus. I have big aspirations for this position and am humbled by the work that has been done before me. You could say I’m up for the job.”

**ASWSUV accomplishments over the last 25 years:**

<table>
<thead>
<tr>
<th>Year</th>
<th>Description</th>
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<tbody>
<tr>
<td>1991</td>
<td>Started the VanCougar newsletter, which became the student-run newspaper still in existence today</td>
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<tr>
<td>1993</td>
<td>Helped launch the first clubs: International Programs Club, Multicultural Club, Psychology Club, Social Science Interest Group Club, Veterans Club</td>
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<tr>
<td>1999</td>
<td>Started child care subsidies for students with children</td>
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<tr>
<td>1999 to 2004</td>
<td>Initiated four recreation facilities (fitness center, intramural fields, picnic shelter and multipurpose court) and was part of the effort to build WSU Vancouver trails and disc golf course, all of which are open to the public</td>
</tr>
<tr>
<td>2007</td>
<td>Requested services and activities fees for construction of the Firstenburg Student Commons and initiated Graduate Student Travel Grant</td>
</tr>
<tr>
<td>2008</td>
<td>Created the Chancellor’s Student Advisory Board</td>
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<tr>
<td>2012</td>
<td>Initiated Undergraduate Student Travel Grant</td>
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<tr>
<td>2012/2013</td>
<td>Initiated diversity programming money</td>
</tr>
<tr>
<td>2014</td>
<td>Led student survey and recommendation to make WSU Vancouver a tobacco-free campus</td>
</tr>
<tr>
<td>2014</td>
<td>Lobbied on behalf of WSU student interest for the creation of a medical school and for the passing of a state legislative bill, “Removing the One Year Wait Period for Veterans Act of 2014,” a part of the in-state tuition for veterans</td>
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Revitalizing Democracy

By encouraging a diversity of voices, the Initiative for Public Deliberation seeks to reinvigorate the democratic process.
Consider the state of public discourse today.

At any level of government, it’s hard to get people to listen to each other. Without consensus and compromise, problems don’t get solved—they just become bigger problems.

“The current system is broken,” said Carolyn Long, associate professor in the School of Politics, Philosophy and Public Affairs at WSU Vancouver. To bring an issue to the attention of local government, people “go before elected officials, are given three minutes to participate, and they often yell. And leaders don’t respond because they don’t like being yelled at. It is ineffective.”

WSU Vancouver and the Thomas S. Foley Institute’s new Initiative for Public Deliberation has an ambitious goal: to strengthen democratic government by replacing rigid partisanship with listening and conversation. “We want to find a way for people to be engaged in democratic government by replacing rigid partisanship with listening and conversation. “We want to find a way for people to be engaged in a new way,” Long said.

Everybody has ideas. But unless they feel heard, they may clam up, leaving the loudest voices to win the argument. That’s the state of public discourse today.

Creating Conversations

And that’s where IPD comes in. It moderates discussions, enabling all voices to have a say. While other organizations—such as local governments, institutions and foundations—develop the issues for discussion, IPD keeps the discussion purposeful and civil—and then keeps the conversation alive afterward with follow-up reports for participants and public officials.

“We provide trained student facilitators and note takers to moderate conversations around policy issues,” Long said. “And we seed the conversation so participants narrow in on the policy problem, consider the unintended consequences of policy solutions and work toward finding common ground.”

Participants are assigned to small groups, each at a table with a facilitator and note taker. There are ground rules that everybody must heed. To encourage engagement, facilitators draw people out—especially those who are quiet—and ask those with suggestions also to consider the tradeoffs and implications of their suggestions. “It makes for a richer conversation,” Long said.

In a class last spring, “Public Discourse in a Time of Incivility,” Long trained 17 students to be facilitators. They learned about active listening: how to draw people out, recognize body language, and paraphrase rambling ideas. They did practice sessions and critiqued each other. “It was fascinating,” said Sean Philbrook, a public affairs major and student in the class. “What we learned could be applied to our future careers.”

“I learned to use facilitation in conversations I was having every day,” said Dan Higgins, a student facilitator for IPD.

First Steps

IPD made its debut in spring 2015, moderating six civic forums on affordable housing in Clark County. The topic emerged from the 500,000 Voices survey conducted by the Community Foundation of Southwest Washington. Affordable housing was identified as a major policy concern of residents, second only to access to higher education.

The Community Foundation sponsored the forums, along with the Thomas S. Foley Institute. “We are in our infancy and need funding to be recognized—how do we keep the conversation alive,” she said. “We will work with nonprofits in the affordable housing space to advance some of those ideas. We are starting some of that work now with the Council for Homeless.”

As it identifies more opportunities to be part of conversations, IPD is also working toward becoming a formal center within WSU’s Foley Institute. “We are in our infancy and need funding to be recognized as a center. But it is our goal,” Long said.

Success is difficult to quantify, but feedback from the first forums indicated that participants truly felt heard. Results of their conversations will take time, but it’s a hopeful start.

“In the end, what this gets down to is how do we get democracy back into our community?” Rhoads said. “How do we hear from our citizens about issues that matter to them but aren’t twisted and misrepresented and stifled? I think it’s kind of exciting!”

To Long, IPD is a natural extension of the university’s role in the community. “The whole point is for the university to be a steward of place,” she said. “The university is seen as a neutral institution that can host a conversation and share perspective but doesn’t have an agenda.”

