Coug study SHARKS\nOFF THE WASHINGTON COAST
Dear Friends of WSU Vancouver,

Washington State University Vancouver is committed to extending the STEM disciplines—science, technology, engineering and math—on our campus. We are part of a major push in Southwest Washington to better prepare students to study STEM fields in college and to enter the workforce with appropriate facility in math and science, regardless of the industries they enter.

I have been impressed with the STEM initiatives in Southwest Washington because they result from strong partnerships among our business leaders, superintendents, public officials and higher education leaders. These are alliances that serve our youth and will create the conditions for our students to be successful.

Among our exciting new STEM partnerships is iTech Preparatory, a Vancouver Public Schools STEM-focused high school located in the Clark College building on our campus. We’re exploring a variety of ways our faculty and iTech Prep teachers can work together. We are hopeful this partnership—and others like it—will help students build a pathway to a college degree at WSU Vancouver.

We support the work of our faculty as they engage in research that advances STEM fields and, just as important, STEM education. As you will see in this edition of NW Crimson & Gray, WSU Vancouver offers signature programs in STEM fields with real evidence of student success in the job market.

On a personal note, as my first year as chancellor draws to a close, I want to take a moment to thank everyone for the gracious and warm welcome I’ve received. The generosity of people on campus and throughout our community has made this an incredible year. This community truly embraces WSU Vancouver and has very high expectations for us, as well. With cutting-edge research and world-class academic programs, we will continue to serve the people of Southwest Washington.

Sincerely,

Mel Netzhammer
Chancellor
Washington State University Vancouver
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“Autovation,” an exhibit about automobile technology now on display at the Oregon Museum of Science and Industry in Portland, won a 2012 Rosey Award of Merit in the experiential category. The category recognizes interactive exhibits found in museums or information booths that engage consumers in a physical environment.

“Autovation” is a collaborative project between Dick Hannah Dealerships, Washington State University Vancouver’s creative media and digital culture program and OMSI. It shows the advances in technology, safety improvements, energy efficiency and basic mechanical workings in automobiles in a fun and interactive way. CMDC students conceptualized the exhibit, and designed and developed the interactive components.

The Rosey Awards are an annual showcase of Portland and Southwest Washington’s best creative work.

Kudos for “Autovation”

Oppegaard is heading up a mobile storytelling project for the Fort Vancouver National Historic Site, one of 398 units in the National Park Service. He has provided more than 5,000 hours of community service over four years developing and producing mobile applications for iPhone, iPad and Android for the site. They are the first interactive applications of their kind anywhere in the National Park System.

The Fort Vancouver mobile applications use geographic location technology in smartphones and tablets to engage visitors in an interactive tour around the reconstructed buildings of the working-class “Company Village” and other park grounds. Based on where the visitor is standing, the applications display interviews and costumed re-enactment videos, slides, maps and audio. The various elements depict the historic significance of each location and living conditions in the mid-1800s, while asking for the visitor to submit responses and media, such as photographs and videos, in return.

For all of his creativity, technical genius and time, Oppegaard was selected from among 257,000 National Park Service volunteers, who donated a combined 6.7 million hours, as the 2012 national individual recipient of the George and Helen Hartzog Award for Outstanding Volunteer Service. He traveled to Washington, D.C. in February to accept his award.

“The National Park Service, at Fort Vancouver National Historic Site, embraces community involvement in its educational and interpretive programs,” said Tracy Fortmann, superintendent at the Fort Vancouver National Historic Site. “We are incredibly proud of Brett and this tremendous achievement—it is a powerful, poignant recognition of his outstanding work and an indirect tribute to our other volunteers who, like Brett, contribute their time and passion to this national park annually. It is so wonderful that of the more than a quarter of a million volunteers, Brett has been selected as the Hartzog recipient. We couldn’t be more pleased or honored!”

Fortmann went on to explain that the Fort Vancouver National Historic Site is one of the bigger volunteer parks in the region. More than 700 volunteers gave 53,000 hours of service last year. The park had more than 680,000 visitors in 2012.

Last October, Oppegaard won the regional volunteer award for the Pacific West Region, which encompasses Washington, Oregon,
California, Montana, Idaho, Nevada and Hawaii. He was one of seven volunteers nationally to receive a regional award. The seven regional award winners were considered for the national Hartzog Award. The award recognizes the time, talent, innovation and work contributed to national parks through the Volunteers-In-Parks program.

“The Fort Vancouver Mobile project demonstrates how we all can prosper and improve our community when we work together on common goals for the greater good,” Oppegaard said. “The National Park Service has been an exceptional partner. Its staff has been open, kind and generous. I hope, through this work, our community can see, in new ways, how our stories are interwoven and our lives are interconnected.”

Oppegaard’s contributions to the Fort Vancouver National Historic Site are part of the research he conducts as a WSU Vancouver faculty member. Some of his digital technology and culture students work alongside him. His research focuses on the juxtaposition of digital and physical space, in which visitors gain knowledge and a deeper engagement with the physical site. Their experience is enhanced as layers of information are unveiled at opportune moments, via mobile technology, while they also get opportunities to participate in the story building.

Fortmann says the apps allow the site to be relevant and connect with people in new and exciting ways. “We have visitors who are explorers, and they can get in-depth information and experience it differently. The Fort Vancouver Mobile project brings information in a very user-friendly manner and provides it when you want it,” she said.

Fortmann is also well aware that not everyone is technology savvy. She is grateful to Oppegaard for making aspects of his project consumable in other ways. There are parts of the project that are also used on the site’s website and in the visitor center. That flexibility allows the Fort Vancouver National Historic Site to serve the greatest number of visitors in ways that are most meaningful to them.

“I admire Brett and his desire to develop the project to be flexible, nimble and inclusive. That was very powerful and important to me in my charge to serve the public,” said Fortmann.

Oppegaard has received almost $70,000 in grant monies for the project from the National Endowment for the Humanities, as part of a Digital Humanities Start-Up Grant and a We the People initiative. The latter program was designed to encourage and enhance the teaching, study and understanding of American history, culture and democratic principles.

This spring, Oppegaard and nine students from his Reporting Across Platforms class are creating multimedia object files that tell the story of the Spruce Mill situated within and between the footprint of the reconstructed Fort Vancouver Fur Trade Post and Pearson Air Museum. The Spruce Mill processed Sitka spruce harvested from the Northwest and brought by rail to an enormous cut-up mill. Much of the milled timber was used to build ships during World War I.

The stories at the Spruce Mill site are rich. Oppegaard said a variety of industries have occupied the site over time with a history of conflict between labor and management. The National Park Service is looking at the Fort Vancouver National Historic Site and Oppegaard’s apps as a model and weighing how similar projects might be implemented elsewhere in the system. Imagine the stories that can be told in 398 parks across the country.

To learn more about the mobile app, visit fortvancouvermobilesubrosa.blogspot.com.
The American Democracy Project is a multi-campus initiative focused on higher education’s role in preparing the next generation of informed, engaged citizens for our democracy. The project began in 2003 as an initiative of the American Association of State Colleges and Universities in partnership with The New York Times. WSU Vancouver is one of its newest members.

The William Plater Award for Leadership in Civic Engagement is bestowed by the American Democracy Project. It recognizes the critical role of the chief academic officer in advancing the civic mission of his or her campus through curricular reform, public advocacy, accountability for institutional citizenship, faculty development and recruitment, and partnerships with community organizations. Netzhammer learned he was the recipient of the Plater Award at the American Democracy Project annual conference held in San Antonio, Texas last June.