“How do we get democracy back into our community? How do we hear from our citizens about issues that matter to them but aren’t twisted and misrepresented and stifled?”

—Jennifer Rhoads
“What I love about my work is the opportunity to apply my research and make a difference,” said Tahira Probst, professor of psychology and Edward R. Meyer Distinguished Professor at WSU Vancouver.

Probst has formidable research skills and worldwide influence. She has published more than 80 journal articles and book chapters, which have been cited nearly 3,000 times, according to Google Scholar.

Yet her expertise is pragmatic in nature. As a specialist in workplace issues, from job insecurity to employee well-being to safety, Probst has made a difference in the lives of countless ordinary people. “My lab is any workplace in the world,” she said. “It requires collaborations with community and organizational partners to address workplace issues of mutual interest.”

Her credentials are impressive. During her 17 years at WSU Vancouver, Probst has worked with more than 100 organizations in such fields as mining, manufacturing, construction, food processing, pulp and paper, health care and transportation. She has consulted with the National Academies Institute of Medicine on worksite preventive health programs for NASA employees and was a visiting scholar with the International Labor Organization of the United Nations, creating a training module on economic stress for human resource managers. She is co-editor in chief of Stress & Health and sits on the editorial boards of the Journal of Occupational Health Psychology, Military Psychology, and Journal of Business and Psychology.

She received the 2002 Research Award from the Society for Human Research Management.

In 2014 she was named an Edward R. Meyer Distinguished Professor in the Liberal Arts for WSU systemwide and elected a fellow of the Society for Industrial and Organizational Psychology. In addition, Probst has been interviewed frequently in the media about workplace issues and her research, and has delivered numerous presentations to corporations and professional organizations.

**HEALTH OUTCOMES**

Probst’s current focus is on two research projects that will expand her influence in both her areas of expertise. One project—one of the largest ever on health outcomes—is addressing the question of how a community’s health and well-being affect the way in which people respond to being stressed about finances and their employment. For example, if a community ranks low in terms of well-being (as measured by the physical environment, social and economic factors, access to clinical care, and health behaviors, such as exercise and alcohol), how might these affect someone who is worried about paying their bills or losing their job? Might they feel greater stress, because there aren’t enough community-based resources to help? Or less stress, because others are in the same boat?

“We want to know how the community context influences how people react to economic stress,” Probst said. One theory intuitively predicts that people with access to more resources fare better. The other suggests that people compare and interpret their own experiences in the light of their neighbors’ in a “keeping up with the Joneses” fashion, so that, ironically, people in
lower-ranking communities might comparatively feel less stress than someone in the same economic situation living in a different community.

Probst and her collaborators—Lindsay Sears at Healthways, a well-being improvement provider, and Robert Sinclair at Clemson University—are relying on two large databases to help investigate those theories. The first consists of county health rankings data from every county in the United States, compiled under the auspices of the Robert Wood Johnson Foundation; the second involves responses from thousands of nationally representative, individual interviews conducted by Gallup Polling in 2014.

“We will be able to look at how the experiences of economic stress as reported in the interviews affect health and well-being outcomes and how those outcomes might be further affected by the community context,” Probst said. Long-term, the research can help policymakers decide how best to use limited funds to mitigate stress and improve health outcomes.

SAFETY CULTURE
The other study involves a nationwide effort to create a culture of safety—attitudes, expectations and practices—in the construction industry. Probst is working with a nonprofit organization, the Center for Construction Research and Training, to determine the best way to measure and improve an organization’s safety culture. Eventually, she plans to evaluate how organizations rank themselves on certain key factors (such as management commitment to safety) and whether those ratings predict the number of workplace injuries their employees experience.

“The goal is for contractors to be able to use these brief self-report safety assessments to serve as early warning leading indicators of safety problems down the road,” Probst said.

Just having safety rules isn’t enough, if people don’t follow them. And as it happens, workplace stress is one thing that can cause people to disregard the rules and undermine safety.

In an early experimental study conducted on campus, Probst briefly hired dozens of students to paint pictures intended for a children’s hospital. There were many safety rules. Then one group was told there would be layoffs, while the second group was not. Those expecting layoffs responded by becoming more productive, working faster and creating more paintings.

“But quality was down, and they ignored the safety rules,” Probst said. “Even in that contrived setting, the thought of layoffs affected behavior.”

THE REWARDS OF TEACHING
Probst’s crowded office is graced with artifacts, posters, art by her four children, ages 8 – 18, and a print of Edvard Munch’s “The Scream,” which hung in the office of her mother, a retired dentist, for years.

“I hung it up as a reminder of her and because it reminds me not to take work too seriously or get stressed out,” Probst said, “even though I might feel like the person in the picture sometimes.”

She had little teaching experience when she was hired as an assistant professor in 1998, but she quickly discovered she loved working with students. In fact, Probst was attracted to WSU Vancouver for the opportunity to balance research with teaching and community engagement.

“The land-grant mission, coupled with a tradition of service to society, and the small context where you’re able to mentor undergraduate students—it was ideal,” she said.

One of her former students, Christopher Nye, is following in her footsteps at Michigan State University, where he is an assistant professor of organizational psychology. (He was one of the first 25 Notable Alumni for WSU Vancouver in 2014.) Another, Donna Johns, who was Probst’s first research assistant, went on for her doctorate and is now a practicing psychologist and adjunct professor at WSU Vancouver.