Netzhammer was selected for the Plater Award for his work as provost and vice president for academic affairs at Keene State College. He was nominated by his colleagues, some of whom traveled to Vancouver to see
him accept the award and to help WSU Vancouver establish the American Democracy Project on its campus.

Patrick Dolenc, professor of economics at Keene State College, said Netzhammer was nominated for the Plater Award because of his visionary and decisive leadership, wisdom, integrity and passion. He said the American Democracy Project has been transformative for his campus.

Netzhammer worked for more than five years to commit Keene State College to fostering civic outcomes for students. Students there learn the understanding, knowledge and skills they will need to navigate difficult conversations throughout their lives.

“Among the most exciting things for me is seeing that when our students are engaged in the community they become the active citizens that will mark the success of our next generation of leaders,” said Netzhammer.

“The Plater Award was confirmation that we accomplished this at Keene, and it’s great to work with WSU Vancouver faculty, staff and students to bring ADP to our campus.”

The Plater Award was officially presented on Feb. 20 by George Mehaffy, vice president for academic leadership and change for AASCU. WSU Vancouver is the 106th AASCU campus he has visited of the 415 member institutions. In his remarks, Mehaffy talked about public higher education’s obligation to train students for jobs versus the obligation to prepare them to participate in a democracy.

“We present it as a dichotomy. You either prepare students for jobs or you prepare them for a democracy,” said Mehaffy. “That’s wrong. Students will have eight to 10 jobs by the time they are 50 years old. The very things that prepare them to participate in a democracy prepare them to be successful in the workplace.”

Netzhammer currently serves on the American Democracy Project national implementation committee. He is working to establish the project on campuses throughout the nation—including his own.

“It is lovely and surreal to be recognized for something you love doing and feel passionately about,” said Netzhammer.

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To learn more about the American Democracy Project, visit aascu.org/programs/ADP.
What’s got four legs, a furry coat and a listening ear? Stella, the newest addition to the Child Development Program at Washington State University Vancouver.

STORY AND PHOTOGRAPHS BY LAURA EVANCICH
EVERY THURSDAY MORNING, CDP KINDERGARTENERS PRACTICE THEIR READING SKILLS WITH A SPECIAL FRIEND. Stella, a 2-year-old Norwich terrier, listens patiently as the children take turns reading aloud to her. Reading sessions with Stella help the kids develop their language and communication skills by giving them an unbiased, affectionate, unconditionally supportive—and furry—friend to practice reading with.

CERTIFIED TO COMFORT
Stella’s owner and handler, Krista Anderson, trained and certified her pup through Therapy Dogs International, a volunteer organization that provides testing and certification of dogs for visits to nursing homes, schools, hospitals and other institutions where therapy—also known as comfort—dogs are needed.

One experience in particular inspired Anderson to volunteer with TDI. With her 6-month-old pup in tow, Anderson made regular visits to an ailing friend in hospice. Given just days to live, her friend took great comfort in hours-long cuddles with Stella and looked forward to future visits. Against the odds, Anderson’s friend lived four months longer than expected—later passing away from a different ailment.

After seeing firsthand how much comfort a canine companion could bring, Anderson knew she wanted to get herself and Stella involved with a therapy dog program. The duo now makes regular visits to the CDP, Battle Ground Library, Three Creeks Library, Woodland Primary School and local hospices.

A LISTENING EAR
The benefits of Stella’s visits are many. Three children with dog phobias have warmed to Stella and are often the first to volunteer to read to their guest. Anderson has seen these kids go from not wanting to sit near Stella to plunking down right beside and petting her.

Their language skills are improving, too.

“Reading aloud to Stella builds their confidence and self-esteem,” said CDP program coordinator Cheryl Johnson. “Reading to a dog is without risk; the dog doesn’t talk back or criticize you if you make a mistake.”

The kids often take their time sounding out words properly, knowing their audience—a patient, silent dog—will wait for them.

THOUGHTFUL FRIENDS
“Beyond reading development, we’re looking for that emotional, social connection,” said Johnson, which makes Stella’s role a perfect fit. The children show care and thoughtfulness when it comes to the pup, from the way they greet her to what they think she’ll want to listen to.

“They are selective about which stories they’ll read aloud,” Johnson said, noting that some will bypass stories about cats in case it would upset their canine pal.

“The children often ask me, ‘How long did it take you to teach Stella how to read?’” Anderson laughed. “They think of her as a peer.”

Stella recently celebrated her second birthday with her kindergarten friends. The kids gave their friend a gift and, in turn, got special bookmarks to note the day.

“Stella’s visit is the highlight of the week,” said Johnson. “She’s become a part of our community.”

LEARN MORE
To learn more about Therapy Dogs International, visit tdi-dog.org or call (973) 252-9800.

Kindergartner Poll: “what do you like about Stella coming to our school?”

“I liked it when we gave her a birthday present, that was fun!” –Deklan

“I love Stella coming to our school every week to read to her.” –Ben

“I like reading to Stella because she’s cute. And she always licks me.” –Lauren

“I like the present we gave her today, it made her so happy, she’s 2 years old today!” –Dotty

“Stella likes me.” –Reon

“When I read to her, that’s my favorite part.” –Esme

“Stella likes it when I read to her, because she rolls over and lets me pet her tummy afterwards!” –Molly

Fall 2013 CDP Kindergarten starts Aug. 28.

Contact Kathy Austin at (360) 546-9722 for space availability and program information.
The world is filled with problems that need a fix. How can we generate clean energy? Will we be able to manage the effects of global warming? How do we handle large volumes of digital information for the betterment of all humanity? While the tasks ahead of us seem daunting, our tenacity and advancements in science are equally large.

I’ve loved pursuing my degree in computer science at Washington State University Vancouver because it represents the future. Students need strong technical training to solve the problems of tomorrow. However, the global problems we face today require more than a single scientist to solve. They require large teams composed of a variety of scientific disciplines. WSU Vancouver has equipped me with not only the technical backing to solve complex issues, but also the communication skills required to participate on such a team. My involvement with the Associated Students of Washington State University Vancouver as vice president has shown me what it takes to lead a team filled with vastly different opinions and histories.

It’s easy to ignore the “soft” skills required for strong communication. Learning these skills occurs throughout the college experience. Mine developed greatly while leading the ASWSUV Senate. The smoking policy at WSU Vancouver has been a major topic of conversation this year. The Senate had a lot to say, and there were some major differences of opinion about how student government should approach it. Mediating these conversations taught me more than I think I could have ever learned in the classroom.

While I do not know what problems will require my attention throughout my career, I do have something I can rely on. My experience at WSU Vancouver has equipped me with all the tools I’ll need to tackle the next big problem that needs a fix.

Aaron Bruckner
ASWSUV Vice President
STEM, it’s all the rage. Its meaning has moved far beyond the stalk that supports a fragrant flower. Today the STEM most talked about is an acronym for science, technology, engineering and math.

President Barack Obama supports STEM education. In November 2009, he launched the “Educate to Innovate” campaign to improve the participation and performance of America’s students in STEM disciplines. This nationwide effort aims to move American students from the middle to the top of the pack in science and math achievement by 2020. President Obama is counting on partnerships among educators, businesses and community partners to move the needle.

The state of Washington is promoting STEM education. In his inaugural address on Jan. 16, Governor Jay Inslee called for an aligned economic and education strategy that will enable the citizens of Washington to lead the way in job creation, technology innovation and clean energy. Governor Inslee made clear that his focus is on job creation and preparing the next generation for successful futures—and that achieving those goals depends on advancing STEM education.

“Science, technology, engineering and math are just as important to the next generation as the three Rs were to my generation,” Inslee said. “They are the essential tools for success in this new economy.”

The U.S. Department of Labor has projected that by 2014, the U.S. will have more than two million job openings in STEM fields. By 2015 Washington state is projected to have 16,849 STEM-related jobs according to Scott Bailey, regional economist for the Washington Employment Security Department.

Companies like Microsoft are concerned about who will be available to fill their STEM-related jobs.

Jane Broom, director for Microsoft’s Puget Sound Community Affairs, said her company had 6,000 open jobs when she visited WSU Vancouver in December. Of those, 4,000 openings were in Washington and 3,000 required a core technology or engineering degree.
“We can recruit from around the world, but we have a deep and strong desire to hire our own,” said Broom. Washington State University Vancouver is working to fulfill the very real need for college graduates with STEM degrees. And the effort begins long before students enroll at WSU Vancouver.

**STEM ACROSS THE SYSTEM**

More than 40 faculty with expertise and interest in STEM education in seven colleges across the four campuses of Washington State University have joined forces to increase synergy, visibility and support for work in this area.

The WSU STEM Education Partnership seeks to transform STEM education at WSU, in the region and beyond, by conducting research, initiating and supporting educational activity, and engaging in community-based programs.

The partnership promotes and supports reciprocal collaborations amongst WSU STEM educational professionals, K – 12 schools, community colleges, businesses and community organizations. The partnership is looking to establish and nurture pathways throughout the K – 20 system for increasing student understanding, interest and retention in STEM-related areas of study—with particular focus on traditionally underserved students.

Already the WSU STEM Education Partnership has supported WSU science faculty in developing education initiatives. It is also working to develop a STEM education certificate for graduate students.

**WSU VANCOUVER OFFERS SIGNATURE STEM PROGRAMS**

Signature programs are those that help define WSU Vancouver’s mission and its distinctiveness in the marketplace. Signature programs leverage the existing strengths of the university and provide a strong foundation on which to build. Several of WSU Vancouver’s signature programs are centered on STEM disciplines.

Mechanical engineering in the School of Engineering and Computer Science is a signature program. Undergraduate and graduate students learn about the world’s mechanical processes and systems, and figure out ways to make them more efficient, time-saving and cost-effective. Graduates design, develop, manufacture and test tools, engines, machines and other mechanical devices. Their work influences all aspects of modern life, from agriculture and energy to medical care, transportation and entertainment.

The College of Arts and Sciences is home to three STEM-related signature programs.

The environmental science program offers undergraduate and graduate students the opportunity to study in an interdisciplinary program that incorporates biological and physical sciences. Environmental scientists bring a systems approach to the analysis of environmental problems. They work on subjects like understanding earth’s processes, evaluating alternative energy systems and understanding the effects of global climate change.

An environmental science degree can prepare a student for a wide range of careers in industry, government, consulting and education. From soil scientist and water-quality specialist, to lobbyist and technical writer, there are dozens of ways to apply an environmental science degree.

Psychology offers undergraduate students diverse areas of study that relate to their personal and career interests including clinical and health psychology, industrial and organizational psychology, behavioral neuroscience, child development, personality and social psychology, speech perception and the study of addictive behaviors. The department provides a broad liberal arts education and a solid foundation in psychological science. Many students have the opportunity to work with faculty on their research projects both in the lab and in the field.

Although a bachelor’s degree in psychology is often seen as a stepping stone to a graduate degree, psychology degrees are flexible and adaptable. Students with a bachelor’s degree in psychology may find work in sales, social work, labor relations, personnel and training. There are many opportunities for students to apply their skills, talents and educational background to further their professional goals.

The creative media and digital culture program integrates critical thinking, creativity and computing skills with course work in the arts, humanities, social sciences, management information systems and computer science to offer a broad-based, interdisciplinary degree that prepares students for a culturally diverse, technologically complex 21st century.

Students in the program participate in directed studies and internships that allow them to gain real-world experience and work on projects that serve the community. The program is designed to give students flexibility in deciding their career path. Alumni of the CMDC program are currently working in web authoring, graphic design, film and television, the publishing industry, technical writing, journalism, digital marketing, e-business, information management and computer systems analysis.

In addition to signature programs, WSU Vancouver has many programs and degrees that support STEM development. Degrees in business, education, English and social sciences give us business and human resource administrators,
Mechanical Engineering students learn their craft through hands-on assignments: This semester, students in the Microsystems and Renewable Energy class built solar-powered cars and raced them in competition.

INSPIRING STUDENTS LONG BEFORE A COLLEGE APPLICATION IS SUBMITTED
Ramping up STEM education on campus is not enough. Today many freshmen arrive unprepared for college-level math among other STEM-related deficits. WSU Vancouver is working with organizations to create a pathway to higher education that will ensure students are ready for their next step—and it starts early.

The Southwest Washington Math, Engineering and Science Achievement program is housed on the WSU Vancouver campus. MESA provides enriching educational opportunities that help build a pathway to college and careers in the STEM fields for middle and high school students.

MESA’s goal is to reach students who are currently underrepresented in the STEM fields—African American, Latino, Native American and female—and persuade them that their contributions are needed and that exciting and rewarding career opportunities exist for them.

MESA Days are held periodically throughout the year. Last year more than 120 students had an opportunity to showcase their design, problem-solving, mathematical and communication skills on a competitive basis.

While we may disagree for whom to vote, who to root for on the football field, or what our favorite vegetable is, we can all agree that we need more and better mathematics teachers in our children’s classrooms. Mathematics can be a gatekeeper to economic success and is important to daily decision-making. Did you stop to thank your favorite math teacher the last time you made a health care decision or when you figured out how much your last vacation cost?

In the past two years, WSU Vancouver has made a commitment to mathematics education with the hiring of two mathematicians and one mathematics educator. By doing so, WSU Vancouver is better positioned to respond to the local, regional and national demand for more and better mathematics teachers.

Specifically, the College of Education is offering a middle-level mathematics endorsement that students earn by successfully completing five courses beyond the requirements for elementary teaching certification. These courses focus on increasing students’ mathematical understanding and their knowledge of effective instructional practices. In addition, plans are underway to offer secondary mathematics certification for future high school teachers. The program may be offered as early as fall 2013. Students will be required to complete a major in mathematics with an education focus. This addition to our offerings is significant for two reasons—it signals what could be the beginning of a mathematics degree program at WSU Vancouver and it is the first time that WSU Vancouver will support students in becoming certified high school math teachers.

This spring, we learned our efforts will also be supported by a federal grant. The Mathematics and Science Partnership Grant will provide $1.7 million for each of the three years. It will be shared by organizations statewide. WSU education experts will work with school districts on both sides of the state to improve math and science education.