Probst proudly notes that many of her students—majors in WSU Vancouver’s prestigious personnel psychology/human resources program—are now HR professionals in the Vancouver area, a fact that in turn supports the program by making them a great resource for interns.

“The best reward is when I hear from students that I’m making a difference in their lives,” she said. “I love seeing them go on to grad school, complete college when no one else in their family did, and achieve goals they didn’t initially think they could. They inspire me to keep doing my best too.”

“I love seeing [my students] go on to grad school, or complete college when no one else in their family did. I have seen so many students do things they didn’t think they were able to do.”

—TAHIRA PROBST
HONOR ROLL

The Chancellor’s Award for Service to WSU Vancouver is given at the discretion of the chancellor to recognize a company or person for selfless dedication of time, talent and resources toward advancing the university’s mission.

Riverview Community Bank received the award for exceptional support of WSU Vancouver. Riverview contributes nearly 2 percent of its before-tax income each year to organizations serving Southwest Washington and Oregon in the areas of education, economic development, children’s services, and arts and culture. President and COO Ron Wysaske, an MBA alumnus from the university’s first graduating class in 1989, was the first chair of the WSU Vancouver College of Business Advisory Board and received a Notable Alumni Award in 2014.

Riverview officers and staff have supported WSU Vancouver in many ways, serving on advisory councils and boards, helping with fundraising, attending WSU Vancouver events, promoting the school in the community and supporting students. Riverview is a generous donor to the university, attending WSU Vancouver events, promoting the school in the community and supporting students. Riverview officers and staff have supported WSU Vancouver in many ways, serving on advisory councils and boards, helping with fundraising, attending WSU Vancouver events, promoting the school in the community and supporting students. Riverview is a generous donor to the university.

TOM TRIPP

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

This is Tom Tripp’s second teaching award. He received the first in 2000. “Professor Tripp is a demanding professor but truly wants his students to succeed,” one student wrote in nominating Tripp.

Since joining WSU Vancouver in 1991, Tripp has been much honored for his ability to teach and inspire students. He has received the College of Business teaching award three times, and the Sahlin Faculty Excellence Award for Instruction throughout the WSU system in 2010. But he is equally committed to other academic responsibilities: research and service. In 2014, he received the Chancellor’s Award for Research Excellence. His research often involves collaboration with current and former students.

Tripp teaches and studies leadership, decision-making, negotiation, workplace conflict and organizational justice. His research on revenge and retaliation in the workplace is considered pioneering. Outside the classroom, Tripp has consulted on workplace issues with organizations and management executives.

Tripp’s ability to keep learning and keep his teaching fresh every term is one of the reasons students keep honoring him. As one nominator said, “Many years down the road when I think back about my professors at WSU, Professor Tripp will be at the top of my list.”

TAHIRA PROBST WAS ONE OF FOUR PEOPLE HONORED WITH WSU VANCOUVER’S TOP AWARDS AT THE 2015 COMMENCEMENT CEREMONY THIS SPRING. THE OTHERS ARE:

RIVERVIEW COMMUNITY BANK

CHANCELLOR’S AWARD for
SERVICE to WSU VANCOUVER

KATHRYNN GONZALEZ

CHANCELLOR’S AWARD for
STUDENT ACHIEVEMENT

The Chancellor’s Award for Student Achievement annually recognizes one student’s love of learning, persistence to overcome barriers in pursuit of academic goals, leadership potential and involvement in campus life.

Kathrynn Gonzalez, who earned her Bachelor of Science in computer science in May, is this year’s honoree. She was one of the top students in the School of Engineering and Computer Science, with a 3.74 GPA in her major and a future in software engineering at Intel.

Gonzalez was one of four women to graduate this spring in computer science. In this highly competitive, male-dominated field, Gonzalez has demonstrated the extraordinary perseverance required for a woman to succeed.

She married, raised three children, divorced and remarried, and worked full-time for a while, all while managing a chronic medical condition. She enrolled at Clark College in 2010, earning an Associate of Science transfer degree in computer science in May, is this year’s honoree. She was one of the top students in the School of Engineering and Computer Science, with a 3.74 GPA in her major and a future in software engineering at Intel.

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Leslie New was studying natural resources as an undergraduate at Cornell University when she had a eureka moment in an applied statistics class. She loved numbers, and her field of interest, particularly wildlife management, needed numbers people. She could combine her interests into an in-demand specialty.

New went from Cornell to the University of St. Andrews in Scotland for her doctorate in statistics and biology, then worked in Scotland on marine mammals before returning to the United States. Her current studies include marine mammals and birds.

As a science, wildlife conservation needs data to help develop practices and measure their effectiveness. But many people are in the field because they want to work with nature. The field needs statistical experts like New to collect and interpret the data and make sure conservation practices are working.

PREDICTING BIRD DEATHS FROM WIND TURBINES

Her latest published study is a good example. New, who joined WSU Vancouver as an assistant professor of statistics in January 2015, along with former colleagues at the U.S. Geological Survey and U.S. Fish and Wildlife Service, recently presented a new approach to predict bird deaths from wind turbines before the turbines are built. The statistical model incorporates the element of uncertainty, which has been missing in other models.

“Bird fatalities due to collisions with rotating turbine blades are a leading concern for wildlife and wind facility managers,” the USGS said in announcing the study. “The new model builds on previous approaches by directly acknowledging uncertainty inherent in predicting these fatalities. Furthermore, the computer code provided makes it possible for other researchers and managers to readily apply the model to their own data.”