Locally, Increasing STEM Achievement through Multi-Level Learning Inquiry Teams is headed up by Educational Service District 112. It will involve 40 sixth- through eighth-grade teachers.
understand the unique environmental challenges that hydropower generation faces and engage in life-long learning about renewable energy sources. Ultimately, the project aims to expose students to an experiential learning process vital for sustained interest in science, technology, engineering and math fields.

from the Evergreen School District and Vancouver Public Schools. Tamara Holmlund Nelson, associate professor of science education; Kristin Lesseig, assistant professor of mathematics education; Alex Dimitrov, assistant professor; and I will participate. We will focus on development of middle-school math and science teachers’ content knowledge and on student-centered instruction through the use of “design challenges,” which are integrated, project-based learning experiences.

Together these initiatives aim to enhance a critical missing component in the education portfolio of Southwest Washington. They will increase the talent pool of local mathematics teachers and help prepare a larger pipeline of students for STEM industry, drastically needed in our state. The ripple effects of these programs are tremendous. Each trained teacher will interact with hundreds of students in classrooms around the state, preparing the next generation to embark on productive, mathematics-related careers.

MAKING STEM A REALITY FOR HIGH SCHOOL STUDENTS
This fall Vancouver Public Schools opened iTech Preparatory High School in the Clark College building on the WSU Vancouver campus. iTech Prep is a STEM-focused high school that provides project-based learning opportunities in a technology-rich 21st century learning environment. Students have an opportunity to earn college credit while at the STEM school through an Early College program.

The high school is in its inaugural year and already WSU Vancouver students and faculty have had opportunities to speak in iTech Prep classes and interact with high school students. The iTech Prep students have attended a leadership conference put on by WSU Vancouver student leaders and have taken advantage of speakers and other special events on campus.

Vancouver Public Schools and WSU Vancouver are hopeful that iTech Prep will create a pathway to pursuing a STEM degree at WSU Vancouver for students.

Similarly, Evergreen School District is poised to open the Henrietta Lacks Health and Bioscience High School in fall 2013. The high school will serve students interested in health and bioscience careers such as nursing, pharmacy, primary care and the growing field of health informatics, which deals with the intersection of computer science and health care. HeLa High will also offer college credit for some courses and high-level students may have an opportunity to do original research with local institutions. While not located on the WSU Vancouver campus, HeLa High may also help create a pathway to an undergraduate degree at WSU Vancouver.

WSU Vancouver is exploring many options for engaging with high school students, including College in the Classroom, which would bring college coursework into the high schools rather than requiring students to attend classes on a college campus.

STEM INTO THE FUTURE
Clearly the need for graduates in STEM-related fields is important to growing the economy in the region, state and nation. And it will take the efforts and cooperation of K – 12 education, higher education, industry, community organizations and more to move the needle. Moreover, it will require creativity and flexibility on the part of all partners to respond to the world’s changing STEM-related needs. WSU Vancouver will be a leader among leaders as our community comes together to address student preparation in science, technology, engineering and math.

"The middle-level math program is an outstanding program that focuses on a new way of thinking about math! Even though I've taught for several years, I've never seen math approached this way. Conceptual understanding is developed so that students can reason in a very sophisticated manner about mathematical relationships. You have to explain your thinking without falling back on rules and procedures that you've relied on throughout your life. These classes push you beyond your understanding and teach you "thinking strategies," using reasoning alone. After you explore the math, often visually, they expect you to interpret what you see and then defend or justify it based on more math! Rich conversations were inevitable because of the new vocabulary that developed while experiencing the math in this manner. These are powerful instructional strategies that our students are going to just love! Fabulous stuff!"

—JACQUELINE G. ROBINS

—ROBERT RICHER
SIXTH GRADE MATHEMATICS
COVINGTON MIDDLE SCHOOL
Using their backgrounds as students in the environmental science program, Harris and Jones have devoted their time and resources to researching the sevengill shark population in Willapa Bay off the Long Beach Peninsula. Conducting basic population studies, the two aim to have the sharks reclassified from bottom-fish status. Current state policies classify all shark species as bottom-fish, despite their low reproduction rates, allowing individuals to catch and keep up to 15 sharks per day depending on the fishing location.

Harris and Jones’ interest led them to create the Northwest Shark Preservation Society, a nonprofit organization dedicated to the conservation of sharks. The organization currently has six WSU Vancouver undergraduate students assisting with research, tagging, fundraising and grant writing. For those involved, it’s not simply a fishing expedition, but a chance to dive into a one-of-a-kind research experience.

HOOKED

Harris is a “shark nut”—a self-proclaimed title that he credits with getting him involved with researching the sevengill shark population.

Harris’ fascination with sharks prompted Steve Sylvester, associate professor of molecular biosciences, to forward Harris an email from a reporter with the Chinook Observer who had questions about sharks in Willapa Bay.

Sylvester, who is acting as an unpaid consultant on the project, had previously served as an advisor for Harris’ environmental science internship and knew of his capacity for research.

“I worked with Greg in my lab and was very impressed with his work ethic and drive,” said Sylvester. “Sharks are not my area of research, but I’m able to help Greg by contributing a general knowledge of science and allowing him to bounce ideas off me. Down the road there might be a study that will fit my expertise that we can connect directly to the university, but for now I am simply supporting our students.”

Sylvester’s tips led Harris to Kelly Barnum, a fishing guide who leads catch-and-release shark expeditions departing from the Willapa National Wildlife Refuge on Long Island Slough. Barnum noticed the unusually high number of sevengill sharks in Willapa Bay and invited Harris and Jones to tag along on his next trip.

What started as a one-time trip turned into a full-fledged research project after Harris and Jones witnessed the large congregation of sharks in the bay. After only one expedition, they were hooked.
There is really nothing more exciting than seeing a 10-foot shark and actually putting your hands on it and investigating,” said Jones. “I’ve been a fisherman all my life, and I still get excited when these magnificent creatures come up alongside the boat.”

CASTING THE LINE

Although Harris and Jones’ first encounter with the sharks left them with a new sense of excitement, conducting research on the shark population has proven challenging. Previous research on sevengill sharks has been limited, and the International Union for Conservation of Nature lists the species as “data deficient” in its conservation status.

Motivated by this lack of information, Harris and Jones mapped out a plan to conduct population studies on the sharks in the bay. The two contacted the National Oceanic and Atmospheric Administration and received ribbon tags and DNA-sampling kits.

The tools provide the basis for the mark and recapture method Harris and Jones use to estimate the shark population size. After a shark is caught, the team attaches a ribbon to serve as a visual identifier that the shark has previously been captured, clips a piece of fin for DNA testing and releases the shark back into the bay. The population size can then be estimated by comparing the number of marked sharks to the proportion of marked sharks caught during the next trip.

“Once we have the first shark on the line, we bring it to the side of the boat, rope off the tail and tie it to the boat—effectively immobilizing the shark,” said Harris, describing the capturing and marking process. “We then tag, take DNA samples, photograph and take measurements. This whole process usually takes less than 10 minutes. We try to do it quickly to minimize the stress on the shark.”

Through gauging the size of the bay’s shark population, Harris and Jones hope their efforts can offer insight into behavioral patterns and breeding timeframes of sevengill sharks. In turn, they hope to use this information to develop policies supporting conservation of sharks.

In August, they submitted a proposal to the Washington Department of Fish & Wildlife proposing a catch-and-release policy that would close angling of sevengill sharks statewide. After several months of public comment, the proposal is undergoing review by the WDFW.

Effecting such a change in policy does not come without a full day’s work from Harris and Jones. On trip days, the two rise from their slumber around 2 a.m., gather their gear, make the two-and-a-half-hour drive to the Willapa National Wildlife Refuge and meet up with Barnum to put the boat in the water. It takes a half hour to reach the shark hotspots in the bay, and once there, Harris and Jones spend six to seven hours catching, tagging and sampling.

“It makes for very long days,” said Harris. “Then we come back home, take care of all our gear, sit down and study for classes the next day.”

REELING IN SUPPORT

The work of Harris, Jones and the NWSPS has garnered significant support from wildlife enthusiasts and the scientific community.
Researchers from Tasmania to South Africa have contacted them to offer advice and share research data.

“In their research, they have stumbled onto other scientists around the world who are interested in their work and where the research may lead. This project is really encouraging them to put their science knowledge base to work and to mature as scientists,” said Sylvester.

Harris and Jones’ research gained regional attention after being featured in Horns and Hooks, a western outdoor adventure magazine owned and operated by WSU alumnus Rex Peterson, class of 2000. Their work has also been featured on the outdoor fishing television show “Hawg Quest” and online at the Examiner.

More recently, Harris has been invited to speak at both the Columbia River Maritime Museum and the Portland Aquarium to discuss sharks of the Pacific Northwest and conservation efforts. Additionally, NWSPS has been asked by the Oregon Coast Aquarium to assist in a live-specimen capture that will take place later this spring. Further increasing the work of NWSPS outside of the region, Harris has been inducted into the American Elasmobranch Society, an invite-only professional society dedicated to the scientific study of living and fossil sharks.

Harris and Jones have also ensured that NWSPS acts as an accessible resource for educating the community on sharks. Current projects include Oceans 101, a section on the NWSPS website that hosts shark facts and marine science articles, and Shark Bait Club, which will offer coloring pages and comic strips educating elementary- and middle-school students on sharks and other marine topics such as ocean pollution.

Currently, NWSPS has undertaken the search for grants and funding sources. Harris and Jones hope to expand the scope of their research and use the funds to purchase new equipment for spring expeditions.

Most WSU undergraduates look forward to May as the end of the semester, with some eagerly counting down the days until graduation. For Harris and Jones, they look forward to May as the start of the shark season and the beginning of new marine science research endeavors.

Team members of Northwest Shark Preservation Society (left to right): WSU Vancouver students Dennis Jones and Greg Harris, Mike Fujimoto, unofficial NWSPS mascot Wyllow Fujimoto and Elizabeth Whitney.
The word “engineer” literally means “one who practices ingenuity.” Engineers are practical inventors. Despite their pocket-protector reputation, engineers are creative. They make your vacuum cleaner better. They figure out how to make a roller coaster hit 120 M.P.H. in four seconds without killing you. They find ways to make your car run on electricity. Almost everything we touch has also passed through the hands of an engineer.

Inspiration, experimentation, vision, analytical ability, imagination, energy, passion and communication skills are all essential to being an engineer. So why don’t more women pursue careers in engineering?

It’s becoming a problem. The United States needs more female engineers. It’s not a matter of trying to meet a quota or balance the workforce. It’s a matter of having enough engineers to meet the growing demand. In today’s global economy, and with the diffusion of technology across industries and occupations, engineers are essential.

According to an April 2012 report issued by the U.S. Congress Joint Economic Committee, only 14 percent of engineers are women. Why? Perhaps women buy into misconceptions about engineering being a “solitary profession.” Is it possible women don’t know about the solution-oriented work that engineers perform? Or maybe a lack of female engineering role models contributes to the shortage?

That’s where Frances Brinkman, Debbie Holsey and Farhana Kabir come in. These three ladies, all alumnae of Washington State University Vancouver’s School of Engineering and Computer Science, are leaving their marks on the engineering profession and paving the way for other women.
Kabir was raised by a chemist mother and a nuclear physicist father. Fascinating news about science and technology dominated many dinner conversations while she was growing up. Physics was her favorite subject in high school, and she wanted to follow in her father’s footsteps and become a physicist. Then Kabir’s dad introduced her to the idea of studying computer science, and it turned out to be the right choice.

Engineers are expected to solve tough, real-world problems. Kabir said being proficient in one’s field of choice is essential for an engineer, but it’s also important to learn new skills in order to solve the problem at hand.

“In my very short career, I’ve tackled a number of tasks that I didn’t know how to solve and required a lot of new learning. For every single one of those, I was able to rise to the challenge,” said Kabir.

She also said having a strong technical background is not enough.

“In the real world, engineers seldom work alone, which makes good communication skills an absolute must to be successful,” said Kabir.

As a female in computer science, Kabir has always been a minority in her college classrooms and workplaces. She said she would like to see the ratio change, but she’s so conditioned to working with men that it doesn’t register for the most part.

“Working in a male-dominated field is more of a challenge than I understood, and more rewarding than I expected ... I truly enjoy seeing the profession change to one more representative of the real world.” —FRANCES BRINKMAN
WSU VANCOUVER
ACADEMIC DEGREES >>

Bachelor’s degrees
- Anthropology, BA
- Biology, BS
- Business Administration, BA
- Computer Science, BS
- Digital Technology and Culture, BA
- Education, BA
- Electrical Engineering, BS
- English, BA
- Environmental Science, BS
- History, BA
- Human Development, BA
- Humanities, BA
- Mechanical Engineering, BS
- Neuroscience, BS
- Nursing, BS
- Psychology, BS
- Public Affairs, BA
- Social Sciences, BA
- Sociology, BA

Master’s degrees
- Accounting, MAcc
- Business Administration, MBA
- Computer Science, MS
- Education, EdM
- Environmental Science, MS
- Mechanical Engineering, MS
- Nursing, MN
- Public Affairs, MPA
- Teaching, MIT

Doctorate degrees
- Education, EdD
- Nursing, DNP

STEM-related degree program

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Getting involved with STEM on campus

WSU Vancouver’s Association for Computing Machinery—Women Chapter is one of the STEM-related Registered Student Organizations on campus.

ACM-W supports, celebrates and advocates internationally for the full engagement of women in all aspects of the computing field, providing a wide range of programs and services to ACM members and working in the larger community to advance the contributions of technical women.

Other STEM-related RSOs include:
- American Medical Student Association Washington State University Vancouver Premedical Chapter (AMSA WSUV Premedical Chapter)
- American Society of Mechanical Engineers (ASME)
- Financial Management Association (FMA)
- Institute of Electrical and Electronics Engineers (IEEE)
- Institute of Management Accountants (IMA)
- Psychology Club
- Society for Information Management WSUV Student Chapter (SIM-WSUV Student Chapter)
- Student Health Profession Association (SHPA)
- The Neuroscience Education and Outreach Club at Washington State University Vancouver (NEOCW)

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What the “Border Bill” means for Oregonians

We’re closer than you think
The state of Washington’s “Border Bill” is a program that allows Oregon residents, who live in specified counties, to attend WSU Vancouver part-time (eight credits or fewer per semester) and pay resident tuition rates.

Oregon counties whose residents are eligible:
Clackamas, Clatsop, Columbia, Gilliam, Hood River, Morrow, Multnomah, Sherman, Umatilla, Union, Wallowa, Wasco, Washington

Move across the border and pay resident tuition rates immediately
The Border Bill has been expanded to include individuals who relocated from one of the eligible Oregon counties to the state of Washington within the previous 12 months.

Learn more
Contact the Cougar Center at (360) 546-9779 or admissions@vancouver.wsu.edu to speak with an admissions counselor.