Bird deaths can never be predicted exactly. The height of structures, size of the project, number of birds in the area, their ages, topographic features such as ridges or rivers—and other publicly available information and biological data—all contribute to variations. The new model can take all of these into consideration.

OBTAINING PERMITS FOR PROTECTED SPECIES

While the model is adaptable to various species, New used golden eagles as a case study, because they are susceptible to collisions with wind turbines. In addition, they are a protected species, and harming or killing them is a prosecutable offense. Wind projects can obtain eagle permits ahead of time to protect themselves from prosecution. This allows the facility’s impact to be assessed and any mitigation measures related to turbine placement on the landscape to be taken.

“When you apply for a permit, you have to predict the number of fatalities, state how you will offset any eagle taken, and have a post-construction monitoring plan to know how many you actually did kill,” New said. By incorporating uncertainty into their model, New and her co-authors allowed the U.S. Fish and Wildlife Service to better assess the acceptable risk to eagles. The USFWS issues permits at what is called the 80th quantile, ensuring that the facility is expected to exceed its allowable number of eagle fatalities only 20 percent of the time. This protects both the eagles and the wind facility.

The problem is, not everyone bothers to obtain a permit, unless the project is in a state that requires one. The federal government does not require it, but without a permit, the project takes a potentially costly legal risk.

Paradoxically, although wind power is considered a “green technology,” environmental concerns are among its biggest threats. By incorporating uncertainty, the study makes it possible to better evaluate the risks that can stall projects for years.

ADVANCING THE BEST SCIENCE

The paper has been published online in a peer-reviewed journal, PLOS ONE, and New hopes that it will demonstrate a best practice that will encourage more decision-makers on wind turbine projects to use the model and obtain a permit.

“Having it published in the literature shows we are using the best available science,” New said.

As data is collected after the turbines are built, the model will be updated. It’s an example of a learning process called adaptive management.

“We’re taking incremental steps,” New said. “You make a decision you can learn from, so when you make a decision again, you do better.”
C E L E B R A T E  G L O B A L
Entrepreneurship Week

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2015 Notable Alumnus

Congratulations, Mike Seely

Mike Seely won’t tell you that he’s one of the most selfless Cougs on the planet. Or that he goes out of his way to help people connect with someone they should know. Or that he sets an incredible example of a business owner who changed his business model to stay alive, succeeded in a big way—and still has time to share the lessons he learned with business students and other small businesses.

But he will tell you that he is very proud of the MBA he earned at WSU Vancouver in 2009, and how it changed his life. “It was one of our key success factors in terms of where we are today,” he said.

For all of these reasons and more, Mike Seely is WSU Vancouver’s Notable Alumnus for 2015.

Seely has considered himself a Coug since 1968, when his sister went to school at WSU. He followed her to Pullman, earning a bachelor’s degree in electrical engineering in 1984. Seely worked in industry for a while until he and his wife, Candy, launched themselves full-time into his family’s mint business. On the 600-acre Seely Family Farm near Clatskanie, Ore., they grow single-cut, premium-quality mint for commercial and retail clients.

It’s the retail side—premium mint candies and teas available through the Seely Family Farm website and through natural foods and specialty markets—that generates the most prestige and pride for Seely. He is quick to give credit to WSU Vancouver for the company’s rapid growth in that area.

Taking Lessons Seriously

Seely took a business professor’s advice to heart: “With every class try to take away one or two things that you hang onto.” From classes in stakeholder theory, cash flow and negotiations, for example, he gleaned ideas that helped him succeed and focus his business.

“I’m always amazed at how I was able to take something from each class and apply it in some way,” Seely said. “Our cost control elements implemented from my accounting class help us manage and identify problems, and correct them. My management classes have helped redefine how I approach and motivate employees. Several professors encouraged me to think about Michael Porter’s market niche theory.” Joe Cote’s stakeholder theory class taught him

Mike Seely’s advice to current students: “Keep in touch with your professors, even the ones you never had classes with. They really are interested in how you are doing. Each and every one, when I asked for help or thoughts after I graduated, has reached out to help me.”
that commodities, like mint oil, will always be about price, and that to emphasize quality and heritage, he would have to choose a different path.

In 2007, faced with increasing competition from cheaper synthetic oils and foreign mint, the farm lost $100,000. “I took the knowledge I had gained from my business school classes and started a niche market premium line of mints for a specific target audience,” Seely said. He also became a client of WSU Vancouver’s Business Growth Mentor & Analysis Program twice, undergoing a growth analysis in 2012 and a marketing analysis in 2013. With insights from teams of student consultants, Seely steered his retail business toward a more profitable high end, with improved branding and distribution. “I learned more than they did about my own business,” he said. In spring of this year, Seely served as a mentor in the program.

A management information systems class has spurred Seely to continuously improve technology on the farm. In fact, the farm recently hired a full-time technology employee. One new technology development this year: Seely can monitor irrigation systems by cellphone, “which means I get some sleep at night.”

The farm just launched its first crowdsourcing campaign (for new packaging) and has two more in the works. One of those will be to help the Seelys’ four children purchase the farm. The children—Warren, Robyn and Alayna, all at WSU Pullman, and Karen, at Oregon State University—will make sure it stays a family mint farm into the fourth generation.

“We are still a small company with great aspirations,” Seely said, but growth has come rapidly from his commitment to doing things the right way.

“Our approach from the beginning was to do it differently from all the large companies,” Seely said. “Quality, fairness and providing a unique experience are what we are about.”

Although mint oil sold commercially is 95 percent of the farm’s business, Seely’s pride and joy are the farm’s top-of-the-line organic products: mint patties, mint bark, mint melts, mint teas and holiday specialties—such as limited-edition candy canes. And it’s here that “quality, fairness and providing a unique experience” are best seen. Consider the candy canes—all hand-pulled, their colors shifting and swirling and changing as each is pulled and rolled, the hooks hand-turned, each as individual as a fingerprint.

“I’m sold out on candy canes,” Seely said in July. “We can’t possibly make any more.”

This fall, the Seely farm is running a Facebook campaign offering $100 worth of products to anyone who can find two identical candy canes anywhere they are sold. Seely doesn’t expect to have to pay out. “I have yet to find two that are alike in three years,” he said. —MIKE SEELY

THE WSU VANCOUVER NOTABLE ALUMNI AWARD
The WSU Vancouver Notable Alumni Award honors alumni who have made significant contributions to society, and whose accomplishments, affiliations, careers and/or community service reflect WSU Vancouver’s legacy of excellence. The nomination process begins in the spring, and a committee scores the nominations and chooses one notable alumna/alumnus for the year. The award began in 2014 with 25 notable alumni selected as part of WSU Vancouver’s 25th anniversary celebration.
THE MOMENT YOU OPEN YOUR ADMITTANCE LETTER TO WSU YOU BECOME A MEMBER OF THE COUGAR NATION. Cougar spirit. Go Cougs. Cougs helping Cougs. This is powerful stuff and the very thing that forms the foundation of the Cougar Business Alliance.

The Cougar Business Alliance in Vancouver had grass roots beginnings. Cougar attorneys were referring their clients to Cougar accountants. Cougar pet owners were seeking out Cougar veterinarians. Cougars were looking for Cougar dentists, landscapers and restaurant owners.

The Cougar Business Alliance at WSU Vancouver launched in spring 2010 to provide a resource for alumni businesses to work together, refer one another and form partnerships. Now 110 members strong, it is also a resource for WSU Vancouver students, alumni, faculty, staff and community members who are looking for Cougar goods and services in the area. Many Cougar Business Alliance members offer discounts to students and WSU Alumni Association cardholders.

Membership is free for Cougar-owned and -operated businesses. Quarterly meetings provide an opportunity to meet area Cougars and learn ways to improve your business and build camaraderie with other Coug owners and/or managers. Join the Cougar Business Alliance by calling 360-546-9600, and let fellow alumni work for you.

MEMBER PROFILE

Vancouver Business Journal

The Vancouver Business Journal has been chronicling Southwest Washington’s business community for more than two decades. Publisher John McDonagh and Business Manager Steve McDonagh graduated from WSU Pullman in ’75 and ’84 respectively.

John McDonagh is involved with WSU Vancouver in many ways, including as a member of the Cougar Business Alliance, to support economic development in the community. “A key component to successful economic development is education. A university with strong programs in business, health sciences and engineering such as WSU Vancouver lends credibility to and enhances our local business community,” he said.

Cougar Businesses

AUTOMOTIVE
360 Imports
Evan Herling, Adopted Coug

Lukas Auto Painting and Repair
Jeff Carlson, Pullman ’95

CONSTRUCTION
Alliance Steel Distributors, LLC
Craig LaCross, Adopted Coug

Architects Associative
Jeff Lightheart Sr., Pullman ’73

Building Industry Association
Avdy Scarpelli, Vancouver ’99 and ’00

Calvert Company
Doug Calvert, Pullman ’75

Crimson Contracting, LLC
Tom McKabb, Pullman ’82

Greenstone Architecture
Timothy Buckley, Pullman ’93

Lakeside Industries
Ron Green, Pullman ’85

LSW Architects
Ralph Willson, Pullman ’78
Casey Wyckoff, Pullman ’96
VUGH Unim, Pullman ’70

Mac Electric
Terry McChesney, Pullman ’84

West Coast Commercial Floors, Inc.
Andrew Uhaz, Vancouver ’08

ENGINEERING
ControlTek
Andy LaFrazia, Vancouver ’99

ENTERTAINMENT
Hamilton Events
Steve Hamilton, Pullman ’73

Kiggins Theatre
Dan Wyatt, Pullman ’96

Simple Pleasures Events
Courtney Givens, Pullman ’96

FINANCE AND ACCOUNTING
Accounting Resource Group
Brenda Schoeneman, Vancouver ’04

Clarity Tax Service
Amy Kennedy, Vancouver ’99

Country Financial
Tom White, Pullman ’90

Julius Aghayani, CPA, PLLC
Julius Aghayani, Vancouver ’06

Lewis Group CPAs, P.C.
Chris Lewis, Pullman ’02

Merrill Lynch
Jeff Terrell, Pullman ’03

NWCPA
Nanette Walker, Pullman ’77

Pacific Capital Resource Group, Inc.
Chris Kichle, Pullman ’99

Reliance Investing, Inc
Destry Witt, Vancouver ’05

Riverview Community Bank
Ron Wysaske, Pullman ’74

Sustainable Wealth Management
Taylor Vilhauer, Pullman ’02
Trillibium Brian Setzler, Pullman ’85