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“I think if more Oregonians from the Portland metro area knew about what is offered so close, there would be a mass exodus. I love WSU Vancouver. I’m still prideful when I drive up to the campus.”

—M. Martin-Tellis
BUSINESS ADMINISTRATION MAJOR
At Clark College, Creecy works out of the Penguin Union Building answering questions students may have about WSU Vancouver’s programs, admission process, financial-aid system and student life.

“Many students at Clark are the first in their family to go to college, so they may not be familiar with the ‘language of higher education.’ That’s where I can help them out,” said Creecy.

Creecy often garnishes his assistance with an extra helping of humor. The San Diego native and University of California, Berkeley graduate brings his comedic quips and home state’s sunshine to his work at WSU Vancouver. Creecy moonlights as a stand-up comic, and he readily cracks jokes about topics like the appropriate attire to wear to a phone interview and takes playful jabs at subjects like his former job at a Netflix call center.

“I wanted to continue my career in higher education because helping students get access to college seemed a far more satisfying and desirable use of my professional time than helping unhappy Netflix customers with their broken DVDs and movie-streaming issues,” said Creecy.

Students do have problems of their own to share, but Creecy finds that setting students on the pathway to their educational dreams leaves him feeling energized and fulfilled. He also thinks that WSU Vancouver’s “small-campus feel” allows for one-on-one interactions that help alleviate any problems a student may have with the admissions process.

While WSU Vancouver’s small size, scenic location and campus offerings as a world-class research institution may be an easy sell for Creecy to pitch to potential transfer students, he makes sure to offer students the best option for the academic routes they choose to take.

While Creecy strongly emphasizes obtaining a college degree, he also stresses the importance of extra-curricular activities. He views this as one of his most important job duties.

“College is a great place to prepare yourself for a career, but if you want to be interviewed and be a serious candidate, you need to take advantage of everything inside and outside the classroom by surrounding yourself with student leadership roles, internships and research projects.”

As Creecy points out, for students considering transferring to WSU Vancouver, there is no shortage of involvement opportunities for eager Cougs looking to build their résumés.

**PLAN YOUR NEXT STEP**

To make an appointment with Creecy, call (360) 546-9779 or email admissions@vancouver.wsu.edu

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**Carson Creecy**

Carson Creecy may spend his weekdays with penguins, but he remains a cougar to his crimson core. Creecy, who started as an admissions counselor at Washington State University Vancouver in 2010, is currently stationed at Clark College working with potential transfer students in his new position as transfer coordinator.

Contrary to popular belief, Clark College’s mascot Oswald (left) and WSU Vancouver’s Butch T. Cougar are good friends.
What are Cougs best known for?
Helping fellow Cougs, of course. WSU Vancouver faculty, staff and students offered a shining example of just that last fall when it became apparent that some students were having trouble getting enough to eat. A glitch in the new student information system that disrupted the disbursement of financial aid caused stories of hardship to surface.

It took the Office of Student Affairs almost no time to launch Cougs Helping Cougs, a food drive to benefit WSU Vancouver students. It started as a two-week effort, but the donations and the need continue.

The Cougar Food Pantry accepts donations of non-perishable food. Items currently needed include healthy cereals, canned fruit, pasta sauce and peanut butter. Other priority items are canned tuna and chicken, canned meals (soups, stews, chili), canned vegetables, macaroni and cheese, instant potatoes and rice.

If you would like to help a Coug, please bring food donations to the Student Services Center or contact the Office of Development and Alumni Relations at events@vancouver.wsu.edu or (360) 546-9600 to make arrangements.

To date, 1,134 items have been stocked in the Cougar Food Pantry and 82 students have been served.
SEVEN YEARS AGO THE HOSPITALITY BUSINESS WAS BOOMING. From the big guys like Hilton, Marriott and Disneyworld, to out-of-the-way bed and breakfasts, the industry catered to and profited from American tourists and businesspeople on the go. It was then that the Washington State University Board of Regents granted Washington State University Vancouver’s College of Business approval to offer a Bachelor of Arts in hospitality business management.

Then came 2008 and the economic recession. The hospitality industry suffered as businesses and families cut back on travel spending, and revenues tanked. The hospitality business management degree was put on ice.

Today the hospitality industry is recovering. According to an industry overview published in December 2012 at wetfeet.com, tourists and businesspeople are currently spending roughly $550 billion each year on travel in the United States, and the industry employs more than seven million people directly—and even more than that indirectly.

Similarly, tourism in the region is growing faster than the national average. This fact prompted local leaders in the lodging and restaurant businesses to approach WSU Vancouver to say the time is right to launch the hospitality business management program. These business leaders are asking for a more educated and qualified employee pool that has both leadership and management skills.

“The hospitality business management degree is the number one, most-requested business major that we currently are not offering,” said Jane Cote, director of the College of Business.
“Over the past seven years, any time there was any hint that the hospitality business management degree might be offered here, my phone would start ringing. From students to industry leaders, there is excitement about this program.”

 Seems the timing is right to offer the degree WSU is on board. The university is embarking on an ambitious strategy to offer the hospitality business management program system-wide and Vancouver will lead the way for urban campuses.

 Thanks to existing Regent approval and an established School of Hospitality Business Management in Pullman, WSU Vancouver is uniquely positioned to quickly expand the high-demand program, be responsive to industry needs and provide students with a solid path to employment opportunities after graduation.

 Almost all the pieces were in place. Demand. Check. Approval. Check. Curriculum. Check. The missing ingredient? Money.

 That’s where the Tod and Maxine McClaskey Foundation came in. The foundation has made a generous $675,000 gift that will provide a five-year faculty fellowship. The Tod and Maxine McClaskey Fellowship in Hospitality is WSU Vancouver’s first named fellowship. The gift will support the salary and benefits of a hospitality business management faculty member while the program gets established.

 The Tod and Maxine McClaskey Foundation is uniquely suited to support the hospitality business management program. Tod McClaskey made his fortune in the hotel business. In 1959, McClaskey and his business partner Ed Pietz purchased the 89-room Thunderbird Motor Inn in Portland, Ore. That was the humble beginnings of the Thunderbird-Red Lion hotel chain, which became the largest privately held hotel chain west of the Mississippi by the time they sold it in 1984.

 The Tod and Maxine McClaskey Foundation was established to support the communities Tod and Maxine loved past their lifetimes, honoring their legacy as it funds important projects throughout the Northwest, but primarily in Clark County, Wash. The foundation’s mission to support education and health, along with Tod McClaskey’s esteemed career in the hotel industry, were a perfect fit for the hospitality business management program.

 A statement from the Tod and Maxine McClaskey Foundation’s board of directors said the foundation is very pleased to partner with WSU Vancouver to bring this premier hospitality business management program to the greater Clark County region.

 “Naming the faculty fellowship after Tod and Maxine certainly recognizes the dedication and hard work Tod put into building a quality company in the hospitality industry,” read the statement.

 The board members recalled that Tod and Maxine valued education for all of their employees and focused on company-wide training programs to ensure professionalism and a first-class level of service throughout the Red Lion chain.

 With all the pieces in place, WSU Vancouver is poised to offer the hospitality business management program beginning in August 2013. The program will integrate the solid foundation laid by the College of Business in Vancouver with Pullman’s world-class program that is consistently rated in the top 10 of 170 similar programs in the nation.