FOOD AND BEVERAGE
Arctic Circle Restaurants
Bob Simpson, Pullman ’75 and ’79

Baja Fresh
Lisa and Phil Haberthur, Vancouver ’00

Big Al’s Sports Bar & Grill
Al Kirkwood, Pullman ’56
Sanade Kirkwood, Pullman ’65

Blind Onion Pizza and Pub
Gene Schwendiman, Adopted Coug

Bortolami’s Pizzeria
Mike Stormme, Pullman ’04

Caps N’ Taps
Brendan and Rachel Greenen,
Pullman ’11

Cupidone Coffee House
Trinh Ngo, Vancouver ’11

Delicious Dishes
Regan Waugh, Vancouver ’01

Double V Distillery
John Vissotzky, Pullman ’79
Nick Vissotzky, Vancouver ’12
Steve Vissotzky, Pullman ’79

foodé | Cafe & Catering
Joseph Nuttering, Vancouver ’12
Joel Nehm, Vancouver ’13

Java House
Lonnie Chandler, Pullman ’83

Laurelwood Brew Pub
Mike De Kalb and Cathy
Woo-Del Kalb, Adopted Cougs
Local brews on tap at Mt. Tabor Brewing Company, located in downtown Vancouver.
The Campaign for Washington State University—Because the World Needs Big Ideas—began in 2006 with the goal of raising $1 billion for WSU. When we started, we heard from people who said it was an unrealistic goal. Boy, were they wrong! Thanks to the generosity of alumni, friends, foundations and organizations, WSU ended the campaign last June having raised more than $1.065 billion.

WSU Vancouver was charged with raising $20 million of the $1 billion goal. More than 25,000 donors came together to raise more than $23 million. These funds directly support WSU Vancouver and are empowering Big Ideas in Southwest Washington that benefit our community today and will for generations to come.

As we celebrate the impact of the campaign, we honor our donors and the philanthropy that has created opportunities for access to high-quality education, innovative research, and meaningful outreach and partnerships.

Every gift, whether $25 or $1 million, tells a story of WSU Vancouver’s past and future. Each gift illustrates what it means to be exceptional and what it means to be a VanCoug. And each gift advances WSU Vancouver and improves the lives of its students, alumni and community.

On behalf of WSU Vancouver, THANK YOU! Thank you for investing in scholarships, faculty and research, and for transforming facilities that enhance the student experience and positively impact our community. You make WSU Vancouver a better place.

Jennifer Miltenberger
Director of Development and Alumni Relations
THE IMPACT OF THE CAMPAIGN WILL GO ON FOREVER
For every milestone there is a first—a first step, a first word, a first love. And for WSU Vancouver the gift that launched the campaign was given by the late Ed and Mary Firstenburg. Their gift of $1 million helped build the Firstenburg Student Commons—the first dedicated student space on campus. It’s a hub for students to gather to study, recreate and socialize. It’s also home to the Associated Students of WSU Vancouver and the Office of Student Involvement.

SCHOLARSHIPS HELP STUDENTS ACHIEVE THEIR DREAMS
Because the economic success of a community depends upon a well-educated workforce, WSU Vancouver’s top fundraising priority is scholarships. More than 80 percent of WSU Vancouver students take advantage of some kind of financial aid to help pay for their education. Scholarships don’t come with terms or interest rates, and they don’t have to be repaid. Scholarships provide opportunities to students who otherwise might not be able to afford college.

The Second Chance Scholarship stands out for its tremendous impact. It supports students who are one to three semesters from graduation and have run out of money to continue. In the four years since it was established, more than 100 students have benefited from the Second Chance Scholarship, and 95 percent of recipients have either graduated or are currently enrolled.

Over the course of the campaign, the total number of scholarship dollars awarded more than tripled, and the number of students who received a scholarship increased 209 percent.

scholarships, then and now

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<tr>
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<tr>
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<td>249</td>
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<tr>
<td># OF STUDENTS RECEIVING AWARDS</td>
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<td>67</td>
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RESEARCH DISCOVERIES CONTRIBUTE TO THE LOCAL ECONOMY
WSU is one of just 108 U.S. public and private universities—out of more than 4,500—singled out for its “very high research activity” in the Carnegie Classification. WSU Vancouver’s investigations and discoveries contribute to the products, innovations and intellectual economy of Southwest Washington. The campaign has transformed several programs at WSU Vancouver by adding private support to hire faculty and conduct research.

In the School of Engineering and Computer Science, the Clark County High Technology and Community Council, Columbia Credit Union, Columbia Machine, Tektronix and Wafertech took advantage of a five-year naming opportunity offered through the campaign. Labs in the Engineering and Computer Science Building are named for each of the five organizations. The money raised supports research and allows faculty to involve students in their work and to prepare them with the tools of the new economy.
A NEW HOME FOR THE LITTLEST COUGS

Private support during the campaign expanded WSU Vancouver’s Child Development Program, which added young Cougs on campus—kindergartners. The private, full-day kindergarten was made possible by a $1.5 million gift from the Tod and Maxine McClaskey Foundation and was the foundation’s first signature gift.

The kindergarten, which opened in fall 2010, provides an innovative, whole-child, best-practice model for learning. The kindergarten program is open to the children of community members and WSU Vancouver students and employees.

THE CAMPAIGN ALLOWED FOR THE FIRST NAMED FACULTY FELLOW

During the campaign, WSU Vancouver’s Carson College of Business received $675,000 from the Tod and Maxine McClaskey Foundation to extend WSU’s long-standing and highly regarded Hospitality Business Management program to Vancouver. The gift allowed the university to hire a faculty member who is WSU Vancouver’s first named Faculty Fellow.

Now in its third year, the Hospitality Business Management program is growing and partnering with local and regional hotels, restaurants and other businesses to provide internships, scholarships and research projects that enhance the students’ experience. The research partnerships have helped industry keep up on best practices and trends while preparing the next generation of employees.

FACULTY AND STAFF BELIEVE IN WSU VANCOUVER

An important factor in the success of the campaign is WSU Vancouver’s own faculty and staff. The Vancouver campus has the highest participation rate in faculty and staff giving of all WSU campuses, consistently receiving an annual contribution from 65 to 70 percent of its employees. The national average for employee giving at public universities is 23 percent. WSU Vancouver’s high rate of giving shows that employees are passionate about the university’s priorities and have confidence it puts private gifts to good use.

THE LAST DOLLAR CAME FROM A FRIEND

For every milestone just as there is a first, there is also a last. Jan Johnson, retired principal assistant to the chancellor, made the last contribution that closed WSU Vancouver’s books on the campaign. Her gift to the Dr. H.A. “Hal” and Joan Dengerink Endowed Fellowship Fund supports scholarships for graduate students.

“Hal is a hero of mine,” said Johnson. “WSU Vancouver would not be what it is today without him.”

Johnson worked at WSU Vancouver for 13 years and said she continues to give in her retirement because she believes in WSU Vancouver and its mission to bring higher education to the students of Southwest Washington. She said the establishment of WSU’s urban campuses was important for local students. It gives them the option to pursue education without having to move out of the area or pay out-of-state tuition. This option, Johnson said, is one of the best things for students.
WSU VANCOUVER DONORS
JULY 1, 2014 – JUNE 30, 2015

WSU 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. What we are 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.

Thank you.

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what's new

**WSU VANCOUVER IS A TREE CAMPUS USA**

WSU Vancouver has earned the Arbor Day Foundation’s Tree Campus USA status. This recognition means a campus effectively manages its trees; develops a connection with the community to foster healthy, urban forests; and strives to engage students in learning opportunities centered on campus and community forestry efforts. Along with an improved landscape and a vested campus community, recognized campuses often have the added benefit of lower energy costs.

what's changed

**PARKING UPDATE**

Additional campus parking is available this fall. The Blue Daily Pay lot, located on the west side of campus, has gained 53 spaces, and a new 250-space Gray lot has been added on the north side of campus. Parking lot color designations and numberings have changed, too. Visit the website for the latest campus map and parking information.

what's happened

**WEEK OF WELCOME KICKOFF**

Alumni, faculty and staff welcomed new and returning students by waving the flag on Aug. 24. The annual tradition celebrates the beginning of the school year with Cougars greeting students as they arrive on campus. Other first-week traditions include Field Day and the Back-to-School Barbecue.

what's next

**STAY IN TOUCH**

Calling all Cougs—tell us what you’re up to! Did you recently get married, have a baby, start a new job, or have a story worth sharing? Send submissions to news@wsu.edu.

**FOLLOW US ON SOCIAL MEDIA**

facebook.com/wsuvancouver
twitter: @wsuvancouver
instagram: @wsuvancouver
youtube: wsuvancouver
The Business of Student Success

Business students at WSU Vancouver have a new place to hang out, network with peers, collaborate on projects, seek advice, do homework and charge their electronic gadgets. The Carson College of Business will open the Center for Student Success this fall in the Classroom Building, Room 218.

The center aims to provide a great learning environment where students can find support and guidance to succeed at the Carson College of Business. While encouraging social interaction, the center offers help in four key academic areas as well:

1. **Advising** – Advisers help students stay on track to earn their degrees. Free tutoring from a qualified peer will also be available.

2. **Careers and involvement** – The Carson College of Business is committed to helping students launch their careers. The center will provide space for networking events and workshops on resume building, interviewing skills and LinkedIn, to name a few. Mock interviews and resume critiques will help students build confidence for life after graduation.

3. **International experience** – To gain a global perspective, business students must fulfill an international learning requirement, such as study abroad, an international internship, even a second major or minor with an international focus. The center will host relevant workshops and information sessions in person and via videoconference from Pullman.

4. **Scholarships** – The Carson College of Business awards hundreds of thousands of dollars in scholarships each year. The center will help students discover which scholarships are available and how to apply.

The name says it all. The Student Success Center is a one-stop shop that will help business students thrive and achieve their goals.
PREVIEW DAYS

1 P.M. SATURDAY, OCT. 10
5:30 P.M. THURSDAY, DEC. 3
optional campus tour at 4:30 p.m.
1 P.M. SATURDAY, FEB. 6
1 P.M. SATURDAY, MAY 14
optional campus tour at noon

Find agenda, directions and RSVP today!
vancouver.wsu.edu/preview

Questions? Call 360-546-9779 or email van.admissions@wsu.edu

Find out what you don’t know about sleep.