 Hospitality business management focuses on management operations in the hospitality field, lodging, tourism, food and beverage, and senior living businesses. Students will be taught theoretical and applied methods, interpersonal skills, leadership aptitude and teamwork strategies.

 The new faculty fellow will deliver the bulk of the curriculum to WSU Vancouver students. As part of the state-wide program, the fellow will also work collaboratively with faculty system-wide to advance the School of Hospitality Business Management.

 “This is a wonderful opportunity to expand the offering of the hospitality business management program on another of the WSU campuses; the very generous gift from the McClaskey Foundation will provide exciting options for students and industry partners in Southwest Washington,” said Nancy Swanger, director of the school of hospitality business management at WSU.

 Building partnerships with the local industry and WSU Vancouver’s hospitality business management students will also be part of the fellow’s responsibilities. Students in the program must complete 1,000 hours of internship experience to earn their degrees. Typically, students will complete internships with one...
operate their own franchise eatery or hotel. Alumni of the program may also become entrepreneurs and forecasting facility profits. “Our programs in small business consulting, accounting and professional sales are committed to bringing the classroom to the community and the community to the classroom. Hospitality business management will seamlessly fit into our existing palate of business programs,” said Cote.

Students who earn their degree in hospitality business management can expect to qualify for jobs managing top restaurants, hotel departments, convention services, senior living centers and vacation centers. Other potential hospitality careers for graduates include purchasing, publicity, hiring and training employees, organizing catering and forecasting facility profits. Alumni of the program may also become entrepreneurs and operate their own franchise eatery or hotel.

CHARLES “CHUCK” STEVENS has created the opportunity of education for generations of students by establishing an endowed scholarship at Washington State University Vancouver through a bequest. Stevens believes strongly in higher education. He attended college on the GI Bill after having served in Vietnam, which allowed him to complete his degree with little financial hardship. He wants to help students from his community—Skamania—pursue their education without incurring great financial burden.

BILL WILSON was a decorated WWII solider. He earned the Silver and Bronze Star Medals for gallantry and meritorious service in a combat zone. In January 1943, Wilson was among three men from a 12-man unit who returned safely after a 20-day battle against the Japanese.

After the war, Wilson earned degrees in business and economics at Washington State University and began an 11-year career in banking. In 1961, after earning a master’s degree at Portland State University, he came to Vancouver to teach. Between 1961 and 1984 Wilson taught at three local high schools—Evergreen, Hudson’s Bay and Ridgefield. He passed away on Oct. 2, 2012 and named WSU Vancouver as a beneficiary of his estate. His gift will create scholarships and program support for the WSU Vancouver College of Education.

THE MARINE CONSERVATION ALLIANCE awarded Brian Tissot, professor in the School of the Environment, a gift of $40,000 in support of his research with the Benthic Ecology Lab. The funds support data collection, analysis and synthesis of submersible surveys, and fishing studies in the Bering Sea off the Alaskan coast.

“The results of this project may help ensure that seafood is caught in a sustainable manner that does not cause irreparable harm to the marine environment,” said Tissot.

The Marine Conservation Alliance is a non-profit organization dedicated to developing practical, science-based policies for managing the marine resources of the North Pacific and Bering Sea.

JPMORGAN CHASE & CO. recently granted $40,000 to the Business Growth Mentor and Analysis Program in the College of Business. With this gift, JPMorgan Chase has contributed a total of $102,000 to the Business Growth MAP and has become a benefactor to the university. Benefactors are individuals or organizations whose overall giving to WSU totals $100,000 or more.

The gift from JPMorgan Chase expands the college’s capacity to provide business students with meaningful opportunities to enhance their business education while providing small businesses in our region with valuable consultation to help them grow and prosper.

BRAINTMAYER FOUNDATION, headquartered in Marion, Mass., provides grants to support organizations involved in improving the quality of K – 12 education. The foundation contributed $35,000 to the At Home At School program in the College of Education. The gift supports the e-portfolio initiative for AHAS students, in-service and pre-service teachers, and local schools.

The e-portfolios will help students who move transition more easily between schools by providing current teachers with access to past lessons and assignments without delay. The e-portfolio will first be available to nearly 600 students in the AHAS program, with the hope of making it available for all students, teachers and schools in the future.

Chuck Stevens (left) and JPMorgan Chase & Co. wave the flag for WSU Vancouver.

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**Top 7 High-Paying Jobs in Hospitality**

<table>
<thead>
<tr>
<th>Position</th>
<th>Average Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>Casino Property General Manager</td>
<td>$218,300</td>
</tr>
<tr>
<td>Regional Chef</td>
<td>$124,800</td>
</tr>
<tr>
<td>Hotel Manager</td>
<td>$112,400</td>
</tr>
<tr>
<td>Regional Restaurant Manager</td>
<td>$95,800</td>
</tr>
<tr>
<td>Head of Housekeeping</td>
<td>$77,000</td>
</tr>
<tr>
<td>Executive Pastry Chef</td>
<td>$60,200</td>
</tr>
<tr>
<td>Sommelier</td>
<td>$50,400</td>
</tr>
</tbody>
</table>

Source: Monster.com
How Coug are you?

TAMARA SHoup, HUMAN DEVELOPMENT ’07, PROVES PERSEVERANCE IS A PLUS.

TELL US ABOUT YOUR JOURNEY TO BECOMING A COUG.
When my daughter was a newborn, I put her in a stroller and walked onto the WSU Vancouver campus to hear Chancellor Emeritus Hal Dengerink introduce the brand new campus to the community. In 1997, the Administration building stood like a beacon amidst mountains, and for the first time I felt like a college degree was within reach.

My route to a college degree was circuitous at best. I accumulated college credits in fits and starts and often felt like I couldn’t answer the question, “What are you going to do with a college degree?” It was my mother-in-law who would come to my rescue each time I wanted to give up. She would tell me that the year was going to pass either way, taking one or two courses was still progress. She was right. By 2005 I had accumulated enough college credits to apply for admission to WSU Vancouver’s upper division campus. Getting the letter that I had been accepted was a proud moment for me. In 2007, I graduated summa cum laude from WSU Vancouver with a Bachelor of Arts in human development. I can still remember the feeling of pride I had when I finished my final, final exam. I had done it; I was a college graduate.

WHAT WAS SOMETHING YOU ENJOYED ABOUT THE HUMAN DEVELOPMENT PROGRAM?
One of the most valuable experiences my program offered was the opportunity to include an internship and undergraduate research as part of my degree plan. These two experiences became pivotal when I was seeking a job after graduation. I knew the network I was entering, and I understood the role research plays in program planning and management. My human development degree also provided insight to understand and appreciate the different perspectives people bring to work. This has made both life and work more enjoyable.

FAVORITE WSU VANCOUVER MEMORIES?
Some of my favorite memories at WSU Vancouver involve the dreaded group project. These projects proved to be a real test bed for the group dynamics that I would encounter in the workforce. In addition, they forged personal friendships that grew into professional networks.

HOW DO YOU SUPPORT WSU VANCOUVER AS AN ALUMNA?
While I was a student, I received several small scholarships. Beyond the financial support, these scholarships validated my academic goals. One of the most personal scholarships I received was the Gloria Hall Leadership Scholarship. Gloria was also a non-traditional student in the human development program during my first year on campus. She was killed in a car accident just one semester before she graduated. As the first recipient of this scholarship, I was overcome by a sense of responsibility. I wanted to give someone else the same sense of hope and pride that Gloria had shared with me while we were students together. I set a goal to repay the scholarship after I graduated. I have repaid the scholarship every year since. I never feel more proud as when I am giving a gift to another Coug.

WHAT IS YOUR ADVICE FOR CURRENT STUDENTS AND FUTURE COUGS?
When I flash back to 1997, I would never have said I wanted to be a research administrator. I didn’t know that was a career option. My advice to current and future Cougs is to work toward degree completion even when you cannot answer the question “What are you going to do with a college degree?” A college degree does open doors, and sometimes those doors lead to rewarding careers that you don’t even know exist until you get there.
Make your mark. Leave an impression. Be remembered.

Help new WSU grads celebrate their transition from students to alumni with a stone in WSU Vancouver’s Legacy Square.

To learn more, visit vancouver.wsu.edu/GoCougs

Legacy Square
Paving the way to excellence.
## Upcoming Events

<table>
<thead>
<tr>
<th>Month</th>
<th>Date</th>
<th>Event Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>March</td>
<td>11 - 15</td>
<td>Spring break</td>
</tr>
<tr>
<td>March</td>
<td>19</td>
<td>A-Z of Financial Aid &amp; Scholarships Workshop 6:30 – 7:30 p.m.</td>
</tr>
<tr>
<td>March</td>
<td>21</td>
<td>Career Workshop: Job and Internship Seeking Strategies (for alumni and students) 12 – 1 p.m.</td>
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<tr>
<td>March</td>
<td>25</td>
<td>MBA Information Night 6 – 7 p.m.</td>
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<tr>
<td>March</td>
<td>26</td>
<td>Encounter Research Series: “420 @ 1:30: Pot, Policy, and Physiology” 1:30 p.m.</td>
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<tr>
<td>March</td>
<td>27</td>
<td>Marquee Diversity Event: The Power of Words with Kelly Zen-Yei Tsai 7 p.m.</td>
</tr>
<tr>
<td>March</td>
<td>28</td>
<td>Professional Writers Series: Eric A. Kimmel, “Serious Fun: Writing for Young People” 7 – 9 p.m.</td>
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<tr>
<td>April</td>
<td>3</td>
<td>Open Mic Poetry Night: Eileen Davis Elliott 5:30 – 7:30 p.m.</td>
</tr>
<tr>
<td>April</td>
<td>5</td>
<td>V.I. Preview Day (for applied and admitted students) 1 p.m.</td>
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<tr>
<td>April</td>
<td>9</td>
<td>MBA Stakeholder Speaker Series: “Southwest Airlines in a Nutshell.” Shari Conaway, director of people, Southwest Airlines 7 – 8 p.m.</td>
</tr>
<tr>
<td>April</td>
<td>11</td>
<td>Professional Writers Series: Brian Doyle, “Doyle’s Book of Unwritten Rules” 7 – 9 p.m.</td>
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<tr>
<td>April</td>
<td>12</td>
<td>Education Career Fair 4:30 – 6:30 p.m.</td>
</tr>
<tr>
<td>April</td>
<td>17</td>
<td>Cougar Night with the Blazers Portland Trail Blazers vs. Golden State Warriors Rose Garden, Portland, OR</td>
</tr>
</tbody>
</table>
| April | 18 | Research Showcase 8 a.m. – 4 p.m.  
Health Professions Graduate School Fair 10 a.m. – 1:30 p.m. |
<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
<th>Details</th>
</tr>
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<tbody>
<tr>
<td>April 20</td>
<td>A-Z of Financial Aid &amp; Scholarships Workshop</td>
<td>Vancouver Community Library (main) 2 p.m.</td>
</tr>
<tr>
<td>April 25</td>
<td>Engineering Innovation Showcase</td>
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<tr>
<td>May 6</td>
<td>Summer semester</td>
<td>Early six-week session begins</td>
</tr>
<tr>
<td></td>
<td>WSU Baseball vs. Portland Pilots</td>
<td>Joe Etzel Field, University of Portland campus</td>
</tr>
<tr>
<td>May 7</td>
<td>A-Z of Financial Aid &amp; Scholarships Workshop</td>
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<tr>
<td>May 11</td>
<td>2013 WSU Vancouver Commencement</td>
<td>Sleep Country Amphitheater 1 p.m.</td>
</tr>
<tr>
<td>May 22</td>
<td>A-Z of Financial Aid &amp; Scholarships Workshop</td>
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<tr>
<td>May 27</td>
<td>Memorial Day</td>
<td>campus closed</td>
</tr>
<tr>
<td>June 1</td>
<td>Vancouver Cougar Golf Classic</td>
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<tr>
<td></td>
<td>The Cedars on Salmon Creek, Brush Prairie, WA</td>
<td></td>
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<tr>
<td>June 3</td>
<td>Summer semester</td>
<td>Eight-week session begins</td>
</tr>
<tr>
<td>June 17</td>
<td>Summer semester</td>
<td>Late six-week session begins</td>
</tr>
<tr>
<td>July 4</td>
<td>Independence Day</td>
<td>campus closed</td>
</tr>
<tr>
<td>July 11</td>
<td>Strive2Drive</td>
<td>6:30 p.m.</td>
</tr>
<tr>
<td>August 19</td>
<td>2013 WSU football</td>
<td>Martin Stadium tickets go on sale 1-800-Go-Cougs wsucougars.com</td>
</tr>
<tr>
<td></td>
<td>Fall semester begins</td>
<td></td>
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<tr>
<td>May 11</td>
<td>Kiggins Theatre</td>
<td>Return • Reconnect • Relive</td>
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<tr>
<td></td>
<td>The Kiggins like you’ve never seen it. Showing independent</td>
<td>classic movies in a fully restored auditorium and lounge!</td>
</tr>
<tr>
<td></td>
<td>and classic movies in a fully restored auditorium and lounge!</td>
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</table>

**Coming Home:**
Voices of Return and Resettlement 1945 – 1965
Oregon Nikkei Legacy Center
Portland, Oregon

**Curator:** Professor Emerita of History, Jacqueline Peterson Loomis

**Art Exhibit:**
Now through April 30
Where in the world can you find a Coug?

Hitting the road this year? Send us your best snaps!

We invite all Cougs to send your photographs holding up the current issue of NW Crimson & Gray Magazine. Include some information about yourself and where you are in your submission. Bonus points for creativity!

2012 fiction phenomenon, E.L. James, paid a surprise visit to campus Sept. 24. She was visiting Portland, Ore. for a book signing and decided to make a side visit to the campus she made famous in her first book “Fifty Shades of Grey.”

James toured campus tweeting all the way. She was particularly interested in where English classes are held. She chose WSU Vancouver as a setting for her book for its English literature program. She asked to see the science building and the library. She bought an armload of Cougar gear at the Bookie and paid a visit to the VanCougar staff office.

“Fifty Shades”
Author E.L. James Makes a Cameo on Campus

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Firstenburg Student Commons
WSU Vancouver
“WSU Vancouver has been the best place to begin exploring my future career. The opportunity to work one-on-one with staff and professors has challenged and given me the ability to discover new paths. It has also helped me develop as a student leader and professional. I stayed close to home, yet had the opportunity to travel abroad. Last year I spent part of the summer in Spain and Portugal on a study abroad program studying Iberian architecture, language and culture.”

—MONICA SANTOS-PINACHO, business administration major