Sleep matters:
How sleep affects learning, decision-making and health from adolescence to adulthood

FRIDAY, OCT. 9
11:45 A.M. – 1:30 P.M.
FIRSTENBURG STUDENT COMMONS
# Upcoming Events

**AUGUST**

24 | FALL SEMESTER BEGINS

**SEPTEMBER**

7 | LABOR DAY—CAMPUS CLOSED
8 | COUGAR FOOTBALL CHALK TALK 6:30 p.m., 3Peaks Public House and Taproom
11 | OUTDOOR MOVIE NIGHT 8 p.m.
15 | A-Z OF FINANCIAL AID AND SCHOLARSHIPS WORKSHOP 5:30 p.m.
16 | BUSINESS GROWTH MENTOR & ANALYSIS ALLIANCE FORUM 8:30 – 10 a.m., Burgerville CRCL
21 | SALMON SPEAKERS TOASTMASTERS CLUB OPEN HOUSE 7 – 8 p.m., Salmon Creek Burgerville
22 | RESUME AND COVER LETTER WORKSHOP 12 – 1 p.m.
29 | LINKEDIN LAB 1:30 – 2:30 p.m.
30 | A-Z OF FINANCIAL AID AND SCHOLARSHIPS WORKSHOP 6 p.m.

**OCTOBER**

7 | RE-IMAGINED RADIO PROJECT: “R.U.R./FALL OF THE CITY” 7 p.m., Kiggins Theatre
8 | COUGAR FOOTBALL CHALK TALK 6:30 p.m.
9 | CHANCELLOR’S SEMINAR SERIES Sleep matters: How sleep affects learning, decision-making and health from adolescence to adulthood 11:45 a.m. – 1:30 p.m.
10 | PREVIEW DAY 1 p.m.
12 | A-Z OF FINANCIAL AID AND SCHOLARSHIPS WORKSHOP 2:30 p.m.
14 | RESUME LAB 1:10 – 2 p.m.
20 | LGBTQ+ LEADERSHIP CONFERENCE AND COLLEGE FAIR 8:30 a.m. – 1 p.m.
21 | BUSINESS GROWTH MENTOR & ANALYSIS ALLIANCE FORUM 8:30 – 10 a.m., Burgerville CRCL

**NOVEMBER**

3 | RESUME LAB 12 – 1 p.m.
10 | COUGAR FOOTBALL CHALK TALK 6:30 p.m., 3Peaks Public House and Taproom
17 | INTERVIEWING SKILLS WORKSHOP 3 – 4 p.m.
18 | LINKEDIN LAB 3:10 – 4 p.m.
19 | BGMAP ALLIANCE SPECIAL EVENT Keynote: Tim Boyle, CEO of Columbia Sportswear 5 – 7 p.m., Hilton Vancouver
22 | A-Z OF FINANCIAL AID & SCHOLARSHIPS WORKSHOP 5:30 p.m.
26 | THANKSGIVING DAY UNIVERSITY-WIDE CLOSURE
27 | NATIVE AMERICAN HERITAGE DAY UNIVERSITY-WIDE CLOSURE

**DECEMBER**

1 | JOB- AND INTERNSHIP-SEEKING STRATEGIES 3:10 – 4 p.m.
2 | INTERVIEWING SKILLS WORKSHOP 12:10 – 1 p.m.
3 | RESUME AND COVER LETTER WORKSHOP 3 – 4 p.m.
11 | SPRING SEMESTER BEGINS
18 | MARTIN LUTHER KING, JR. DAY OF SERVICE
20 | BUSINESS GROWTH MENTOR & ANALYSIS ALLIANCE FORUM 8:30 – 10 a.m., Burgerville CRCL
22 | A-Z OF FINANCIAL AID & SCHOLARSHIPS WORKSHOP 1 p.m., Vancouver Community Library
24 | RE-IMAGINED RADIO PROJECT: “A RADIO CHRISTMAS CAROL” 7 p.m., Kiggins Theatre
26 | DECEMBER 24 – JANUARY 2 UNIVERSITY WIDE CLOSURE
27 | NATIVE AMERICAN HERITAGE DAY UNIVERSITY-WIDE CLOSURE

**2015 WSU FOOTBALL SCHEDULE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Opponent</th>
<th>Location</th>
<th>Network</th>
</tr>
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<tbody>
<tr>
<td>Sept. 5</td>
<td>Portland State @ Pullman (PAC-12 Network)</td>
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<tr>
<td>Sept. 12</td>
<td>WSU @ Rutgers (ESPNU or ESPn2)</td>
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<td>Sept. 19</td>
<td>Wyoming @ Pullman (PAC-12 Network)</td>
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<td>Oct. 3</td>
<td>WSU @ California</td>
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<td>Oct. 10</td>
<td>WSU @ Oregon</td>
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<td>Oct. 17</td>
<td>Oregon State @ Pullman</td>
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<td>Oct. 24</td>
<td>WSU @ Arizona</td>
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<td>Nov. 7</td>
<td>Stanford @ Pullman</td>
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<td>Nov. 14</td>
<td>WSU @ UCLA</td>
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<td>Nov. 21</td>
<td>Colorado @ Pullman</td>
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<td>Nov. 27</td>
<td>WSU @ UW — Apple Cup! (FOX or FOX Sports 1)</td>
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<td>Dec. 27</td>
<td>Pac-12 Championship @ Santa Clara, CA (ESPN or ABC)</td>
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“WSU Vancouver has been an excellent option for me because it is affordable and close to home. I researched various schools and liked the degree programs offered here. I was also pleased that WSU is a research campus. I plan to go on for a master’s degree, and I feel that this campus is preparing me for the future.”

—Samantha Rintoul
history major